

**Gist of First Meeting of
Curriculum Development Council Committee on Gifted Education (2004 – 2005)**

Date: 18 November 2004
Time: 2:35 p.m. – 5:50 p.m.
Venue: Room 114, Fung Hon Chu Gifted Education Centre

1. The notes of the last meeting were passed with the following amendments:

- (i) In the first paragraph on P.1, the word ‘not’ in the first statement ‘Mr. PT CHAN remarked that the meeting was the fourth meeting of the CDCC on Gifted Education (2003 – 2004) as most members were *not* unavailable for the meeting between July and August 2004’ should be deleted.
- (ii) Concerning Item 1.4, according to Dr. K. K. CHAN’s information, there would be *\$0.55 billion*, instead of ‘\$5.5M,’ from the School-based Professional Support Programme.

2. Report on the progress of Hall of Fame (by Mr. CHAN Pui-tin)

2.1 The Section had taken the initiative to prepare for the launch of the Hall of Fame (HOF) since July 2004. The HOF project included the establishment of a database to record the performance of high-achieving students (HAS) in international and national contests, the conversion of two rooms at Fung Hon Chu Gifted Education Centre into exhibition venues for the display of the HAS awards, products, descriptions of the contests and the production of video-portraits.

2.2 At the first round of production, 12 students and their related parties had been interviewed. These 12 students came from different domains such as science & technology, arts, English language, sports, commerce and the Odyssey of the Mind programme. There would be a full and an abridged version played in the two exhibition rooms respectively. The cost of the interview and conversion works would be around \$390,000. This first round of production marked the beginning of the Hall of Fame through which news of students’ superb achievements could be continually updated and recognized by the community.

3. Report on the various collaboration initiatives of the Section [by Mr. CHAN Pui-tin, Vice President, and Ms. DIK Suk-wan, SCDO(GE)]

3.1 Since September 2004, five focal development programmes had been initiated by the School-based Gifted Team of the Section. Mr. CHAN introduced the five foci as follows:

- Creative writing in Chinese Language
- Developing learning and thinking in English among the gifted
- Problem-solving skills in Mathematics
- Science investigation
- Affection Education for the gifted

3.2 Regarding the Level Three support, Ms. DIK reported that in the following year, a Humanities Enhancement Programme would be launched in collaboration with Hong Kong Museum of History. Off-site programmes in Computer Science and Science & Engineering would be planned by the Exceptionally Gifted Team, the Hong Kong University of Science and

Technology and the City University of Hong Kong.

- 3.3** Mr. CHAN added that, with the comparatively abundant resource support from other government departments and organizations such as the Sports Development Board, the Music Office of LCSD and the APA, arts and sports would not be the prioritized items of the Exceptionally Gifted Team at present. NGOs and universities would be invited to offer off-site programmes on leadership training. Mr. CHAN remarked that funding support was needed in the provision of the leadership training programmes.

4. To discuss the future arrangement of the provision of Centre Enrichment Programmes

- 4.1** The Section came up with suggestions about the provision of Centre Enrichment Programmes as follows:

- (i) Connection between the Centre Programmes and school-based programmes should be opened for recruitment among schools participating in the Section's Seed Project. Centre Enrichment Programmes could therefore serve as an extension of school-based gifted education programmes. In this way, it was hoped that the provision of the two types of programmes would be streamlined.
- (ii) The Centre Enrichment Programmes would be open to schools implementing school-based gifted programmes. The Section would provide them with consultancy support in curriculum design, extension and selection mechanisms.
- (iii) The Section would state clearly to the schools that the programme were to equip students with independent learning skills and attitudes. A fair and objective entry-exit mechanism would be developed to allow the cohort of equipped students to leave the supporting scope and other students in need to join the programmes in accordance with their potential and talent.
- (iv) The Section would provide schools with guidelines and briefing sessions on the nomination of students for the programmes. Parents would be involved in the school's nomination process.
- (v) Students who participated in the programmes would be provided with portfolios for their school's follow-up plans.
- (vi) Outstanding students in the programmes might be awarded with places in academic-oriented and/or generic advanced courses.

- 4.2** Regarding the suggestions, members made the following comments:

- (i) Tertiary institutes could provide venues for the programmes offered. To solve the funding problem, participating students could be charged.
- (ii) The teachers of Seed Schools should be asked to offer some of the programmes and share their experience in teaching the programmes with other teachers. This would relieve the funding problem and help form school clusters. She also pointed out that the foci and contents of the current programmes should be reviewed to differentiate them from the interest classes offered in the community. The match between the talents of the participating students and the programmes they were offered should be ensured.
- (iii) Amidst the multiple roles and heavy workload of teachers and Seed Schools, the three-level gifted education policy should be reviewed holistically and comprehensively to anchor a specific level of implementation to the Section's target within limited financial, manpower and expertise resource.
- (iv) Support to schools without gifted programmes was needed.

- (v) Private corporations could be a powerful social resource for the provision of the programmes.

4.3 Mr. CHAN clarified that the Centre Programmes in the past two cycles had been organized on specific themes.

Mr. CHAN said that the Section had reviewed the current implementation of gifted education in schools and the three-level gifted education policy. Two situations had been observed:

- (i) Levels One, Two and Three were not in progressive relationship. Students nominated and selected for the Section's Level Three support might not have received Level One and/or Level Two provisions in their school. Their performance, however, was outstanding and showed that these students needed further enhancement in specific domains to have their talents stretched.
- (ii) Mismatch between the potentials of participating students and the programmes offered was observed.

The Section's strategies to deal with the situations:

- (i) The Section would focus teacher training on educating the gifted at both Levels One and Two and facilitate the connection between school-based training (Levels One and Two) and external training and competitions (Level Three) to ensure the concordance between the programmes offered and the talents of the target students.
- (ii) The Section would focus on organizing academic-oriented programmes and commissioning the NGOs to offer programmes on leadership training.

5. To discuss the strategies for reinforcing the concepts of gifted education and to raise the awareness of the need to implement gifted education in schools

5.1 The Section proposed that a pamphlet on the catering for the gifted at schools could be printed and distributed in public as guidance to schools and parents. In the pamphlet, the roles of parents were emphasized in (i) awareness of the gifted child's needs (ii) observing their child's learning interests and potentials (iii) providing their child's information such as standardized test results (if any) to schools; and (iv) collaborating with the school in follow-ups.

5.2 Members raised the following suggestions concerning the proposal:

- (i) The full communication and agreement between the Section and principals on the workflow for the close and effective partnership between the two parties was necessary.
- (ii) The Section's comprehensive support and provisions to schools would be needed.
- (iii) The Section's supporting measures should be stated in the pamphlet to help principals lead their school to take appropriate actions for the identified gifted children.
- (iv) Setting up a special committee in schools to cater for the students with special educational needs (SEN) and the gifted in an inclusive approach would be a possible option. Collaboration between the Educational Psychology Service (Professional Support) Section and the schools would be needed in implementing the inclusive mode.
- (v) Teacher training on how to cater for the needs of both ends and

evaluation of education plans would be necessary.

- (vi) In the pamphlet, guidelines on how to transfer gifted students with special educational needs from one class/school to another as they progressed should be included.

5.3 Mr. CHAN responded that on seeking funding in the inclusive proposal, the absence of a reliable means of identifying gifted students in the perspective of multiple intelligences was the major obstacle.

5.4 The Section would look into the identification issue and plan for teacher training. The collaboration between the Gifted Education Section and the Educational Psychology Service (Professional Support) Section on the inclusive proposal would be discussed later.