

'Growing gifts'-stories of effort and mastery

To emphasize the power of intrinsic motivation, we look out for stories and quotes from high profile achievers.

- 'greatness is not given; it has to be earned' (U.S. President Obama)
- 'talent is not enough' (Martin Jol, football manager)



Nurturing Growth

We consider the emotional climate of the school and our classes; how well we encourage a risk-taking, question-asking, developing ethos and atmosphere.

Special Interest Groups

There is no fixed list of 'gifted and talented pupils'; rather we consider each of our pupils as unique and look for the gifts and talents that they may be particularly interested in developing, and think of targets or situations that may enable this to happen. We log significant learning and interests in the register.

Much of the booklet is drawn from the work staff did with Dr Barry Hymer in October 08 on 'Building Intrinsic Learning Motivation' and his subsequent publication 'Gifted and Talented Pocketbook'.

Gifted and Talented Policy



Brundall School

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Our mission is to develop excellence through high achievement and creativity for all in the school community.

In alignment with our Learning and Teaching Policy, we view gifts and talents as not based on 'fixed abilities' but as qualities that can be stretched, encouraged and developed. We therefore include all our pupils on the gifted and talented register, subscribing to the following values and principles:

- *Children do not have the same skills and strengths but all can respond well to rich, challenging, personalised educational opportunities*
- *Gifts and talents aren't found or discovered or identified in children-they're made, created and grown*
- *Gifts and talents aren't stable, measurable attributes-they wax and wane along with children's educational environments, the quality of their relationships, their commitment and dedication and other factors*
- *A focus on children's performances and on teacher imposed targets is less likely to lead to a long term passion for learning and achievement than a focus on their learning and their personally generated targets*

Giftedness is a preparedness to invest time energy and resources into an area of learning.

We use the conceptual structure of a 'mastery framework' to support giftedness and talent within the school.

Giftedness emerges from a sustained enquiry into an area of personal interest. It reflects the amount and quality of the effort, commitment, creative and strategic thinking invested and the opportunities offered.

Sustained effort predicts future performance more strongly than natural ability.

(Italic quotes from Barry Hymer)

Practical Application

We are developing a register of talents and gifts for each pupil, to note areas of interest and excellence and areas to follow up.

Praise Principles

We aim to praise the behaviour, not the child; the process and not the product; the learning and not the performance. Where possible we avoid 'superficially' positive comments such as 'you're brilliant' 'you're bright, you should find this easy' 'you're destined for greatness'. Comments that draw attention to learning, commitment and curiosity are preferred:

- 'I like the way you stuck at that problem'
- 'I appreciate your effort'
- 'Fantastic concentration ...'
- 'Wonderful-tell me what you've learnt from those mistakes'
- 'You've chosen something really tough-well done-go for it!'