

Gifted education: environment

[Education](#)



of Overview Intelligence and creative skills among in specific learning areas such as science and mathematics is said to be an inherent ability. This is because such skills are known to be handed down from one generation to the other (Csikszentmihalyi, 1999). Because of this, it is common to find a family exhibiting unique intelligence and creative skills in specific areas of academic learning when others do not. Because of the family factor in a person's intelligence and creative acquisition skills, it is always important that families, and for that matter parents will be involved as gate keepers in relation to nurturing creativity among children. The roles that can be played by parents and teachers as a team are further discussed below.

Creativity as a shared responsibility

Based on the locus of creativity as identified in Csikszentmihalyi (1999) in the figure below, it can be deduced that creativity as a system is a shared responsibility rather than an individual effort. What this means is that in nurturing creativity, it is not possible to expect results without collaborations and interactions between the entities and person around who creativity is expected to be built. As seen in the figure below, key entities of the creativity process including culture, society, and biology and environment. Meanwhile, there is a common place where parents can be placed when referring to culture, society, and biology and environment. For example parents and the family form the first society in which the child finds him or herself in. Again, the child grows up by adopting the way of life of the parents and thus develops culture of parents. What is more, the child is biologically connected to the child and sets a home environment for the child. Because of all these points, it is always justifiable that the parent will be made part of the shared responsibility in creativity nurturing.

<https://assignbuster.com/gifted-education-environment/>

Csikszentmihalyi (1999, 315)

Parent-teacher collaboration

Building on from the agreed notion that learning is a shared responsibility, Hennessey and Amabile (1998) observed that creativity requires both intrinsic and extrinsic conditioning to ensure they are successfully nurtured in gifted children. In the light of this, Cho and Lin (2009) argued that the best way to achieve the two identified forms of conditioning is through collaboration between the family and teachers. For example through influence of family process, motivation and beliefs, children gain the needed intrinsic conditions they require to set their minds towards creative learning. However, such intrinsic conditions are not always enough until the teacher uses his or her professional knowhow to contribute syllabus based creative modules to the learner. In essence, the parent-teacher gateway is created as parents serve as intrinsic motivation and teachers as extrinsic motivation to learning.

Conclusion and reflection

Learning is indeed a dynamic and unique process involving several entities and elements. As far as the nurturing of creativity is concerned, the ability of children to succeed with the learning process has been identified to be something that is best achieved when the children are given support from people they can look up to for inspiration and motivation. Noting the relationship between parents and children, the former have been identified as highly instrumental in the creative learning process as their contributions in the learning process serve as a major motivation for children to develop creative abilities. But since parents cannot be the sole frontrunners in the education of their wards, their roles are best served as collaborators for <https://assignbuster.com/gifted-education-environment/>

change, where they join efforts with teachers in facilitating the learning process.

References

Cho, S. & Lin, C. (2009). Influence of family processes, motivation, and beliefs about intelligence on creative problem solving of scientifically talented individuals. *Roeper Review*. 33, 46-58.

Csikszentmihalyi, M. (1999). *Implications of a systems perspective for the study of creativity*. Cambridge: Cambridge University Press.

Hennessey, B. A. & Amabile T. M. (1998). Reality, intrinsic motivation, and creativity. *American Psychologist*. 53, 674–75