

APPENDIX 7

Additional examples of the five themes embodied in the notion of *generative-transformational giftedness*

Temporal/Social:

- I would like to expand and use emotional maturity as a tool for learning and promoting a kinder atmosphere in class which would allow the space for constructive failure. This could also help in staff meetings!
- [In future I will ...] allow children to work as a group in a cooperative way without teacher leading.
- I had learning problems with literacy and maths, but with a small group learned more within a term than I'd done in years. This is what I do now with a small group of children.
- Pushing G&T into different spheres – understanding of how to do a better job for everyone!
- [My sense of Barry's values:] Openness to questions.
- Having respect for/valuing each other's point of view/ideas/opinions.
- Incorporating self and peer evaluation of work so that it becomes part of classroom philosophy.
- To agree or disagree in an atmosphere of safety and acknowledgement.
- The opportunity to come together and face the dilemma of education.
- I feel strongly that G&T and SEN students should be given the same opportunities to fly and to fail – that we should be facilitating learning not trying to put our own knowledge 'into' kids.

Relational:

- Barry's delivery was captivating and every opinion given to him warmly received.
- [My sense of Barry's values:] Enhancing self-esteem of delegates who volunteered an answer.
- Would love him to be my mentor.
- I am privileged to work alongside a great headteacher who values all strengths in both staff and pupils. She actively encourages us all to be creative and challenging. I hope to take her gift with me when I'm a head one day!
- Teachers' connections with children is more important than curriculum.
- I do draw subconsciously on my own experiences. When I was six my teacher shouted at me for asking how to spell 'he.' The whole class went quiet. I never forgot again but it was a horrible experience and I try never to do this to a child.
- I had a fear of maths, but had a very understanding teacher who had patience and perseverance. Helped me to realise maths is not as hard if you look at it in a different light. I try to remember his patience.
- Loved the way everybody was listened to and how there was a chance for everybody to speak.
- Barry's values connect 100% with my own: I try to connect with and inspire my children. The positive relationships I develop help my pupils achieve excellence.
- I can relate to his views about a "best teacher" in our lives. My best teacher had a very strong influence on my life.
- My personal relationships with children are always important to me.
- Respect and challenge – two core ingredients for a good teacher.
- Barry has shown me it's not just the children who need confidence, it's the adults as well. [As a TA] it has made me feel that I can make a difference just by believing in myself and my abilities to teach.

- As a NQT I have benefited from hearing Barry's values first hand and feel they have connected with my own values.
- We are all still learning ourselves, so we can learn with the children as well.
- Every opinion given to him was warmly received.
- It's in the connection with students, through listening, encouraging them to ask questions.
- [My sense of Barry's values:] Liberal humanist – child-centred, open to what is possible for teacher and child.
- I like your style in that you don't promote yourself as an exemplary practitioner who's got all the answers. Can relate more to that.
- A warm and interesting speaker who really made me think!
- [My sense of Barry's values:] Open-ended understanding, openness and sharing, engaging others and having a passion for learning and helping people.
- Confirms the importance of spending time floating and becoming involved with children as they need you and see you as an opportunity for learning.
- Valuing the child's experience and contribution to the learning process.
- [The extent to which I believe Barry's values connect with my own:] Yes – I have always seen myself as an educator and not just a teacher – if all I am trying to do is give them knowledge I can get them to read a book.
- [My sense of Barry's values:] To make connections to every child and not tell them what they need to know.
- [My sense of Barry's values:] I think his values relate to life as a personal journey of discovery, with teachers being hugely fortunate to be involved in assisting people to discover how to begin that journey.
- [My sense of Barry's values:] That education is a two-lane road and that BOTH the teachers and the pupils are travelling along it.
- [The extent to which I believe Barry's values connect with my own:] Yes – you have to come out of your comfort zone, be brave and challenge your own way of teaching/engaging with learners.

Activity-oriented:

- We don't teach – we help children to learn.
- He was trying to open our minds to ways of introducing incremental learning and he did it incrementally.
- He made me explore my thoughts more thoroughly.
- [My sense of Barry's values:] He is a strong believer in the constructivist viewpoint as a means of producing the best educative outcomes for students.
- Children need to value their efforts and move on, rather than respond to stickers and purely external motivation.
- To make links, discuss, question, evaluate, challenge and enjoy all that education has to offer – no more thinking in boxes or units of work.
- As a languages teacher it is so important that the learner knows the processes of learning the target language and is able to transfer learned skills into new contexts. Rote learning has little long-term value.
- I hope that learning and enjoying it are important all through my life – that there is always something to do and something else to find out about.
- They [pupils] must set their own problems/challenges so they will produce personal responses to the stimuli.
- Giving children time to think, contribute, listen and reflect.
- [My sense of Barry's values:] To question, ask, probe the entire process of learning.
- Doing not just listening – the experiential approach.

