rondò dei talenti

Talent Without Borders

LEARNING FOR WELL-BEING FOUNDATION

A tutto tondo FESTIVAL DELL'EDUCAZIONE

FONDAZIONE CRC

Talent Without Borders

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1. Introduction

Rondò dei Talenti (*Talent Meeting Point)*

The *Rondò dei Talenti in Cuneo*, in via Gallo 1, is a space open to the community and dedicated to young people, for the discovery of their talent and the exploration of the world, self-knowledge and the increase of skills.

The fundamental theme of the *Rondo dei Talenti* is the search for talent. There are different definitions of talent, there are those who consider it an exceptional ability, a gift, or something innate. At Rondò we consider talent as predispositions that everyone has, and which must be recognised, nourished, and intentionally supported so that it becomes a resource for oneself, and for the community.

With Talents Without Borders, the Fondazione Cassa di Risparmio di Cuneo (CRC Foundation) wants to support and promote a dialogue at local level—the Province of Cuneo—and international level, to encourage the exchange of ideas and spread knowledge on promoting protecting talent, as a way to create a cultural bridge that connects the educational community.

Talent without Borders - Nurturing talent in teachers and adolescent students

Promoting and protecting talent in adolescence is crucial for individual and societal well-being, as this period is marked by identity exploration and career-related pressures (Erikson, 1968). Supportive environments that encourage exploration and recognition of talent enhance adolescents' motivation, resilience, and self-efficacy (Csikszentmihalyi et al., 1993; Ryan & Deci, 2000). Without such support, young people risk disengagement and missed opportunities for growth (Eccles et al., 1993).

Teachers play a key role in this process and must first explore their own talents to effectively guide students. Self-aware teachers not only serve as role models but also develop stronger empathy and the ability to recognise students' strengths (Bandura, 1977; Jennings & Greenberg, 2009). Reflecting on their talents helps teachers create engaging learning environments and adopt strength-based teaching practices (Clifton & Anderson, 2002; Palmer, 1998).

The **Learning for Well-being Framework** offers a practical way to develop talent by emphasising core capacities like observing, listening, inquiring, reflecting, and discerning patterns (Richardson et al., 2021). These skills help teachers identify students' potential, foster curiosity, and connect learning across domains (Rogers, 1980; Hattie, 2009; Bronfenbrenner, 2005). When integrated into daily practice, these capacities create talent-supportive environments that benefit both students and teachers, reinforcing a **reciprocal** approach to personal and professional growth (OECD, 2018).

The table below captures this programme's approach to recognising and supporting talent in teachers and students:

TALENT ->			
Unique Potential Purpose & Passion	**Gifts** Natural Strengths	**Competencies** Acquired Strengths	**Occupation** Roles in Society
What do I care about deeply, in the World?	*What predispositions, or resources, come easier for me?*	*What abilities can I systematically develop, and how?*	*How do I use my talents in the roles I occupy in life (e.g. job, family, in community)?*
Teacher & Student Core Capacities 'innate abilities' to explore purpose & strengths, and their relationship with ourselves, others and the environment.			

2. Goals

The purpose of this programme is to equip **secondary school teachers and education professionals working with students aged 14-19** with strategies and practices to nurture their own, and student's talents, so that both can realize their unique potential through their professional and educational paths.

Through this training programme, teachers will…

1. **Develop self-awareness and well-being practices**
   Engaging in biographical reflection, self-inquiry, and resilience-building exercises to understand their strengths, and enhance their teaching practice.

2. **Deepen their understanding of talent, learning, and well-being**
   Exploring models (e.g., inner diversity, self-determination theory) and analysing student profiles to recognise how talent manifests in students, and how well-being influences learning.

3. **Apply talent-supportive practices and exercises in the classroom: one-on-one guidance; whole group activities, and tips for enriching learning environments**
   Learning coaching skills, implementing pedagogical differentiation, facilitating peer collaboration and experiential learning techniques.

4. **Collaborate and engage in peer learning**
   Participating in structured peer intervision sessions, practising listening and feedback skills, and using real classroom challenges as case-studies.

5. **Create a sustainable talent development plan**

   Designing actionable strategies for long-term implementation, establishing peer networks, and integrating talent-supportive practices into school-wide policies.

3. Starting date, number of places and duration

The course will take place if we receive enough applications to fill the number of registrant spots available. The number of registrants is minimum 15 and maximum 25.
In-person training course taking place between 9th and 12th July in Cuneo, Italy (precise schedule to be determined).
The full 'Talent Without Borders' training course will start on 16th June and end 24th of October 2025.

4. Training Course Activities

I. Pre-Training Preparation Assignments

25th June - 2nd July (1–2 weeks before the residential training), 2–3 hours | Individual work (self-paced)

- complete a pre-intervention assessment to evaluate baseline knowledge of talent and well-being, existing practices, and self-confidence in supporting talent development;
- engage in biographical self-reflection to explore personal relationships with talent and well-being, and the connection to the role as a teacher;
- select and analyse 1–2 student cases to reflect on their potential and strategies to support their talent development.

II. Residential Training

9th to 12th July in Italy, 3 days | In-person, group setting (whole cohort).

Day 1: Foundation and Belonging

- build trust and a sense of community through sharing biographical reflections;
- discuss and problematise talent development in classroom situations.

Day 2: Talent, Learning, and Well-Being

- unpack the concepts of talent, learning, and well-being, linking them to educational practices;
- reflect on the role of personal inner resources and their impact on teaching and student engagement.

