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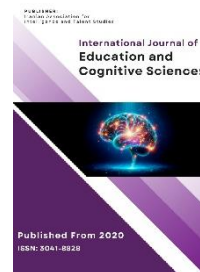
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Identifying the Components of an Innovative School Model Based on the Identification and Development of Students' Multiple Intelligences

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ABSTRACT

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Purpose: The present study aimed to identify and conceptualize the components of an innovative school model grounded in the systematic identification and development of students' multiple intelligences.

Methods and Materials: This study employed a qualitative research design using grounded theory methodology to construct an empirically derived model of an innovative school. The research was conducted in Tehran and involved 22 educational experts, including school principals, experienced teachers, curriculum specialists, educational psychologists, and policymakers selected through purposive sampling with maximum variation. Data were collected through semi-structured in-depth interviews supported by field notes and document analysis. Data collection continued until theoretical saturation was achieved. Analysis was conducted simultaneously with data collection using open coding, axial coding, and selective coding procedures based on the constant comparative method. Strategies including member checking, peer debriefing, and audit trail documentation were applied to enhance credibility, dependability, confirmability, and transferability of findings.

Findings: The analysis resulted in the emergence of a comprehensive innovative school model composed of interconnected structural, pedagogical, and developmental dimensions. The model indicated that innovative schooling requires visionary and participatory leadership, intelligence-based curriculum design, multidimensional talent identification and assessment systems, continuous professional development for teachers, flexible and technology-supported learning environments, and active collaboration with families and community institutions. Findings further suggested that innovation in schools is achieved through systemic integration rather than isolated reforms, leading to improved student engagement, recognition of diverse talents, strengthened creativity, enhanced socio-emotional development, and increased institutional adaptability.

Conclusion: The study concludes that developing innovative schools depends on aligning leadership practices, teaching-learning processes, assessment mechanisms, organizational culture, and educational ecosystems around the philosophy of multiple intelligences.

Keywords: Innovative School, Multiple Intelligences, Talent Identification, Educational Innovation, Talent Development, Intelligence-Based Education.

1. Introduction

Education systems in the twenty-first century are undergoing profound transformation driven by rapid technological change, knowledge expansion, and evolving societal expectations regarding human development. Traditional schooling models, historically designed around standardized curricula and uniform measures of academic achievement, increasingly struggle to respond to the diversity of students' cognitive capacities, learning styles, and developmental potentials. Contemporary educational discourse emphasizes innovation, personalization, and talent development as essential characteristics of effective schools capable of preparing learners for complex and unpredictable futures. Within this context, the concept of the innovative school has emerged as a strategic response to educational challenges, focusing on flexible learning environments, adaptive pedagogies, and the systematic cultivation of students' diverse abilities (Wang, 2023; Xu, 2025).

One of the most influential theoretical frameworks supporting educational innovation is Gardner's theory of multiple intelligences, which challenges the dominance of traditional intelligence constructs limited primarily to linguistic and logical-mathematical abilities. Multiple intelligences theory proposes that human intelligence is multidimensional, encompassing linguistic, logical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and other forms of cognitive functioning. Educational systems that recognize these diverse intelligences create opportunities for broader participation, deeper engagement, and more equitable talent development among students. Studies demonstrate that integrating multiple intelligences into educational planning enhances student motivation, creativity, and learning effectiveness while reducing academic marginalization (Al Shahrani, 2021; D. Wang, 2025).

Recent global research increasingly highlights that innovation in education is inseparable from talent identification and development. Innovative schools are not merely technologically advanced institutions; rather, they represent learning ecosystems capable of recognizing hidden capacities and nurturing individualized developmental trajectories. The "hidden talents" perspective emphasizes that students' competencies often emerge under supportive environmental conditions rather than through standardized assessment alone, underscoring the need for schools to adopt broader conceptions of intelligence and success (Ellis et al., 2023). Consequently, innovative schooling requires

structural redesign encompassing leadership practices, curriculum flexibility, assessment transformation, and professional development systems aligned with diversified learner profiles (Nirwan, 2026).

