



ASSESSMENT OF THE CLIMATE FOR CREATIVITY IN SCHOOL AND THE LEVEL OF CREATIVE ATTITUDES OF MATHEMATICALLY GIFTED STUDENTS

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Abstract. The subject of the article is relation between math abilities and assessment of creativity climate at school and level of creative attitudes. Main problem is included in questions about creativity meaning for expression and development of math skills. How gifted students perceive and assess climate for creativity at school (does it support creativity)? What is the level of creative attitudes of gifted students? Which factors differentiate above relations? Answers to this questions are significant for teachers who work with students talented in math. As per theoretical models, high achievements of gifted students are supported by creative talents (Renzulli, 1978). Empirical data not support this correlation enough. One of formulated thesis is that there is a conflict between high level of school achievements (abilities) and creativity (Freeman, 2012). Introduced are results of research of two groups of students: participants of math competition for middle schools (N=43) and students with highest school achievements in math (average marks and external exams results, N=62). Climate for educations means all psychosocial resources of school which supports student's creativity. Creative attitude is an active cognitive, emotional, motivational activeness toward world with will to change it. As per the conducted research school support for creative gifted students is based on positive interpersonal relations limited situations with risk and ambiguity. Students talented in math have high general creative attitudes score.

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