Day 2–3: Practice-Oriented Learning

- Learn and experience three categories of practices:
  - *Self-directed practices*: Individual exercises for students and teachers focused on self-awareness and growth.
  - *Group-directed practices*: Collaborative exercises to promote talent recognition and intersubjectivity.
  - *Environment-directed practices*: Strategies to create talent-supportive classrooms, covering principles, space organisation, and whole-school policies.
- Form small peer groups (4–5 participants) to foster accountability and mutual support post-training.

Day 3: Planning for Sustainability

Develop action plans for implementing learned practices and sustaining talent development in classrooms.

III. Practice Assignments

25th July – 30th September (1st month of school), minimum 2 hours | Individual implementation (self-placed)

- teachers implement learned practices in subject-matter classes or after-school activities;
- reflect on the experience to identify successes and challenges for discussion during peer intervision.

IV. Online Peer Group Intervision and Coaching

1st – 10th October (8 weeks post-training), 2 hours | Online small-group session (peer groups).

- share experiences of implementing practices, focusing on successes, challenges, and adjustments needed;
- engage in mutual learning and peer support;
- receive coaching from programme facilitators to refine strategies and establish improvement plans.

V. Online Sense-Making Meeting

20th-24th October, 90 minutes–2 hours | Online group session (whole cohort).

- reflect on the training journey, sharing outcomes and insights from practice implementation;
- identify needs and wishes for continued development and support;
- discuss mechanisms for ongoing collaboration, such as forming a community of practice / peer network;
- complete a post-intervention assessment (e.g. core capacities, talent, teacher self-efficacy and practice).

VI. Post-Course Follow-up

November, TBC | Participants might be invited to participate in evaluation activities

- test retention of knowledge;
- teacher reflections on how things are going, whether they are finding the training useful for their classrooms;
- classroom practice/implementation observation;
- follow up with students;
- conduct interviews for how things are going with peer collaboration, etc.

5. Eligibility

The cohort will be composed of Italian[1] and International participants.
Candidates must:

- be able to work in English;
- working directly with adolescents as teachers, education psychologists, youth workers, facilitators in non-formal education settings, or other education professionals involved in adolescent development
- be available for all activities in the course: online meetings, in-person seminar, preparation and in-work practice assignments.
- be interested, and having the mandate, to support students in becoming aware and develop their strengths.

6. Costs and awards

The training is free of charge for participants. The costs of the entire training are covered by Fondazione CRC in collaboration with the Learning for Well-being Foundation. Participants must cover their own transport, meals and accommodation costs and be available to implement the project.
During the application phase, it will be possible to receive an award as an incentive for participation, in the amount of **Euro 600** for every citizen resident outside Italy.
Different awards are also available for participants coming from Italy, according to the dedicated call for applications for Italian participants to the summer school of the education festival A tutto tondo 2025.
Awards, unless there are special requirements, will be paid out at the end of the residential training in Cuneo and after verification of attendance at the three days training.

7. Application

The call for applications will open on **1st March 2025**.
The application for admission, accompanied by a Curriculum Vitae and a valid identity document must be completed online by **15th May 2025** at midday by connecting to the following link:
https://rondodeitalenti.it/talents-without-borders/

The following must be attached to the application:
- front and back copy of a valid identity document;
- curriculum vitae;
- motivation letter.

In the application, the candidate must declare under his/her own responsibility:
- name and surname, place and date of birth, citizenship, tax code, residence, telephone number, e-mail address, profession;

[1] Italian candidates must refer to the call for applicants dedicated to Italian participants.

- that he/she is aware of and fully accepts all the rules contained in the call for applications.

Applications that do not fully comply with the required conditions will not be considered.

8. Selection of applicants

If the maximum number of registrants is exceeded, candidates will be selected by evaluating their answers to application form and curriculum vitae.
Selection will take place between 16th and 30th May by a panel composed by members of the Fondazione Cassa di Risparmio di Cuneo and the Learning for Well-being Foundation.

A special committee will be set up to assign the awards, which will evaluate:
- motivation for participation;
- curriculum vitae.

Consideration will be given to distribution between Italian and international applicants to ensure opportunities for cross-border learning and exchange.
The list of those admitted will be published on 1st of June 2025 on the website www.fondazionecrc.it.

9. Attendance & Certification

The course will take place according to the calendar communicated to the participants. At the end of the Course, those who have carried out the activities and fulfilled the obligations will be issued, upon request of the interested party, a certificate of attendance signed by the Rondò dei Talenti and Learning for Well-Being Foundation.

10. Data processing

According to and for the purposes of the GDPR (EU Regulation No. 2016/679), we inform you that the personal data subject to the call will be processed exclusively for purposes related to the fulfilment of the same and to legal obligations and that therefore, the processing in question does not require specific approval. The data will be processed electronically and manually, will not be communicated or disclosed to unauthorised third parties and, after being stored for the duration prescribed by law for the individual types, will be destroyed. The data controller is Fondazione Cassa di Risparmio di Cuneo, in the person of its President and Legal Representative, to whom data subjects may apply to exercise all their rights under the law, none excluded. The Data Protection Officer (DPO) is Luisa Di Giacomo, lawyer, who can be contacted at the e-mail address dpo@fondazionecrc.it., with office in Turin, corso Vittorio Emanuele II n. 76. The complete information notice drafted pursuant to Articles 13 and 14 of the Regulation can be viewed at the following link https://fondazionecrc.it/wp-content/uploads/2024/11/Informativa-per-clienti-e-fornitori.pdf.

11. Additional information

The offices of the Institutional Activities Sector of Fondazione CRC are available for information and guidance on the submission of applications and can be reached by email at progetti@rondodeitalenti.it.
You can also refer to the Education and Training Sector on +39 0171-452730 (Ref. Alice Pellegrino).

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