

What is Talent Development?



The student starts where he left off



Decides when he's ready



Practice at his highest level

Powerful learning environment



Whole task learning

Professional practices

Personal learning environment



Everyone is responsible, including the student

Identity

Profession

Society



Pedagogical relationship



Motivation



Learning from and with each other

Talent Development Vision Infographic, explanation

The vision of Talent Development is based on various learning theories. Social constructivism is particularly apparent. This concerns things like:

- Developing existing knowledge
- Learning in context
- Responsibility

We'll take you along in our educational vision using the 'infographic' above.

1. *The middle section of the infographic, on the right, is about **the educational objective**.*

The aim of our education is that the student learns:

- to develop assertivity with his or her own **identity** (subjectification);
- master and apply the competencies for a **profession** (qualification);
- to take an active role in **society** (socialization).

2. *The middle section on the left is about **how do I achieve that?** It's important that we:*

- **Think holistically**, everything interlocks (like cogs)

- Provide authentic, whole task experiences based on real-life tasks
- Theory and professional practices need each other
- Identity, society and profession are all related

- **Take professional practices as the starting point**

Professional practices go beyond work-based learning; it's about ensuring the student is able to recognize professional practices at school.

We also look at how a student learns and which roles a student has, for example, at home and in society. Questions like: 'who am I', 'what am I doing', 'what will my profession be are about ensuring that identity, profession and society all effectively come together.

Professional practices are the starting point for structured education.

- **Providing a powerful learning environment** where students work in larger context rich learning environments. The learning environments are real, or seem real, and encourage learning.

The learning environments:

- Vary in responsibility, complexity and context
- Can take place in different places
- Gives possibilities to give and receive feedback
- Conduct development interviews

Other important aspects:

- There is always a learning outcome.
- We have a formative culture. This means we regularly and consciously determine the student's development and respond to this as professionals. We therefore encourage students to think critically, reflect on themselves and learn from their mistakes. The student will effectively gain an insight into his own learning process and will be able to set his own objectives.

3. *Centre section, middle*

Whole task learning, in a powerful learning environment and with professional practices as the starting point is something we do in a **personal learning environment**.

Everyone is responsible in that learning environment, including the student. The teacher will therefore certainly also need to take ownership.

4. *Above the dotted line*

We create that personal learning environment by ensuring:

- **The student starts where he left off.** The student's initial situation is taken into consideration.
- **The student decides when he's ready.** We work on the student's self-management ability. Important: this doesn't mean the student should always be able to choose everything (on his own).
- **The student works at his highest level.** That means the objective is achievable, but not too easy to reach. You link into the zone of proximal development, which will challenge the student.

5. *Below the dotted line.* 'Others' are also needed within that personal learning environment. This will involve:

- **The pedagogical relationship**, no achievement without a relationship between student and teacher.

The pedagogical relationship is about creating a climate in which the student can effectively get along with himself and others. Resulting in the student being seen, heard, and accepted.

The educational climate includes:

- Being part of something
- Challenge, stimulation, confrontation
- Support
- Growth and development
- Structure and precepts
- Exemplary role
- Safety

- **Motivation**

The powerful learning environment, in which there will always be a direct link to professional practices, will provide a motivating environment. The student knows what he's working for.

As a professional you respond to:

- Competency - I think I can do it
- Relationship - I am part of this
- Autonomy - I can choose and decide

- **Learning from and with each other:** everyone learns.

Students learn through interaction with other students, professionals and other involved parties within society. And, in return, the professionals will also learn from students and from peers.

Learning from and with each other is essential for the learning process and development.

Coaching is central to how the student's learning process is guided. The ultimate aim is to allow students to learn in an active and motivated manner. You achieve this by asking questions, providing feedback and instructions. Everything you do is done in a coaching manner. Therefore coaching is interwoven throughout the entire educational process and every professional is actively involved with this.