



More Able Children at St John's College School Nanjing

圣约翰学院南京分园

能力更强的儿童

St John's seeks to foster the individual aptitudes and meet the individual needs of each child, irrespective of ability. The school is committed to discovering the gifts and talents of each child and to helping each child discover that he or she has a gift or talent in some or many areas.

圣约翰学院致力于培养个人能力并满足每个儿童的个人需求，而不论其能力如何。学校致力于发掘每个儿童的天赋和才能，并帮助每个儿童发现他或她在某些或众多领域的天赋或才能。

We use the term 'more able' to refer to children who are performing at the top of the cohort in any single area of the curriculum or across a range of areas.

我们使用“能力更强”这个术语来指代在课程的任何一个或一系列领域中表现出类拔萃的儿童。

St John's is also aware of the value and significance of social and moral talents, of the importance of developing these and of the contribution they make to the overall welfare and well-being of a class and of the school as a whole.

圣约翰学院也认识到社交和道德方面的才能所具有的价值和意义，还认识到培养此类才能的重要性以及此类才能对班级和学校的整体福利和福祉的贡献。

Responsibilities

责任

Identifying, making provision for and monitoring the needs of all the most able children is the responsibility of all staff. All teaching staff have a responsibility to ensure that all children are being adequately challenged by, for example, extension tasks or opportunities to perform.

全体工作人员有责任识别、满足和监控能力最强儿童的需求。所有教学人员都有责任确保所有儿童都得到充分挑战，例如拓展任务或表演机会。

The Director of Studies, in conjunction with Heads of Department and Heads of Year as appropriate, is responsible for the implementation of the school's policy, including managing the identification of and provision for the most able children, developing resources and maintaining and communicating an awareness of national developments.

教学主任（在适当的情况下连同学部主管和年段主管）负责实施学校政策，包括管理和识别能力最强的儿童并满足其需求、开发资源以及维持和沟通对国家发展的认识。

Aims

目标

The School's aims for the most able children are the same as those for any others, as set out above.

学校针对能力最强儿童的目标和上文所述的针对其他儿童的目标是相同的。

We are aware that gifts and talents may reveal themselves in widely differing ways in different children and are conscious that while some children may be highly able in many areas, others will have very specific academic gifts or non-academic talents. We aim to make provision for the abilities of each child and, according to the school's ethos and aims, we do not seek a narrow definition or a limiting approach to identification. Academically, children's abilities become evident through the rigour with which we attend to the progress and needs of all children. Beyond the academic classroom, abilities are fostered and become evident through a very broad range of specialist provision within the timetabled curriculum and through a carefully balanced and full range of extra-curricular opportunities.

我们了解不同儿童可能会以不同方式展现出天赋和才能，并且意识到虽然有些儿童可能在众多领域展现较高的能力，而其他儿童则可能拥有特定的学习天赋或与学习无关的才能。我们的目标是根据学校的理念和目标满足每个儿童的需求，我们不予采取狭隘的定义或限制性的识别方法。在学业上，通过严谨地关注所有儿童的进步和需求以发现儿童的能力。在学习性的课程之外，在课程表内也提供了广泛的专门辅导课程以及精心编排的一系列课外活动，用于培养和发掘学生的能力。

The school's commitment to the development of talent is based on a number of beliefs: that the discovery of a talent yields a confidence that has benefits throughout the curriculum; that each child should discover the fulfilment and richness of experience that come from such opportunities; that in learning how to express themselves the children discover their best selves; that in working together and giving to others in sport or in the performing arts, children learn skills of collaboration and

empathy, values of care and a generosity of spirit that inform and deeply enhance their social, moral, spiritual and cultural development.

学校基于以下几个信念而致力于发展才能：发掘才能会使儿童产生信心，这种信心有利于整个课程的学习；每个儿童都会从这种机会中体会到成就感并丰富自己的经历；儿童在学习如何表达自己的过程中会发现最好的自己；儿童通过在体育或表演中与他人协作或帮助他人而学会合作技能、同理心、关怀的价值观以及慷慨的精神，这些特质会充满并深刻影响他们在社会、道德、精神和文化方面的发展。

Identifying the most able Children

识别能力最强的儿童

In identifying the most able children, we are aware that they may well stand out from their peers for positive reasons but that there can also be apparently negative indicators.