The integration of multiple intelligences into school innovation also reflects broader educational reforms connected to digital transformation and artificial intelligence. Contemporary educational environments increasingly rely on data-driven decision-making, intelligent learning systems, and adaptive educational technologies that enable personalized instruction and continuous monitoring of student development. Digital intelligence frameworks facilitate more precise identification of student talents and learning needs, thereby supporting differentiated instruction and inclusive educational models (Cai, 2024; Chen, 2025). Research on intelligent education systems confirms that innovation emerges when pedagogical philosophy, technological infrastructure, and talent cultivation strategies operate cohesively within institutional frameworks (Guo, 2024; Meng et al., 2024).

Talent development within innovative schools extends beyond academic achievement to include creativity, socio-emotional competence, and interdisciplinary problem-solving abilities. Educational scholars argue that modern schools must cultivate innovative human capital capable of adapting to knowledge economies characterized by creativity, collaboration, and continuous learning. Training models based on integrated intelligence development emphasize experiential learning, project-based instruction, and cross-disciplinary engagement as essential components of innovative education (Liang & Zhang, 2023; Lu, 2023). Similarly, artificial intelligence-supported talent cultivation models demonstrate that systematic identification of learners' strengths allows educational institutions to design targeted developmental pathways that maximize individual potential (Bian et al., 2022; Liu, 2025).

Empirical studies further indicate that early identification of giftedness and diverse talents plays a critical role in promoting inclusive educational systems. Innovative schools seek to move beyond elite conceptions of gifted education toward models that recognize every learner as possessing unique capabilities requiring appropriate educational opportunities. International research stresses the importance of inclusive talent identification strategies combining observational assessment, performance-based evaluation, and collaborative professional judgment (Mossberg et al., 2024; Singh & Bisht, 2024). Educational services designed for students with special intelligences

demonstrate improved academic engagement and psychological well-being when schools provide differentiated support structures (Murniviyanti, 2023).

The pedagogical implications of multiple intelligences theory have been explored across diverse subject areas, confirming its adaptability within different educational contexts. Studies show that intelligence-based teaching approaches enhance learning outcomes in language education, arts education, moral education, and physical education by aligning instructional strategies with students' cognitive strengths (Duan, 2023; Thambu et al., 2021; Yin, 2023). Classroom practices incorporating varied learning modalities, collaborative learning environments, and experiential activities contribute significantly to the development of innovative learning cultures that encourage exploration and creativity (CrenguȚA, 2023). These findings highlight that innovative schools must fundamentally redesign instructional practices rather than simply introduce new technologies or administrative reforms.

At the organizational level, school innovation depends heavily on leadership, teacher competencies, and talent management systems. Educational leadership research emphasizes that cultivating innovation requires distributed leadership models that empower teachers as designers of learning experiences and facilitators of talent development. Teacher talent management—including professional development, collaborative learning communities, and innovation-oriented evaluation systems—has been identified as a key determinant of successful school transformation (Koh et al., 2024). Moreover, differentiated teaching approaches grounded in talent diversity promote equitable participation and encourage teachers to adopt flexible pedagogical strategies aligned with student needs (Toshpulatov, 2025).

Psychological perspectives also contribute to understanding innovative schooling by emphasizing the interaction between creativity, interests, abilities, and intelligence development. Learning psychology studies confirm that recognizing students' interests and talents enhances intrinsic motivation and supports long-term educational success (Daswati & Fitriani, 2023). Programs designed to identify students' talents through multiple intelligences assessment frameworks have demonstrated effectiveness in guiding educational planning and career development pathways (Manasikana et al., 2022). Similarly, research examining students' intelligence profiles shows that educational systems benefit from systematic mapping of

learner strengths to create adaptive learning environments (Uyduran & Abakay, 2021).

Recent advancements in intelligent analytics and machine-learning approaches further expand possibilities for identifying students' intelligence potential. Data-driven models such as intelligent classification algorithms enable educators to analyze learning behaviors, cognitive patterns, and performance indicators to support individualized instruction. Such approaches strengthen decision-making processes related to talent cultivation and educational quality evaluation (Jumarlis et al., 2025; Yan et al., 2024). These developments suggest that innovative schools increasingly operate as knowledge-driven organizations integrating educational psychology, technology, and organizational innovation.

