

**Gist of the Third Meeting of
Curriculum Development Council Committee on Gifted Education (2010/11)**

Date: 27 June 2011 (Mon)
Time: 2:00 p.m.-6:45 p.m.
Venue: Rm E303, 3/F, East Block, EDB Kowloon Tong Education Services Centre

Notes:

1. Confirmation of minutes of last meeting and matters arising

The minutes of the last meeting was confirmed without any amendments.

2. Reporting on the follow-up of issues mentioned in last meeting

- (i) Territory-wide baseline survey on School-based Gifted Education Provision in Hong Kong
- Data analysis of Phase 1 of the territory-wide baseline survey was about to complete.
 - Preliminary finding had been discussed with the two overseas consultants. Advice was received to plan for the research framework for the second phase.
- (ii) A friendly visit to Shenzhen
- The friendly visit to Shenzhen, through the assistance of the Federation of Educational Workers, was organised in April (22/4) for CDCC members.
 - Altogether there were 15 participants. Sites visited included Shenzhen Middle School(深圳中學), Sinolink Primary School(百士達小學) and Shenzhen Children's Palace(深圳市少年宮).
 - Talking to officers and teachers of the three organisations enabled members to get a snapshot of some of the provision for gifted students in the mainland.
 - This friendly visit did allow more exchange not just between the educators of HK and Shenzhen but also amongst the CDCC members.
- 3. Updating members on the latest development of programmes at all levels including the services form the HKAGE**
- (i) - One of the main concerns was the newly developed Professional Development Framework of the Section which was the result of lengthy discussion between the Gifted Education Section and the HKAGE.
- Members suggested that the total duration of the courses at three levels (Foundation, Intermediate and Advanced courses in Gifted Education) might need to be increased to 90 contact hours.
 - Some members suggested that teachers who had completed the advanced course should be recognised for promotion while others opined that it was not a necessary criteria indeed to have designated post for promotion
 - But it was difficult to recruit appropriate trainers/speakers with GE expertise as well as to encourage adequate number of teachers to attend the courses.
 - It would not be surprising to find the two posts merged into one in primary schools e.g. under the PSM(CD), and in secondary schools, the Assistant Principal.
- (ii) Positioning of the FHC Gifted Education Centre Enrichment programmes and the "Junior AGE of the HKAGE"

- Since 1996 FHC Gifted Education Centre had been offering Centre Enrichment Programmes for students in primary and secondary schools. These enrichment programmes were pilot in nature serving as Level 2 pull-out programmes for schools with research elements embedded.
- The programmes to be offered by the “Junior AGE of the HKAGE” would fall into the category of Level 3 services to exceptionally gifted students identified through a more rigorous selection process.
- HKAGE would start conducting pilot primary programmes in collaboration with secondary schools and teachers in August 2011. Student needs and pedagogy will be studied in order to inform the further development of primary programmes.
- It is planned that primary programmes for upper primary pupils are to be provided in 2012/13 academic year.

(iii) AD(SPS) of the HKAGE updated the members of the latest development of the HKAGE as follows:

Student Programmes and Services Division (Sept 2010 to March 2011)

- about 2800 students were served by 44 agreed deliverables
- about 800 students were served by 3 other activities

Teacher and Professional Development Division (Sept 2010 to April 2011):

- about 1800 teachers were served

Parent Support Division (Sept 2010 to April 2011)

- about 2300 were served
- about 300 cases were followed up at Consultation and Assessment Centre

4. Collecting comments on the draft Moral and National Education Curriculum in the context of GE

Regarding the drafted Moral and National Education Curriculum in the context of GE, members expressed their views as follows:

- There should not be too strong an opposition for having MNE, but it should be deliberated whether it should be a subject, or even an independent subject.
- It was suggested to have the necessary elements of NE to be immersed in all subjects
- Schools should take stock of what MNE elements had been included in the school curriculum, and how many hours had been devoted to MNE, rather than treating it as a separate subject.
- It was good to have a MNE framework and the approach starting from self to family etc. to the world was an appropriate one.
- To summarise, it might be difficult to put MNE in the context of GE, but GE section had tried, in affective education programmes or in science and humanities gifted programmes, to develop students’ affection for the country.

5 Any Other Business

(i) Vote of thanks to all members upon completion of this term of office

- Sincere gratitude was extended to all members in the committee and the colleagues of the GE Section for their contribution during the past two years.

(ii) International Education Forum and Expo (IEFE)

International Education Forum and Expo (IEFE) would be held in mid-July. Members were encouraged to participate in the parallel sessions through the IEFE website for online enrolment.

The meeting adjourned at 6:45pm.