Ideas for School for Young Talent – Susan Williams and Irma Kort 07.07.2021

Principles

Holistic approach to attaining well-being – Creating great learners

Underlying learning theories:

Self-Determination-Theory
Basic psychological needs in motivation, development and wellness
Creating a learning environment which is :
-autonomy supportive (autonomy - behaviours are self-endorsed, congruent with once authentic interests and values)
-relatedness supportive (teacher, parents, peers, outside)
-competences supportive (basic need to feel effective in mastery of goals)
Why? SDT implementations in educational programs lead to increased motivation and increased student well-being. Through increased motivation and a safe, broad learning environment learners will develop effective cognitive, social and musical skills. Through quality feedback and reward structures they can develop their core beliefs about their abilities to learn.

Self-regulation
Self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals.
Why? Self-regulation changes core beliefs on the ability to learn positively and triggers learning to learn. Students develop flexible learning strategies through creating process overview, describing goals and reflecting on their learning process.

Quality Practice
A holistic approach to music making, embedding wellbeing; self-regulation; creativity; explorative work and attentional focus.
Why? Quality practice provides students with tools to attain self-regulation, embedded in a complete approach to their musical practice. It focusses on learning to learn in flexible, differentiated and creative ways, stimulating self-regulative practices and opening possibilities to explorative and creative learning paths and processes.

Cooperative learning (consist of)
-reciprocal dialogue
-individual accountability
-direct interaction
-development of social skills
-attention on the group-process
Why? Through cooperative learning students learn social skills and develop their musical practice in a lively environment with their peers; inspiring, challenging and helping each other in their learning and creative processes.

Computer supportive collaborative learning
Is a pedagogical approach wherein learning takes place via social interaction using a digital device or through the internet. The collaboration is taking place in the dialogical teacher-student-parent triangle. In a flipped classroom the online environment is developed after the learning needs of students coming up in the live lessons. In the cooperative learning space students create projects

together and help each other in problem solving. The parents are involved through teacher guidance in autonomy supportive structures at home, facilitating the logistics of their children's musical study and personal online presence of students and teachers to follow and reflect on the program and student wellbeing.

Why? Through a flipped classroom the structure and the content of the program is described. Goal descriptions, goal attainment, learning processes, reward structures and reflections on learning, give insight in learning processes, student's core beliefs and their effectiveness of their strategy use. With collaborative work and a flipped classroom an ongoing, focussed and creative practice process is stimulated.

Why

Physical and mental health of young learners is important, but not a central part of the curriculum yet.

Becoming resilient, autonomous, self-regulating musicians is not yet a core characteristic of the program in the School for Young Talent.

When a structured musical learning program is autonomy supportive, intrinsic motivation and student involvement will increase, resulting in happy, creative individuals.

How

Implementation and Structure :

Through the teacher – student - parent dialogical triangle (discussions, seminars, sharing of knowledge)

Creating an autonomy supportive learning environment (making SDT an integral part of every part of the program)

Implementing Quality Practice and Learning to learn – training flexible cognition (in every subject and group courses)

Creating cooperative learning groups (packs and pods – co-creative labs)

Developing flipped classrooms online and digital learning environments for computer supported collaborative learning