The emergence of digital economy demands and interdisciplinary knowledge structures has intensified calls for educational systems capable of nurturing complex competencies rather than isolated academic skills. Research on talent training models across professional and vocational education indicates that innovation thrives when educational institutions integrate interdisciplinary knowledge, collaborative learning structures, and adaptive training mechanisms (Mao et al., 2024; Ye, 2023). Schools functioning within such paradigms become dynamic learning organizations that continuously evolve in response to societal change and learner diversity (Xie & Xu, 2022).

Furthermore, multidisciplinary studies emphasize that talent identification is influenced by contextual and environmental factors including institutional culture, resource availability, family engagement, and community collaboration. Effective innovative schools therefore operate within broader educational ecosystems that support talent discovery beyond classroom boundaries (Safərova & Məmmədova, 2024; Xiang et al., 2022). Inclusive educational practices and collaborative partnerships strengthen the alignment between school objectives and societal expectations regarding student development.

Despite the expanding literature on multiple intelligences and innovative education, significant gaps remain regarding the integration of these two domains into a coherent school model. Much existing research focuses either on theoretical discussions of multiple intelligences or on isolated innovation initiatives without providing a comprehensive framework explaining how schools can systematically identify, nurture, and sustain diverse student talents within organizational structures. Educational transformation requires an empirically grounded model that integrates

leadership, pedagogy, assessment, learning environment, and community participation into a unified innovation system (Nirwan, 2026; Xu, 2025).

In many educational contexts, including large metropolitan environments, schools continue to rely predominantly on standardized assessment systems that inadequately capture the multidimensional nature of student intelligence. As a result, many learners' abilities remain unrecognized, limiting opportunities for creativity development and innovation capacity. Developing an innovative school model grounded in multiple intelligences theory can address these limitations by establishing structured mechanisms for talent identification, differentiated instruction, and holistic student development (Liao & Lai, 2023; Q. Wang, 2025). Such a model would contribute not only to educational effectiveness but also to social equity by valuing diverse forms of intelligence and participation.

Therefore, considering the theoretical importance of multiple intelligences, the growing global emphasis on innovative schooling, and the need for contextually grounded educational models, the present study seeks to construct a comprehensive framework explaining the essential components of an innovative school oriented toward identifying and nurturing students' multiple intelligences.

The aim of this study is to identify the components of an innovative school model based on the identification and development of students' multiple intelligences.

2. Methods and Materials

2.1. Study Design and Participants

This study was conducted using a qualitative research approach grounded in the interpretivist paradigm, aiming to develop a conceptual model of an innovative school centered on the identification and cultivation of students' multiple intelligences. Given the exploratory nature of the research question and the need to uncover underlying processes, meanings, and contextual mechanisms within educational environments, the grounded theory methodology was adopted. The research setting consisted of public and non-public schools and educational policy institutions located in Tehran, Iran, where innovation-oriented educational practices and talent development initiatives are increasingly emphasized. Participants were selected through purposeful sampling with maximum variation to ensure representation of diverse professional experiences and institutional

perspectives. The study involved 22 participants, including school principals, educational experts, curriculum specialists, teachers recognized for innovative instructional practices, educational psychologists, and policymakers involved in talent development programs. Selection criteria included at least five years of professional experience in education, familiarity with innovative educational practices, and active engagement in programs related to creativity, gifted education, or multiple intelligences development. Sampling continued until theoretical saturation was achieved, meaning that additional interviews no longer generated new conceptual categories or analytical insights. Ethical considerations were observed throughout the research process, including voluntary participation, informed consent, confidentiality of responses, and the anonymization of participant identities.