Generative-Transformational:

- Inspirational. Can't wait to get involved. I feel like I've found my own strength in the education world.
- He wanted us to get out of comfortable slippers and put on our sparkling shoes!
- Growth of the intellect/senses/making of meaning depends on encouraging questioning/searching.
- My own personal history is as an 'entity' – and sadly this is still so – but I will try to change – ICT here I come!
- Have decided that I'll start to do some 'proper' reading after today.
- I will further encourage questioning in my classroom and set up an interactive display where children can ask and view these questions.
- [The extent to which I believe Barry's values connect with my own:] Yes! Yes! Yes! I have long believed that children can outstrip my own narrow education. Children do not see restrictions – they believe anything is possible, and we should never restrict this fantastic gift.
- [My sense of Barry's values:] Children should be valued for the person that they are and what they can be with encouragement and nurturing.
- [My sense of Barry's values:] Creating intelligence is not just G&T.
- Children have different gifts and talents which can be both found and created.
- [The extent to which I believe Barry's values connect with my own:] Yes, but it is hard to change the way you praise children when you've used/heard the same style for years. I'm in my NQT year and am adapting my teaching every day.
- Hugely energising.
- Inspired me to make changes to my own practice and indeed the whole school.
- Made me think strongly about how I teach and how I can change/improve my style further to help develop the thinking of children in my class.
- I will listen to children's ideas more.

- [The extent to which I believe Barry's values connect with my own:] I do now! I am still learning where I would like to place my values. However, I do share his passion to promote human creativity in every way and person.
- I enjoyed the training immensely and couldn't wait to try it out. [After Day 1] (J)ust seeing children's responses to constructive praise is amazing. Seeing how children listen to others and are able to agree/disagree without prejudice.
- I will be more determined to live [my values] out after today than before. I have often taught as though the content is more important than the process.
- I realize that some of the things I've felt tentative about doing in the past I can now really 'go for' in my lessons.
- Meeting with you proved to be pivotal in several ways, but not at all the ways we anticipated! It was inspirational at the time, but actually has had a far wider influence than we ever expected.
- Really encouraging creative questioning of my philosophy of education and life. Who I am is not what I am capable of doing.
- My own personal history is as an 'entity-thinker' – and sadly this is still so. But I will try to change – ICT here I come!
- This course will give me the impetus to change and adapt.
- By using some of Barry's ideas with my own I will be able to stimulate pupils more and encourage greater independence and experimentation.
- I felt challenged by ideas, but enjoyed the challenge ... to look at more exciting ways to teach.
- [The extent to which I feel I can live out my own educational values in my practice:] Fully – but too often I hide behind the constraints of the NC to excuse my own lack of creativity.
- [The extent to which I feel I can live out my own educational values in my practice:] Given that I am more of an entity learner/personality, I am having to try much harder at not imposing this view on others. But I must be turning more incremental because I view this as a challenge now!

- [The extent to which I feel I can live out my own educational values in my practice:] My current job is not about teaching and learning – IT HAS GOT TO CHANGE!
- Just a quick note to thank you so much for the wonderful INSET you gave last week. All staff are really fired up about philosophy now and every teacher has already planned their first activity for next week. Two classes have already done their first session and the feedback has been fantastic!
- You put forward provocative views that had the desired effect of making teachers question what they do and challenge their current practice. The feedback that I received was very positive, with typical comments such as 'very inspiring' and 'thought provoking.'
- I will be sure to put all I've learnt today into practice.
- [The extent to which I feel I can live out my own educational values in my practice:] Keep having to revisit this and remember why we are doing it, even while tired, cross, pissed off, lazy, hungover or weighed down by stupid government-driven paperwork. Thank you for the reminder!
- Made me think more about my values than I had previously.
- "The best is yet to come."
- I would love to go back to story-telling.

Contradictory/Dialectical (including dialectical unity):

- It is easy to get swept up with standards and generic targets in teaching. I will encourage self-target setting and evaluation of their own work and effort.
- Encouraging that we ARE allowed to think – and so are CHILDREN!
- [My sense of Barry's values:] I believe you value the whole child and want every child to be the best they can be.
- [My sense of Barry's values:] Believes in the process rather than the product. To sow a seed, engender a love of learning.

- Answers trump answer.
- I feel most of my values come from life experiences rather than education – I draw on these constantly.
- Each teacher knows the joy of a lesson gone well and the guilt of principles not adhered to. Values are ever-present and should be lived out in the classroom – marvellous!
- I have to get results based on objectives. I am paid to do the opposite of what I believe – how sad is that?
- How children learn is more important than how I teach. Teaching is time-based, learning is not!
- This has been a totally fantastic, reflective day – really encouraging creative questioning of my philosophy of education AND LIFE.
- My values change as I learn more about education as opposed to teaching.