

**Gist of First Meeting of  
Curriculum Development Council Committee on Gifted Education (2005 – 2006)**

**Date:** 7 October 2005  
**Time:** 2:30 p.m. – 6:15 p.m.  
**Venue:** Room 114, Fung Hon Chu Gifted Education Centre

**1. To welcome committee members**

1.1 The vice-chairperson extended his warm welcome to all members and alerted members to update their correspondence details.

**2. To introduce the CDC structure, terms of reference and roles and functions of committee members**

2.1 The Secretary stressed the Committee's key role of advising CDC to set directions, and formulate plans and strategies for the development of the Gifted Education curriculum. Members were asked to pay attention to the terms of "Confidentiality" and "Declaration of interest", and read the Curriculum Development Council handbook 2005 carefully, particularly pp. 15-18, 25-28.

**3. To elect Chairperson**

Mr. YAU Yat-heem was elected Chairperson.

**4. To nominate co-opted members**

The nominations of Ms. Helen YU and Ms. Joyce KWOK as co-opted member were endorsed.

**5. To confirm the minutes of the last meeting and matters arising**

5.1 The notes of the last meeting were passed without amendments.

5.2 Regarding to the matters arising from the minutes, the vice-chairperson replied that:

- the draft paper on the Academy had been made ready for the consideration of the Senior Directorates.
- the collaboration with the private sectors might be limited by the various constraints such as the potential conflict of interest of sponsorship and commercial interests.
- it would be difficult to calculate the funding on a per head basis due to a broad definition of giftedness and the lack of a precise tool to identify each type of giftedness.
- the Section promised to deliver the written report(s) or reference material(s), to members in advance before the meeting, if any.

**6. To report on the latest development of the programmes at all levels**

6.1 Following areas were reported in the latest development of School-based Team:

- (i) Regional Gifted Centres (RGCs)
- (ii) Web-based learning course
- (iii) Information booklets for schools and parents
- (iv) New competitions

6.2 Following areas were reported in the latest development of Exceptionally Gifted Team:

- (i) Support Measures for the exceptionally gifted students
- (ii) Professional Development Programme for Teachers in 2005 and 2006

**7. To discuss the focus of review of the work of GE with a view to inform future development**

7.1 Referring to the tabled document of D3 “Information for discussion on agenda item No. 7, the Secretary briefed the background of the proposal on “the mode of carrying out the research” and “the research focus”.

7.2 Some members queried the practicability of the third mode suggested in the proposal. They suggested the Section to invite an external advisor/ consultant as the practice of the first mode but raised fund for employing extra manpower, rather than GE staff, to carry out the whole research.

7.3 Regarding the research focus, the members made the following comments:

- (i) It might not be the right time to discuss the implementation of the research of interim review since so many uncertainty factors were involved. Besides, the difficulty of a single quotation for a renowned scholar to be a consultant for the 1<sup>st</sup> mode, the 2<sup>nd</sup> mode being expensive and may be controversial if the results or conclusion differ from what we expected, and the ambiguity of the copyright or ownership for the 3<sup>rd</sup> mode. The Section is suggested to form an Ad Hoc Committee to process the implementation of the captioned research if applicable.
- (ii) In opposite, some members thought that it's the right time to carry out the interim review in order to evaluate and monitor the effectiveness of the provision. The purposes/ aims of the research should be to identify the success factors as an indicator for future and further development. The Section might start with small scale and better invite some experts to share their professional knowledge with the members on the implementation of research and to comment on the direction of the captioned research. The assessment would be useful as a way to collect evidence to urge further injection of fund from the government as well as to be accountable to the taxpayers regarding the cost effectiveness of public money spent on GE. In addition, it would be better to contract out the task in order to gain credibility.
- (iii) It sounded more cost effective for setting a specific performance indicator in the programme planning rather than putting too much effort in the research of evaluation at that moment.
- (iv) In a research, the input and process were two of the essential components, not only outcome. Thus, it was important to have clear specifications in the programme plan and tender.
- (v) In order to spend the money on the most appropriate areas, a need assessment exercise would be more favourable.
- (vi) There was a need to have “*review*” through looking back what GE has provided throughout the years, and “*research and development*” with a view to look forward to setting future policies.
- (vii) 5 years was too short for outcome measurement of educational development. Before finalizing the research objectives, to dig out the original objectives of the programmes was needed so that the research could evaluate whether the provision matched with the original objectives.
- (viii) It was too mega-scale a project. More detailed and focused discussion in a follow-up meeting was desirable.

**8. AOB**

8.1 The Section invite the interest party to be the task-force member of the “Ad Hoc Committee for Research of L3 Programmes” at the meeting.

8.2 A brief report on good practice of USA from the summer conference of “DISCOVER! Institute 2005” was gave to the members as follows:

- (i) resource centre practice

- (ii) standardized curriculum assessment of gifted education
- (iii) participation of tertiary institutes
- (iv) well developed teacher training

8.3 The vice-chairperson briefly shared the practices of other countries, such as Australia, Korea and Thailand, from his experience of attending the ‘World Conference’ with the members. He also drew the attention of the members to the publicity materials of the “Asia Pacific World Conference” to be held in Taipei in 2006.