2.2. Measures

Data were collected primarily through semi-structured, in-depth interviews designed to explore participants' experiences, perceptions, and professional interpretations regarding innovative schooling and the nurturing of multiple intelligences among students. The interview protocol was developed following an extensive review of theoretical literature on innovative schools, talent development, creativity-based education, and Gardner's theory of multiple intelligences. Questions were open-ended and flexible, allowing participants to elaborate on institutional practices, leadership strategies, curriculum adaptation, learning environments, assessment approaches, teacher competencies, and organizational supports necessary for cultivating diverse intelligences. Each interview lasted between 45 and 75 minutes and was conducted either face-to-face or through secure online communication platforms depending on participants' availability. Interviews were audio-recorded with participant permission and subsequently transcribed verbatim for analysis. In addition to interviews, supplementary data sources included field notes, reflective memos recorded immediately after each interview session, and examination of relevant institutional documents such as school innovation plans, talent development policies, and educational program descriptions. These complementary sources enabled methodological triangulation and strengthened the credibility of the emerging conceptual model.

2.3. Data Analysis

Data analysis followed the systematic procedures of grounded theory as articulated in the constant comparative method. Analysis began simultaneously with data collection, allowing emerging insights to inform subsequent sampling and interview directions. During the initial stage, open coding was conducted through line-by-line examination of interview transcripts to identify meaningful units of data and generate preliminary concepts reflecting participants' experiences and viewpoints. Codes were assigned inductively without imposing predetermined categories, ensuring that theoretical constructs emerged directly from empirical data. In the second stage, axial coding was employed to establish relationships among categories by linking causal conditions, contextual factors, intervening conditions, strategies, and consequences associated with innovative school practices focused on multiple intelligences development. Through continuous comparison across interviews, overlapping concepts were integrated and refined into higher-order categories representing structural, pedagogical, organizational, and cultural dimensions of innovative schooling. The final stage involved selective coding, during which a central phenomenon explaining the formation of an innovative school model was identified and systematically connected to all major categories to construct a coherent theoretical framework.

To enhance methodological rigor, several trustworthiness strategies were implemented. Credibility was ensured through prolonged engagement with participants, member checking of preliminary interpretations, and iterative refinement of categories. Dependability was supported by maintaining an audit trail documenting analytical decisions, coding revisions, and theoretical memos throughout the research process. Confirmability was strengthened through reflexive journaling and peer debriefing with qualitative research experts who reviewed coding procedures and conceptual linkages. Transferability was addressed by providing rich, contextually grounded descriptions of participants, institutional environments, and educational practices, enabling readers to evaluate the applicability of findings to comparable educational settings. The integration of systematic coding, theoretical sampling, and continuous comparison ultimately resulted in the emergence of a

grounded model explaining the essential components of an innovative school structured around the identification and development of students' multiple intelligences.

3. Findings and Results

The findings of this study are presented in two main sections. The first section reports the demographic characteristics of the participants, and the second section presents the results of the grounded theory analysis, including the extracted categories and the final conceptual model of the innovative school based on the identification and development of students' multiple intelligences.

The study included 22 participants from Tehran, selected through purposeful sampling with maximum variation. Among them, 9 were school principals, 6 were experienced teachers recognized for innovative instructional practices, 3 were curriculum specialists, 2 were educational psychologists, and 2 were policymakers involved in educational innovation and talent development programs. Fourteen participants were female and eight were male. The age range of participants was between 32 and 58 years, with an average professional experience of 17 years in the field of education. Twelve participants had more than 15 years of experience, while ten had between 5 and 15 years of experience. Regarding educational qualifications, 15 participants held doctoral degrees in education-related fields (educational management, curriculum studies, educational psychology), and 7 held master's degrees. Participants represented both public (13 participants) and non-public (9 participants) schools, ensuring diversity in institutional structures and policy environments. This demographic diversity contributed to a comprehensive and multi-layered understanding of innovative schooling practices in the context of Tehran.

Following open, axial, and selective coding procedures, a total of 486 initial open codes were extracted from interview transcripts. Through constant comparison and conceptual refinement, these were condensed into 74 focused codes, 18 subcategories, and 6 major categories. Table 1 presents the complete structure of major categories, subcategories, and representative focused codes that emerged from the data analysis.

