

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

Date: 28 January 2005
Time: 2:50 p.m. – 6:20 p.m.
Venue: HKCCCU Logos Academy

1. Confirmation of meeting minutes

The minutes of the meeting held on 18 November 2004 were confirmed without amendment.

2. Discussion on the Regional Gifted Centre (RGC) proposal

2.1 The Secretary referred members to the tabled document for Suggested Criteria for the Selection of Schools as RGCs and introduced the RGC proposal.

2.2 He also said that 3 RGCs should be set in total for a period of 3 years at the preliminary stage.

2.3 A \$50,000 set-up fund would be provided to the school as RGC for the establishment of the Centre, followed by the same amount of sum as recurrent funding for its operation and development for 2 consecutive years.

2.4 The Committee raised problem that might arise from the RGC plan as follows:

- (i) Schools participated in the RGC plan might be isolated from other schools in the region as a result of high competitiveness or high profile.
- (ii) The limited funding would hold the full development of the RGCs in check.
- (iii) It has not been decided whether a secondary school RGC would be serving the neighbouring primary schools. It would be viewed by some secondary schools as to ‘pulling their potential clients away’ if a certain secondary school RGC to provide programs for the neighbouring primary schools. Likewise, this dilemma may also happen between the primary schools.

2.5 Members’ opinions:

- (i) Develop regional gifted clusters rather than centres;
- (ii) Play a central supervising role in authorizing fund and monitoring the development of the RGC from district to district;
- (iii) Take the lead to initiate the RGC at the beginning and leave autonomy for its growth;
- (iv) At initial stage, 2-3 clusters were suggested;
- (v) Send invitation to schools at the earliest time for school planning and application;
- (vi) Guide the RGCs to summon talents, experience and expertise in gifted education and look to areas for research in collaboration with tertiary institutes.

3. Report on the practices of gifted education in overseas countries and its implications

3.1 The Vice-Chairperson introduced to the members the programs and practices for identifying and nurturing giftedness and talent in Asia.

- 3.2 The Chairperson agreed that specialist schools were more appropriate in the context of H.K. than special schools were. The presence of connections of expertise in certain domains was the prerequisite of a specialist school.
- 3.3 For the realization of gifted education in schools, the Chairperson said it is worth to consider the following questions:
- (i) Connection between the curriculum and assessment of the specialist schools and the New Senior Secondary Structure;
 - (ii) Possibility for students with superb achievements to skip the new public examination, the Hong Kong Diploma of Secondary Education;
 - (iii) Recognition of student's achievement for admission to overseas universities.
- 3.4 The Section was asked to collect the percentage information and make the analysis of the cost effectiveness of the gifted education practices in Asian regions for further holistic planning of the gifted education in H.K.

4. Other business

- 4.1 Members showed that many corporations in the business sector were positive and were opened to take the share in supporting the gifted and talented. In fact, entrepreneurship already existing, but in general the commercial sector is quite ignorant of the gifted education provisions in H.K.
- 4.2 The Section was suggested to:
- (i) look into the implications of the collaboration proposals and work out a frame of implementation for senior views and approval.
 - (ii) compile an inventory of student pool which included the past Centre users for nomination to programs/ placement offered by the private sector in future.
 - (iii) consider to host a summit/ 高峰論壇 for the genuinely gifted.