在识别能力最强的儿童时，我们意识到他们可能因为积极原因从同龄人中脱颖而出，但也可能出现明显的消极迹象。

The most able children may be rapid, efficient learners, with a high capacity to integrate new knowledge and with exceptional powers of synthesis and analysis. They may have some or many of the following positive learning qualities, characteristics and attitudes:

能力最强的儿童可能是快速而高效的学习者，具有整合新知识的较高能力以及非凡的综合和分析能力。他们可能具有以下若干项或多项积极的学习品质、特征和态度：

- ability to perceive analogies and to think laterally
- 能够理解类比并横向思考
- interest in abstract, conceptual thinking
- 对抽象、概念性思维感兴趣
- aptitude for inductive and deductive reasoning
- 拥有归纳和演绎推理的能力
- intellectual flexibility
- 思维灵活
- strength in problem solving and collaborative learning

- 擅于解决问题和协作学习
- socially very well developed
- 社交能力较强
- at ease with open-ended questioning
- 擅于解决开放性问题
- intellectual maturity beyond their years
- 智能成熟的程度超过其年龄
- breadth of interests
- 兴趣广泛
- highly imaginative
- 想象力较强
- highly developed reading habits
- 养成良好的阅读习惯
- highly articulate with an exceptionally wide vocabulary
- 语言表达能力较好且掌握极为广泛的词汇量
- excitement with new ideas
- 对新理念感到兴奋
- single-mindedness and ability to persevere
- 专心致志且坚持不懈
- quirky and off beat sense of humour, being witty rather than joke-making
- 具有古怪而不寻常的幽默感，是诙谐而不只是开玩笑
- high tolerance of uncertainty and little fear of failure – accepting trial and error and the value of making mistakes
- 对不确定性具有高容忍度并且不惧怕失败——可接受反复试错并理解犯错的价值

The most able children may also be identified through behaviours and attitudes that are more negative and /or challenging. Their intellectual maturity may not be matched by, and can even be in inverse proportion to their emotional maturity. They may:

也可以通过更消极和/或具有挑战性的行为和态度来识别能力最强的儿童。他们的智识成熟度与其心理成熟度不匹配，甚至与心理成熟度成反比。

- think laterally in a way that may seem to challenge, or may actually challenge, a teacher's authority,> show great variations between oral and written ability
- 以一种似乎在挑战或可能实际挑战教师权威的方式进行横向思考，口头能力和书面能力之间存在很大差异
- be lop-sided, showing great variation between achievements in different academic subjects
- 能力不均衡，不同学科的表现存在很大差异
- be perfectionists and have a great fear of failure and error
- 属于完美主义者且惧怕失败和犯错
- evidence single-mindedness as inflexibility
- 专心以缺乏灵活性的形式表现出来
- lack social skills, be poor at collaborating, be gauche or isolated.
- 缺乏社交技巧、不擅于合作、不善交际或被孤立
- go off task or lack perseverance
- 半途而废或缺乏毅力
- become easily frustrated.Younger children, in particular, may feel great frustration at being unable to keep up with their brains when recording and older children may write very succinctly.
- 容易沮丧。尤其是年幼的儿童，在做记录时可能无法跟上他们的思维从而感到非常沮丧，而年龄较大的儿童可能会非常简洁地写下来。

In identifying the most able children, we need to be aware that the evidence of high ability may sometimes be negative and that children's ability to conform is not necessarily indicative of their abilities.

在识别能力最强的儿童时，我们需要意识到高能力的证据有时可能是消极的，而且儿童能够依从并不一定表明他们有能力。

Termly pupil reviews draw together all statistical information (including a range of standardised test results, teachers' coursework assessments and endeavour scores) and this information is considered alongside the information contained in reports and in each child's Action Plan. As a consequence of the pupil review, an action plan is determined as necessary for each child.

每个学期的学员审查将汇总所有统计信息（包括一系列标准化测试的结果、教师的课业评估和对努力程度的评分），该信息将连同报告和每个儿童行动计划中的信息一起考虑。进行学员审查后，将在必要时为每个儿童制定行动计划。

Complementing and building on the pupil review procedure, weekly staff meetings give us the opportunity to review and make decisions about each child's needs and performance.