Table 1

Major Categories, Subcategories, and Representative Focused Codes Extracted from Grounded Theory Analysis

Major Category	Subcategory	Representative Focused Codes
Innovative Educational Leadership	Vision-Oriented Leadership	Clear innovation vision; long-term talent development strategy; articulation of multiple intelligences philosophy; strategic planning for diversity of talents
	Distributed and Participatory Leadership	Teacher empowerment; collaborative decision-making; student voice inclusion; shared responsibility for innovation
Curriculum and Instructional Innovation	Transformational School Culture	Encouragement of experimentation; tolerance for pedagogical risk-taking; recognition of creative efforts; reflective professional dialogue
	Flexible Curriculum Design	Interdisciplinary projects; adaptable lesson plans; integration of arts and sciences; differentiated curriculum pathways
	Intelligence-Based Pedagogy	Use of varied instructional strategies aligned with linguistic, logical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences
Identification and Assessment of Multiple Intelligences	Project- and Inquiry-Based Learning	Real-world problem solving; student-led investigations; collaborative learning projects; authentic learning tasks
	Multi-Dimensional Assessment	Portfolio assessment; performance-based evaluation; observational checklists; self-assessment tools
	Early Talent Identification	Diagnostic tools for diverse intelligences; teacher observation frameworks; collaboration with psychologists
Professional Development and Teacher Competencies	Continuous Developmental Monitoring	Individual growth profiles; formative assessment cycles; feedback loops; learning analytics
	MI-Oriented Training Programs	Workshops on multiple intelligences theory; instructional design for diverse learners; innovation training modules
	Reflective Practice	Peer observation; action research; professional learning communities; continuous pedagogical improvement
Learning Environment and School Infrastructure	Adaptive Instructional Competence	Classroom differentiation; flexible grouping strategies; responsiveness to student diversity
	Flexible Learning Spaces	Multi-purpose classrooms; creative labs; maker spaces; arts and music studios
	Technological Integration	Digital tools for personalized learning; learning management systems; educational software supporting varied intelligences
Community and Ecosystem Engagement	Supportive Emotional Climate	Psychological safety; inclusive culture; positive student-teacher relationships; respect for individual differences
	Family Involvement	Parent workshops on multiple intelligences; home-school collaboration; talent exhibitions
	Partnerships with External Institutions	Collaboration with universities; cultural centers; innovation hubs; NGOs supporting creativity
	Talent Showcasing Platforms	Student exhibitions; innovation fairs; performance events; public recognition systems

Table 1 demonstrates that the innovative school model is multi-dimensional and systemic rather than limited to classroom-level interventions. The six major categories represent structural, pedagogical, organizational, and cultural dimensions that collectively shape an innovation-oriented educational ecosystem. The category “Innovative Educational Leadership” emerged as a foundational driver, indicating that visionary and participatory leadership establishes the structural conditions for implementing intelligence-based educational reforms. “Curriculum and Instructional Innovation” highlights the transformation of pedagogical practices toward flexibility, interdisciplinarity, and experiential learning. “Identification and Assessment of Multiple Intelligences” underscores the necessity of shifting from traditional standardized testing to multi-dimensional evaluation systems. “Professional Development and Teacher

Competencies” emphasizes that teacher capacity-building is central to sustainable innovation. “Learning Environment and School Infrastructure” reflects the importance of both physical and psychological spaces that enable creative engagement. Finally, “Community and Ecosystem Engagement” indicates that innovative schooling extends beyond institutional boundaries and requires active collaboration with families and external stakeholders.

Building upon axial coding, the relationships among categories were organized according to the grounded theory paradigm model. Table 2 presents the axial coding framework, illustrating causal conditions, contextual conditions, intervening conditions, action/interaction strategies, and consequences related to the emergence of the innovative school model.

Table 2

Axial Coding Paradigm Model of the Innovative School Based on Multiple Intelligences

Paradigm Element	Components Identified in Data
Central Phenomenon	Development of an innovative school model centered on identification and cultivation of students' multiple intelligences
Causal Conditions	Limitations of traditional single-intelligence assessment systems; demand for personalized education; policy emphasis on educational innovation; recognition of diverse student talents
Contextual Conditions	Urban educational environment of Tehran; diversity of student socio-cultural backgrounds; institutional autonomy levels; availability of technological infrastructure
Intervening Conditions	Teacher readiness; leadership commitment; financial resources; parental support; professional development systems
Action/Interaction Strategies	Curriculum differentiation; establishment of flexible learning environments; implementation of portfolio-based assessment; teacher training in MI-based pedagogy; formation of innovation committees
Consequences	Increased student engagement; enhanced talent discovery; improved self-efficacy; reduction of academic disengagement; stronger school-community collaboration; institutional adaptability

