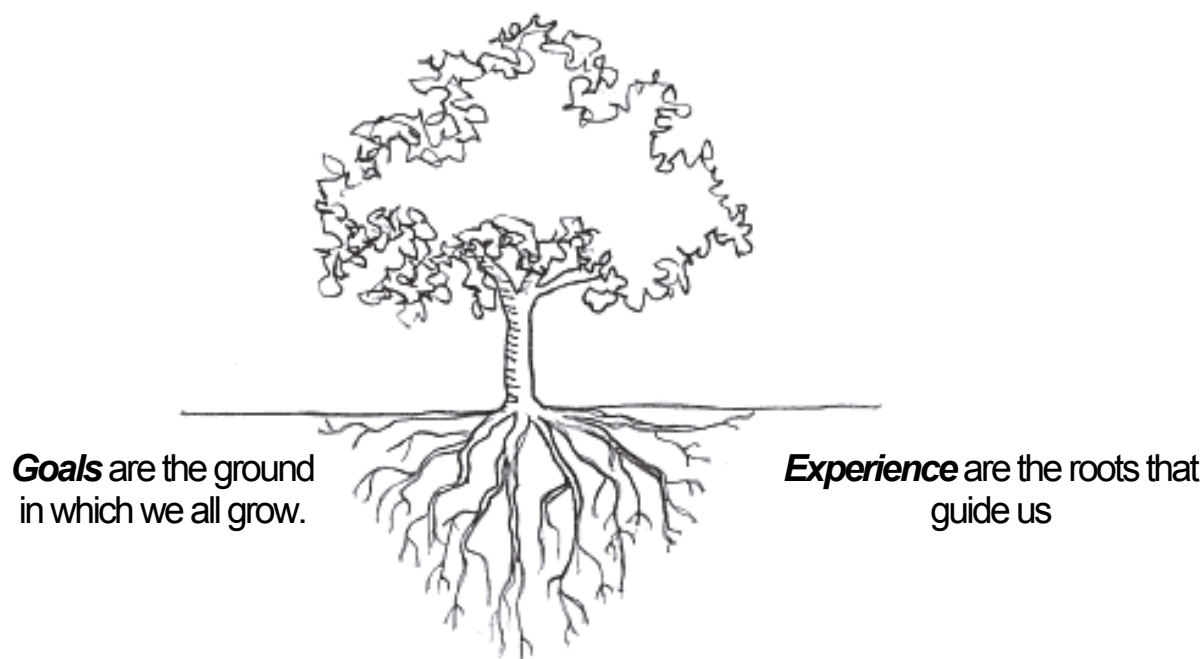


Pushing the limits – challenge, grow, develop

The branches take **risks** to grow.
One may grow where there is no light;
but it will still have leaves



*The richer we make the soil of our lives,
through challenge and risks,
the more the roots of our experience can develop*

Example

New repertoire – students and risk taking

Ground – Technique Goals – without a firm technical base, **no** student can confidently take risks

The Gardner – Teacher – without a strong lead, a student cannot see the light toward which he or she must grow

Roots – Experience – without a **positive experience base** no student will be motivated to grow through risk

The Sun – **SUITABLE**(!!!), musical, intelligent, challenging repertoire – this is the power which makes all things (musical) grow. How much unsuitable repertoire is being played?

Teachers time-and-again set their student up to fail. Time for a clean-out.

Questions we as teachers need to ask ourselves to help student challenge themselves:

- **Am I** a **positive example** of the success of risk taking and challenging myself?
- Have I given the student **ALL the possible tools** required to succeed?
- Are the goals clear? Does the student **really know** what we are working towards?
- Is student working towards a goal **that will benefit them** or keep *me* happy?
(**REALLY THINK ABOUT THIS ONE**)
- What are **MY** motives for encouraging this student in this way?

IF we as teachers cannot provide positive, empowered answers to all these questions, then serious thought needs to be given as to our teaching outcomes and methods