Abstract
The study presents an analysis of teachers’ tendency to label gifted pupils. A questionnaire was used at the level of lower secondary education. It was aimed at teachers’ educational strategies in the area of enriching the curriculum for gifted pupils, and teachers’ tendency to label gifted pupils. In conclusion, labeling does not belong to educational strategies of most teachers. Gender, pedagogical qualifications and the length of teaching experience do not influence teachers’ tendency to label gifted pupils. Teachers from specialized schools for gifted pupils have a stronger tendency to label them. This tendency is weaker in the case of teachers from small schools.

Keywords: giftedness, gifted pupil, labeling, enrichment curriculum.

Introduction and theoretical definitions
Giftedness is most frequently defined as an individual’s skill in a selected area which is appraised by the social-cultural environment and is quantitatively and qualitatively more developed in comparison with their peers (Heward, 2013). Porter (1999) claims that these definitions may gain a more specific form in relation to their conception. It is, for instance, the liberal versus the conservative conception (they differ in the estimation of the amount of the gifted in the population), monoversus multidimensional (according to the number of criteria for identifying giftedness), definition of potential versus manifested performance. Our conception of giftedness is based on multidimensional liberal definitions and is focused on the intellectual giftedness. A gifted pupil is defined not only as a pupil diagnosed by a pedagogical-psychological center, but also a pupil who has not been diagnosed so far, but manifests features of intellectual giftedness.