Table 2 reveals that the development of an innovative school is influenced by both systemic pressures and contextual realities. The causal conditions primarily reflect dissatisfaction with traditional educational models that privilege linguistic and logical-mathematical intelligences while neglecting other capacities. Contextual conditions highlight the urban complexity of Tehran's educational landscape, where socio-economic diversity requires adaptive models. Intervening conditions show that leadership commitment and teacher readiness function as enabling or constraining factors. The identified strategies

demonstrate deliberate structural and pedagogical transformation efforts, while the consequences suggest that intelligence-based innovation enhances not only academic engagement but also students' personal growth and institutional resilience.

Finally, selective coding resulted in the integration of all categories into a coherent conceptual model organized around three macro-level domains: structural foundations, pedagogical processes, and developmental outcomes. Table 3 presents the final integrated model.

Table 3

Final Integrated Model of the Innovative School Based on Multiple Intelligences

Macro-Domain	Core Components	Functional Description	Expected Outcomes
Structural Foundations	Visionary leadership; participatory governance; innovation-supportive culture; policy alignment	Establishes institutional commitment to talent diversity and ensures systemic coherence across school practices	Organizational stability; sustained innovation capacity
Pedagogical Processes	MI-based curriculum design; differentiated instruction; inquiry-based learning; multi-dimensional assessment; teacher professional learning communities	Translates the philosophy of multiple intelligences into daily teaching-learning practices and continuous assessment	Deep learning; equitable talent recognition; personalized growth trajectories
Enabling Ecosystem	Flexible infrastructure; technological integration; emotional safety; family engagement; external partnerships	Provides environmental and relational support structures that amplify innovation effectiveness	Holistic development; community integration; increased student motivation
Developmental Outcomes	Talent identification; creativity enhancement; academic engagement; socio-emotional growth; adaptive competence	Reflects measurable and observable impacts on students and institutional performance	Sustainable innovative school identity; improved educational quality indicators

Table 3 illustrates that the innovative school model is not a collection of isolated interventions but a dynamically interconnected system. Structural foundations create the institutional conditions necessary for innovation. Pedagogical processes operationalize the theoretical commitment to multiple intelligences through differentiated and inquiry-based learning strategies. The enabling ecosystem ensures that both physical and relational environments sustain innovation. These domains

collectively lead to developmental outcomes that reflect both academic and socio-emotional dimensions of student growth. The integration of these components ultimately forms a sustainable, adaptive, and intelligence-centered innovative school identity grounded in the lived experiences and professional insights of educational stakeholders in Tehran.

4. Discussion and Conclusion

The purpose of this study was to identify the components of an innovative school model grounded in the identification and development of students' multiple intelligences. The findings revealed that innovative schooling is not confined to instructional innovation alone but represents an integrated organizational system consisting of leadership transformation, curriculum redesign, multidimensional assessment, teacher professional development, supportive learning environments, and ecosystem collaboration. The grounded theory analysis demonstrated that innovation emerges through the interaction of structural, pedagogical, and developmental dimensions rather than isolated educational reforms.

One of the central findings of the study was the pivotal role of innovative educational leadership in enabling talent-oriented schooling. Participants emphasized visionary leadership, participatory governance, and an innovation-supportive organizational culture as foundational conditions for implementing multiple intelligences-based education. This finding aligns with research suggesting that successful educational innovation depends on leadership capable of fostering collaborative decision-making and empowering teachers to adopt creative instructional practices (Koh et al., 2024). Leadership structures that promote distributed responsibility allow schools to transition from hierarchical control models toward adaptive learning organizations. Similarly, management models designed for implementing multiple intelligences programs emphasize the necessity of strategic leadership coordination to optimize student potential development (Nirwan, 2026). The results therefore reinforce the idea that innovative schools require leadership transformation before pedagogical innovation can occur.

