



Developing and fostering talent: perspectives

(rasmussen&Rasmussen, 20159

- Multimodal or one-dimensional?
- Nature or nurture?
- Performance/Achievement or potential?

The talent development scenario Olzewski et al. 2016

Some premises

Ability is a Key Component of Giftedness

The developmental trajectory of talent varies by field or domain

Opportunities are important at every stage of talent development

Psychosocial skills are necessary to complement ability & opportunity

Emerging critical issues

Identification of more talented individuals

Increased competition and greater "Winnowing" in some talent domains

Rapidly changing domains and the emergence of new domains

Understanding developmental trajectories of new domains

Blurring of boundaries between domains

Earlier specialisations

ICM The Integrated Curriculum Model for Gifted Learner

(Van Tassel Baska, 1995-2015)

- Advanced Content Dimension: more advanced knowledge
- Process Product Dimension: higher order thinking processes
- Issues/Themes Dimension: focusing on major issues and themes









a national network of 32 schools (Primary, Lower and Upper Secondary) supported by the Italian Ministry of Education, engaged in piloting learning processes on **global competencies** through a **pedagogy of dialogue**

Tools

Thematic learning materials and units Facilitated blogs and videoconferences between students of different regions/countries

Underpinnings

Enriched learning atmosphere Student leadership Enphasis on communication: from the self to the other

Arts as a means towards otherness Intergenerational learning Teacher professional development

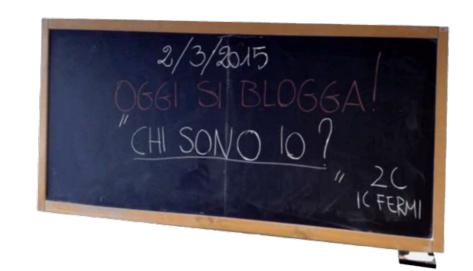


The pedagogy of dialogue as a means for talent development

- Intergenerational learning
- Critical events in the school life, implying tasks, atmospheres, new phisical environment, new people
- Access to information about the school life
- Authentic student responsibilities that have an impact on school life
- Student peer work in the school/classroom with mutual help, collective tasks etc
- Global citezenship issues: involving students in ethical, intercutural and global problems, enhancing the discussion with suthentic opportunities (key infoemants, interviews etc)
- A variety of learning times /spaces (chronotopes)
- Action research activities in the school focusing on students' perceptions, attitude and behaviours
- Teacher professional devlopment



Inside the students written exchanges, about themselves, their passions and talents



I, MADALINA

My name is Madalina Vladu, I'm 13 years old and attend the 2° C of E. Fermi school, in Romano di Lombardia.

I am a Romanian and still remember seven years ago, when I moved here and could not speak, which was quite difficult given that the first two years of primary school I could say nothing but "yes" and "no".

Well, one thing that has not changed since then is my shiness and sometimes the fear of being wrong. I is stronger than I. I instantly get blocked, become red and do not speak. ... One thing I love at school is this: writing. Writing with the computer, I use the phone a lot and I am used to writing long texts which I send to my friends who are maybe a bit depressed.

Developing musical talent and beyond

I did realize that indeed you need to make a lot of efforts in the band and be committed.. far more than in ordinary life, than at school.

Everything is based on the passion we share... This sense of satisfaction we feel... yet every time we finish we put down our instrument and think "... even better, next time I will play even better" (Ilaria)

Enriched... this experience has also enriched me for a new sense of responsibility. (Gabriele)

discovering others - transformation dialogue

- The first time in the band. It's a wonderful feeling, because you feel inside... you feel a sense of togetherness. When you were listening to the sound on your own... it was nice, but when you are there... really together with the group, this is a very different feeling (Elisa)
- · When you are in the class you are not supposed to prompt, it is not good. Yet in the band it is fair. It really helps the others, one leads and the others can play better. These are two very different kind of help. Here in the band any prompt or advice is accepted, like among important people. (Pietro)

Gioele's advise to his headteacher...

Theatre... the head teacher should think of a full project on theatre!!

Shows, preparations, afternoons.... No?

Everybody should have their role to learn... I's a long work. Something beautiful. Then... it would give work to everybody,

not only to the band.

So, with a theatre project there could be... music by the band, which is also filmed... at the moment of the scene. Thus those who are good at arts, could make the costumes, the scene... those good at writing, could think about the script, the screenplay... the writing of the screenplay. Those good at acting could be the actors.

And then also those good... at the computer for instance... they could realize a flyer... make a photobook, with some... some nice pictures...

Something in which everyone is... involved. A project which covers a bit of everything.

Everyone should have their work. Their specific work. (Gioèle)

Interesting Readings about Talent Development

Giovanna Barzano, Bratislava, 12-13 September 2016

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