每周的员工会议以学员审查程序为基础并对其进行补充，此类会议使我们有机会审查并就每个儿童的需求和表现作出决定。

Provision for the most able within the classroom

在课堂内满足能力最强儿童的需求

- Differentiation within the classroom: all children are taught in mixed ability groups. Within these classes, children are taught in ability groups within the classroom, for example with extension, core and support groups, and the Class Teacher has the support of a classroom assistant to ensure that children achieve at their appropriate level. Increasingly, work is set at different levels and children are encouraged to choose for themselves which level is appropriate in any one lesson. They are encouraged to work in the 'challenge zone'. Extension tasks are part of all lesson plans, providing challenge and encouraging the children to understand that making mistakes can be a good learning experience. They are also encouraged to make choices and engage in collaborative learning.
- 课堂上的差异化：将所有儿童划分为不同能力的小组展开教学。在这些课程中，将儿童划分成能力小组展开教学，例如拓展小组、核心小组和支持小组，班主任在助教的帮助下确保儿童发挥出适当的能力水平。更多地布置不同水平的作业，鼓励儿童在任何一堂课中自行选择合适的水平。鼓励他们在“挑战区”进行学习。拓展任务是所有教学计划的一部分，它对儿童提出挑战并促进儿童们理解犯错可能是一种良好的学习体验。同时鼓励儿童做出选择和参与协作学习。
- The school employs qualified specialist teachers and Heads of Department in Music, Art, Design Technology, ICT, PE and Games, Dance and Drama and these subjects remain a key part of the timetabled curriculum throughout a child's time at the school. Unusually, the specialist teachers (and some Heads of Department) work with children from the Kindergarten upwards, ensuring the best possible development of the children's talents. The school is committed to providing breadth and depth in the development of talent within the timetabled curriculum and the opportunities available, the expertise of the teaching and the continuity of specialist teacher awareness lead both to the early development and the early identification of significant talent within an approach that provides opportunity to all children.

- 学校在音乐、艺术、设计工艺、信息通信技术、体育和游戏、舞蹈和戏剧方面聘用了合格的专业教师和学部主管，这些科目仍然是儿童在校课程表的重要组成部分。不同寻常的是，学科教师（以及一些学部主管）从儿童幼儿园时期开始就负责其教学工作，确保儿童的才能得到最佳发展。学校致力于在课程表内以及可利用的学习机会中提供广泛而具有深度的才能发展活动，教学的专业知识和学科教师的持续关注使我们可以及早发展和识别重要才能，这种工作方式可以为所有儿童提供机会。

Social and Moral ‘talent’

社交和品德方面的“才能”

The school believes that engagement in the performing arts and sports itself contributes enormously to the children’s ability to collaborate, empathise and take responsibility for themselves and each other, and such things are incorporated into our approach to teaching in these subjects.

学校认为，参与表演和体育运动本身能大大促进儿童合作、产生同理心以及为自己和对方负责这些方面的能力，这些品质也融入了我们在这些科目中的教学方法中。

In addition, there is a particular focus, within the school’s pastoral approach, on the development and acknowledgement of children’s contribution to the school community and to the wider community.

此外，学校在精神关怀工作中特别关注促进和认可儿童对学校社群和更广泛社群所作出的贡献。

The Buddy system, in which each older child has a younger buddy, the responsibilities given to all children in their final year, the very wide range of charitable fund raising in which we engage as a community, the committees for Charities, Environment and Community Involvement in which children are involved, are some examples of a whole school approach to social and moral development that are documented in the school’s Pastoral policies.

学校具有众多针对社会和道德发展的工作方法且记载于学校精神关怀政策中，其中的一些例子为：建立伙伴系统，在该系统中每个年龄较大的儿童都配有一个年龄较小的伙伴，最高年级的所有儿童都将承担责任；我们作为一个社群参与到广泛的慈善筹款活动中；建立慈善、环境和社区参与委员会，让儿童可以参与其中。

Further development

进一步发展

In recent years, developments with regard to the most able have included:

在近年，与能力最强儿童有关的发展包括：

Staff Training

员工培训

Training of staff in the identification and management of the most able will continue to be arranged to refresh and extend the staff's understanding

将继续安排员工进行识别和管理能力最强儿童的培训，以更新和扩充员工的理解

School Committees

学校委员会

The success of the children's committees will be reviewed and further plans for the development of children's responsibilities will be considered.

将回顾儿童委员会的成功实践，并考虑扩增儿童责任的进一步计划。