Another major finding concerned curriculum and instructional innovation as the operational core of innovative schooling. The study demonstrated that intelligence-based pedagogy, project-based learning, interdisciplinary instruction, and flexible curriculum pathways are essential mechanisms for nurturing diverse learner abilities. These results correspond with studies indicating that integrating multiple intelligences theory into teaching models enhances learning engagement and academic achievement across disciplines (Duan, 2023; Yin, 2023). Research on intelligent education systems further confirms that innovative curricula must move beyond standardized content delivery toward personalized and competency-oriented learning experiences (D. Wang, 2025). The present findings suggest that

innovative schools function as adaptive pedagogical environments where teaching methods are aligned with students' cognitive diversity rather than rigid curriculum structures.

The findings also highlighted the importance of multidimensional assessment systems for identifying students' talents. Participants strongly criticized traditional testing practices for recognizing only limited forms of intelligence, while emphasizing portfolios, performance-based evaluation, observational assessment, and continuous developmental monitoring as more effective approaches. This observation is consistent with international research emphasizing early identification of giftedness through inclusive assessment models capable of capturing diverse abilities (Mossberg et al., 2024). Studies on talent identification in education and sports similarly demonstrate that multidimensional evaluation methods significantly improve accuracy in recognizing student potential (Singh & Bisht, 2024; Xiang et al., 2022). The integration of intelligent analytical tools and data-driven evaluation systems further supports more precise talent recognition processes (Jumarlis et al., 2025; Yan et al., 2024). Consequently, assessment reform appears to be a central mechanism through which innovative schools operationalize the philosophy of multiple intelligences.

Teacher competencies and professional development emerged as another core component of the innovative school model. Participants emphasized that teachers must possess adaptive instructional skills, reflective practice habits, and deep understanding of learner diversity to successfully implement intelligence-based education. This finding aligns with research indicating that innovation in education depends largely on teacher talent management and continuous professional learning systems (Koh et al., 2024). Studies focusing on creativity-oriented learning environments demonstrate that teachers who engage in collaborative learning communities and action research practices significantly enhance classroom innovation and student engagement (CrenguȚA, 2023). Furthermore, active learning approaches designed to develop multiple intelligences have been shown to improve both cognitive and moral development outcomes among students (Thambu et al., 2021). These findings collectively confirm that teachers serve as the primary agents of innovation within schools.

Another significant dimension identified in this study relates to learning environments and infrastructure. Participants described innovative schools as flexible physical and psychological spaces that promote exploration,

creativity, and emotional safety. This finding resonates with contemporary perspectives emphasizing the relationship between educational technology, digital intelligence transformation, and talent development environments (Cai, 2024; Chen, 2025). Research on educational technology innovation demonstrates that intelligent digital systems enable personalized learning pathways and support differentiated instruction aligned with students' multiple intelligences (Meng et al., 2024). Additionally, digital transformation studies highlight how integrated technological infrastructures enhance institutional adaptability and learning efficiency (Guo, 2024; Xu, 2025). Thus, innovative schools must simultaneously transform both pedagogical and environmental dimensions of learning.

The study also underscored the importance of ecosystem engagement, including collaboration with families, universities, and community organizations. Participants emphasized that talent development cannot occur solely within classroom boundaries but requires supportive social networks. This finding corresponds with research demonstrating that inclusive educational ecosystems significantly enhance opportunities for identifying and nurturing gifted students (Səfərova & Məmmədova, 2024). Educational service models designed for students with special talents emphasize partnerships between schools and external institutions as essential mechanisms for sustaining innovation (Murniviyanti, 2023). Such collaboration enables schools to create authentic learning experiences and real-world opportunities that strengthen students' motivation and creativity.

From a theoretical perspective, the findings support the hidden talents framework, which proposes that students' abilities emerge when educational environments provide adaptive opportunities aligned with individual strengths (Ellis et al., 2023). Participants consistently described innovation as a process of uncovering latent capacities rather than selecting already high-performing students. This perspective shifts educational priorities from competition-based selection toward developmental inclusivity. Psychological studies linking creativity, interest, and intelligence development confirm that recognizing learner diversity enhances intrinsic motivation and long-term academic success (Daswati & Fitriani, 2023). Consequently, innovative schools contribute to equity by validating multiple pathways to achievement.

