

## Section 1.

### General details

#### 1. What is the full name of your institution?

Dvojezična srednja šola Lendava – Kétnyelvű Középiskola, Lendva

*Bilingual High School Lendava*

#### 2. How is your institution related to the field of VET?

We are a VET institution/school

We are a factory/workplace

We are decision makers/politicians

Other:

#### 3. Which field of VET do you teach/work/manage?

**Example: catering/beauty/mechanic/IT etc.**

Engineering, Economics, Chemistry, Mechatronics, Gastronomy, Car Maintenance

#### 4. Where is your institution located in the country?

In the northeast.

#### 5. What age group do you work with?

14 – 16

16 – 18

18 – 20

20 and above

#### 6. Do you have a talent management project in your institution?

Yes (If yes, go to question .)

No (If no, go to question .)

## **Section 2.**

### **Experiences of talent development**

#### **7. Where do the students meet the talent program first? How do you introduce it and when?**

Students who are recognized as talented or have a decree of being talented can be included in the programme of working with talented students. The decree needs to be presented while enrolling into our school or the students is recognized as talented by certain state protocols while already attending our school. Working with the talented commences in all four school years. Together with their parents, the students sign a consensus about an individualized programme. All students have the opportunity to choose among activities which were carried out outside school hours and during regular classes too. Mentors design each year a Catalogue for talented students which is presented to the students and is accessible on the school's website.

#### **8. What is the age of the participants in the talent program?**

14 – 16

16 – 18

18 – 20

20 and above

#### **9. How can students apply to the program?**

Students choose their desired activities, fill in the online application form and the work outline.

#### **10. How do you select students for the program?**

Because of the centralized process of detecting talented students, we are not choosing them ourselves. All students with a decree of being talented can participate in the programme meant for talented students.

#### **11. What makes your talent program successful? Please specify the success factors of your practice of talent management.**

Please follow the help questions: Target Group (Which target Group does this apply to?), Contributors (Who are they? Who is supporting you?, Who is involved?) Criteria (What are your standards? How do you measure your goals?), Corporations (With whom are you working? Education? Government? Business or Political institutions?)

The target group are students who are recognized as talented. They can choose the field in which they want to develop their talents. The teachers who are chosen by the school as mentors for the talented students (each teacher is active in his/her strongest field) prepare a set of activities among which the students can choose the most suitable ones for themselves. Mentors who are preparing the Catalogue can work on the activities on their own (e.g. Preparations for national competitions) or invite co-mentors from external institutions to participate (e.g. faculties, local companies, other

organizations). They can help with the execution of the activities as co-mentors, but they can also execute them in full (in this case the teacher who is chosen as the mentor of the student at the school plays the role of a coordinator). The teacher mentors who are participating in the formal work with talented students are paid for their work done in terms of these activities.

An example of an activity where external institutions are included (excerpt from the Catalogue):

Name of the programme	»LIFE IS A CHEMICAL REACTION, IT ONLY REQUIRES BALANCING!« (P. Gupta)
The contents of the activity	<ul style="list-style-type: none"> <li>- searching for different sources,</li> <li>- individual work,</li> <li>- experimental work,</li> <li>- using ICT,</li> <li>- discussion,</li> <li>- research,</li> <li>- watching videos,</li> <li>- preparation of natural products</li> </ul>
Goals	<p>The student(s):</p> <ul style="list-style-type: none"> <li>- upgrades chemistry contents: toxicology, ecology, chemistry in everyday life;</li> <li>- develops linguistic competencies in a foreign language;</li> <li>- develops critical thinking;</li> <li>- acquires useful knowledge through authentic tasks and contents;</li> <li>- connects different knowledge and a complex approach in solving problems;</li> <li>- develops research and problem-based learning;</li> <li>- develops responsibility for a healthy life;</li> <li>- prepares useful products in the laboratory.</li> </ul>
Requirements for application	interest in a healthy lifestyle
Length (hours)	15
Time being carried out/executed	2 times a year in condensed form by mutual agreement and some individual work
Expenses for the school	procurement of ingredients necessary for the making of environmentally and health-friendly products
Expenses for the students	-
Necessary accessories	by mutual agreement
Programme holder	Natalija P. Žoldoš
Participating teachers	Alen Vugrinec, external co-workers

## **12. What are the challenges of your program?**

Lack of material source of institutions

social background of students

Absenteeism

Drop-out

Lack of methodology

Lack of training for teachers

Lack of communication with stakeholders

Other

## **13. Please describe these challenges in detail! How do they present themselves?**

Even though the process of being recognized as talented students is centralized we are missing specifically made guidelines for working with talented students. The institutions which are taking care of further education courses for teachers are not providing substantial comprehensive training for teachers which would be directed specifically on working with talented students.

An occasional problem arises while searching for external co-workers which would participate in the activities with talented students.

The fact that only students that are recognised as talented can participate in the programmes for talented presents a bigger issue. Nevertheless, it turns out that also others who were not recognized as talented in the process of recognition or who were not even suggested for the recognition process by the school are achieving very good results in various fields.

Our teachers are involved with these students outside the programme of working with talented students in various preparations for competitions, they are also encouraging the students to actively participate in such competitions and the students' strong areas are being developed as part of lessons. Working with such students is not formally recognized as working with talented students is.

