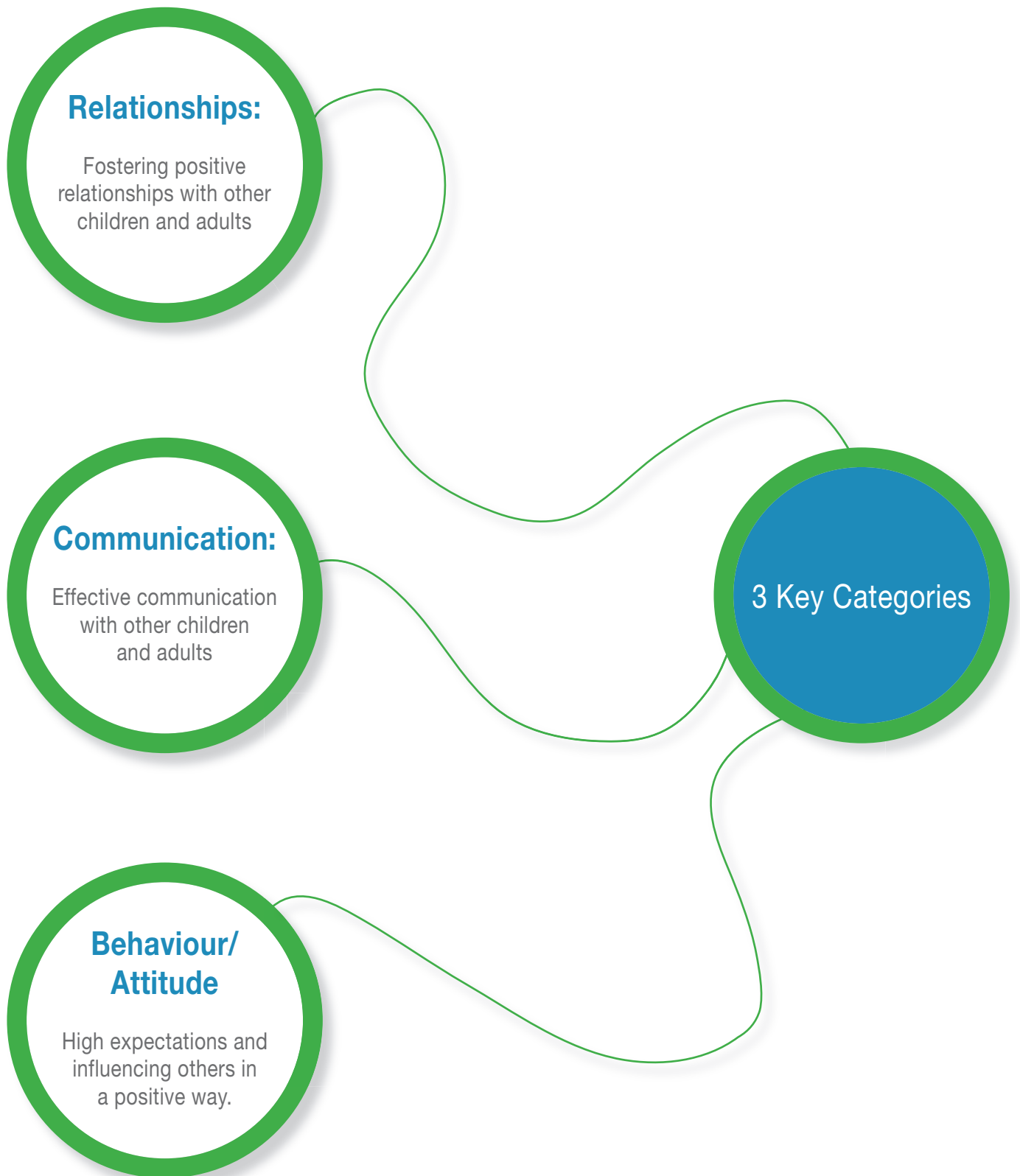


Gifted and Talented

Positive Interpersonal Skills/Attitudes

Business and industry repeatedly criticise schools for not effectively assessing how pupils relate, communicate and empathise with others. This simple brief Proforma Pack aims at redressing this criticism.