The integration of artificial intelligence and digital intelligence concepts also appeared implicitly throughout the findings. Participants noted that data-informed decision-

making, technological tools, and intelligent analytics increasingly support individualized learning and talent monitoring. These observations align with research demonstrating that AI-driven educational systems facilitate efficient training models and adaptive learning strategies across educational domains (Bian et al., 2022; Liu, 2025). Studies exploring intelligent education development further suggest that innovation in schooling involves blending human-centered pedagogy with technological augmentation rather than replacing teachers' roles (Wang, 2023). The innovative school model identified in this research therefore reflects an emerging synthesis between pedagogical theory and digital transformation.

Another important insight concerns differentiated education as a structural response to learner diversity. The findings indicate that innovative schools actively redesign learning pathways to accommodate varying abilities, interests, and developmental trajectories. This observation is consistent with differentiated teaching frameworks emphasizing personalized instruction for talented students (Toshpulatov, 2025). Research examining talent cultivation across vocational and interdisciplinary education similarly demonstrates that flexible training systems produce more innovative and adaptable learners (Liang & Zhang, 2023; Ye, 2023). The innovative school thus becomes an institution capable of balancing standard educational goals with individualized development.

The study further revealed that innovation is sustained through organizational learning processes rather than short-term reforms. Schools that institutionalize reflection, collaboration, and continuous improvement create conditions for long-term innovation capacity. Innovation models grounded in resource dependence and collaborative mechanisms highlight the importance of systemic adaptation within educational institutions (Liao & Lai, 2023; Lu, 2023). Likewise, applied talent cultivation research shows that educational organizations must continuously evolve in response to social and economic transformations (Mao et al., 2024). These perspectives reinforce the grounded theory outcome indicating that innovative schools operate as dynamic systems rather than static organizational structures.

Overall, the findings suggest that the innovative school model based on multiple intelligences integrates leadership transformation, pedagogical innovation, inclusive assessment, teacher empowerment, supportive environments, and ecosystem collaboration into a coherent educational framework. The convergence between empirical findings and prior research demonstrates strong theoretical

consistency and confirms the relevance of multiple intelligences theory as a foundation for contemporary educational innovation.

Despite its contributions, this study has several limitations that should be considered when interpreting the findings. The research was conducted within the educational context of Tehran, and therefore the identified model reflects cultural, institutional, and policy conditions specific to this setting. Transferability to other educational systems may require contextual adaptation. Additionally, the qualitative grounded theory design relied on expert perceptions and professional experiences rather than direct classroom observations or longitudinal student outcome data. Although theoretical saturation was achieved, inclusion of a broader range of stakeholders such as students and parents could have enriched the analysis. Time constraints also limited extended field engagement across multiple schools, which may have restricted observation of variation in innovation implementation stages.

Future studies can expand this research by conducting mixed-method or quantitative validation studies to test the proposed innovative school model across different regions and educational levels. Comparative studies between innovative and traditional schools could provide deeper insight into causal relationships between multiple intelligences-based practices and student outcomes. Longitudinal research examining the impact of innovative schooling on creativity, academic performance, and socio-emotional development would strengthen empirical evidence. Researchers may also explore the integration of artificial intelligence analytics in talent identification systems and investigate students' perspectives regarding innovative learning environments. Cross-cultural studies comparing innovation models across national education systems would further refine theoretical understanding of innovative schooling.

Educational policymakers and school leaders can use the findings of this study to redesign schools as talent-centered learning organizations. Implementation should begin with leadership development programs that promote participatory governance and innovation culture. Schools are encouraged to redesign curricula toward interdisciplinary and project-based learning aligned with diverse intelligences. Establishing multidimensional assessment systems can help educators identify and nurture students' unique abilities. Continuous professional development focused on differentiated instruction and creativity enhancement is essential for teachers. Educational planners should also

invest in flexible learning environments, digital learning infrastructures, and partnerships with community institutions to support holistic student development. Ultimately, adopting an innovative school model grounded in multiple intelligences can contribute to more inclusive, adaptive, and future-oriented education systems capable of cultivating the full range of human potential.

Authors' Contributions

All authors significantly contributed to this study.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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