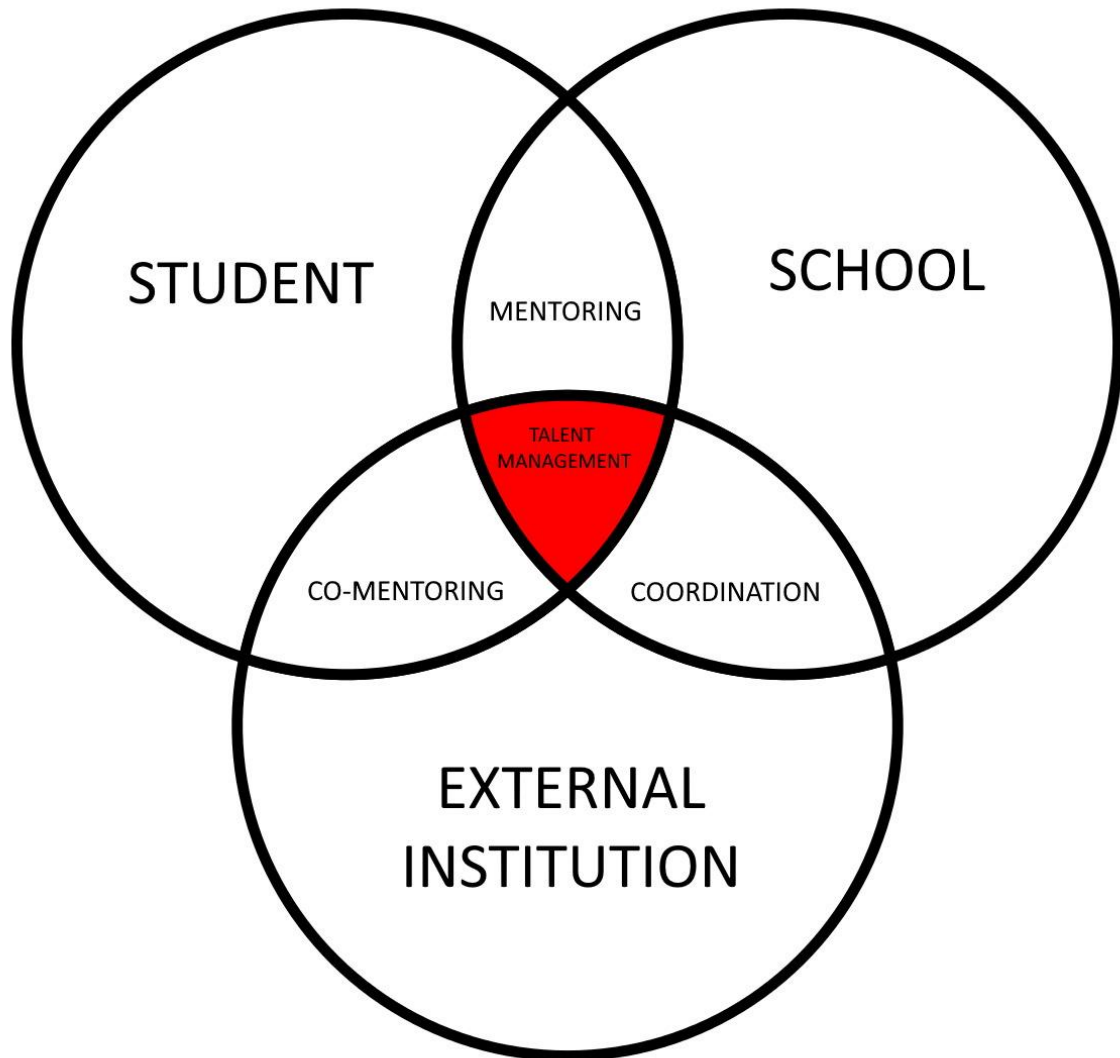
## **14. Please describe, what are the advantages of joining your talent management program.**

**Which advantages apply to your stakeholders, your target group in VET education, the business world, society and others?**

The biggest advantage for students who choose activities from the Catalogue is that they can deepen and expand their knowledge as well as their talents in a field that is suitable for them. Such students can participate in national and international competitions for which they receive appropriate support and preparation by the mentor (mentors), they can research fields that could not be dealt with as part of lessons (e.g. Visiting various external research facilities, connection with faculties).

**15. Please describe the implementation of your best practice.**

Present visually a PROCESS or MODEL of your talent management practices, if you have any flowchart, figure, graphics etc.



**16. Please add examples of testimonials, references, succes stories or interviews of your talent management program.**

An example of a resounding result by a student included the work with talented students:

<https://www.dssl.si/54-srecanje-mladih-raziskovalcev-slovenije/>

An example of a resounding result of a student who is not included in the work with talented students, but achieved a resounding result under the mentorship of our teacher:

<https://www.dssl.si/izjemen-uspeh-dijakov-dssl-na-evropskem-tekmovanju-juvenes-translatores/>

### **Section 3.**

#### **Ideas and opinions of talent management**

##### **17. How do you see the process of talent management in your institution?**

The process of working with talented students is working quite well at our school since the feedback on the offered set of activities is good, however, we still see many fields for further development, specifically as far as cooperation with external institutions goes.

It often turns out that working with students that are not recognized as talented is more than welcome too because they are achieving good results in specific fields or areas.

##### **18. What does a good talent management program offer in your opinion?**

A good programme for working with talented students offers especially the fact that talented students can develop their strong fields of interest. However, they still have to gain and develop several soft methods in the process of their personal development to upgrade and improve their strong fields or areas.

##### **19. What is a great practice of talent development?**

Within our programme of working with talented students, the participants can widen their knowledge, visit certain companies, laboratories and other institutions that cannot be visited during normal school lessons. By doing that they get a glimpse of the activities which can be influential for their further career path.

##### **20. What do you see as the main risk of talent management?**

Lack of material source of institutions

Social background of students

Absenteeism

Drop-out

Lack of methodology

Lack of training for teachers

Lack of communication with stakeholders

Other