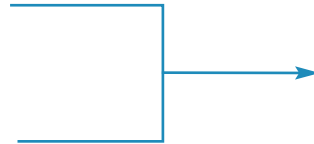
To be recognised as Gifted and Talented in the above three categories a student should achieve at least seven out of the ten in each category (see Proformas 1, 2 and 3). A Key Assessor should be nominated.

In addition to the above there should also be the following:

another adult endorsement within classroom setting.

another adult endorsement beyond classroom setting.

two Peer reports.



See
Framework
For Reports
 see *Proforma 4*

See also – Final Considerations/Reflections (see Proforma 5) before recognition of the Gifted and Talented standard is confirmed

| Relationships | Almost always |
|--|---------------|
| <p>Helps others to work through problems/issues.</p> <p>Others feel secure and at ease within his/her company.</p> <p>He/she makes a positive contribution to a cross- section of relationships.</p> <p>He/she is able to build bridges between individuals/groups who have fallen out.</p> <p>Enjoys working in groups but just as happy when working with another individual.</p> <p>Can be quick to spot and respond when someone is anxious or unwell.</p> <p>Is, or would be, a good ambassador/first point of contact for school/organisation.</p> <p>Can always be relied upon to be co-operative and sociable with both peers and adults.</p> <p>Perceptive about sustaining, making new relationships.</p> <p>He/she is courteous and respectful in all their dealings.</p> | |

Communications

Almost always

Displays a wide vocabulary & uses it to good/positive effect & is able to apply it to a variety of subjects or situations.

Is fluent in his/her oral descriptions/explanations.

Is accomplished in his/her written communication.

Displays confidence whilst communicating with both peers and adults.

Is able to enthuse/motivate through the way he/she communicates.

Is able to express how he/she feels in a calm and clear manner.

Uses facial expression and body language appropriately to reinforce messages.

Can hold an audience when explaining, describing or retelling an event.

Encourages others to have their say.

Is an effective active listener.

Behaviours and Attitude

Almost always

Displays high levels of motivation and perseverance.

Comes across as emotionally stable, mature and confident.

Is popular with and relates to both peers and adults.

Is able to empathise with others of both sexes and all ages.

When appropriate can be thoughtful and reflective.

Can display tact and diplomacy in an appropriate situation.

Can be relied upon to make positive contribution – whatever the subject/situation.

Is able to work constructively both in group situations and when alone.

Is always willing to listen to advice and is able to learn from his/her mistakes.

On the rare occasion an off-day occurs, he/she can quickly overcome it.

Gifted & Talented Frame for report

Name

Relationships

I (or other children/students) like playing/spending time being in a group with him/her because:

Communication

I (or other children/students) like to talk with/listen to him/her because:

I (or other children/students) like to work with him/her on a written task/listen to him/her reading aloud/read what he/she has written because:

Behaviour/Attitude

I (or other children/students) like having him/her in my group/class/school because his/her behaviour/attitude:

Helps to make

Encourages

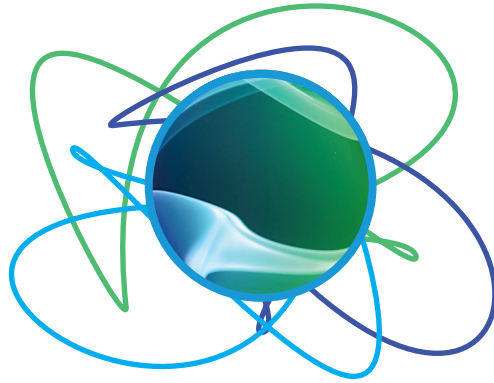
Supports/enhances.....

Reflections

What I have learnt from spending time with/observing him/her:

Final Considerations/Reflections Before Recognition of Gifted and Talented Standard:

- Does he/she come across well simply because he/she is articulate?
- Could his/her popularity be because he/she is team captain or has he/she the resources to be generous with other children/students?
- Is there another related gift/talent that is the real reason for him/her coming to the attention of others?
- How much is his/her success due to his/her physical make-up?
- How much is his/her success due to his/her ability to portray him/herself in a positive light?
- Is he/she just very good at keeping out of negative situations?
- Do you think his/her social standing influences the outcome?
- Has this talent been enhanced due to neglecting other areas of the curriculum/his/her life?
- Does he/she appear to be effective and popular because he/she is easy going/laid back/effortless to spend time with?
- If he/she was placed in another environment/context, would his/her gifts/talents still shine through?



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