

**Gist of Second Meeting of
Curriculum Development Council Committee on Gifted Education**

Date: 5 February 2004
Time: 2:30 p.m. – 6:45 p.m.
Venue: Room 114, Fung Hon Chu Gifted Education Centre

1. The notes of the last meeting were passed without amendment.

2. Main tasks ahead

(a) Development of Regional Talent Clusters (RTC)

2.1 The roles of the RTC were mainly to promote and implement gifted education in a tri-focal approach, namely student, teacher and parent. The RTC would serve as talent gathering clusters of exceptionally gifted students (EGS), to facilitate exchange of insights and experience of teaching the EGS and encourage the skill transfer of teaching among front-line teachers. The region-based RTC would be a starting model only. Cross-region RTC could be developed in the future where appropriate.

Discussion about the RTC:

- members supported the model in which a RTC was set up by the collaboration between a cluster of secondary and primary schools in a region.
- schools applying to join in the RTC needed to state the needs and purposes of joining the RTC
- members urged the need to take note of teachers' awareness and competence
- financial resource and management of RTC needed to be considered
- collaboration with the private sectors might be a possible means
- the use of the Quality Education Fund and the Enhancement Capacity Grant as financial support could be explored
- the use of Fung Hon Chu Trust Fund in stocking up reference books on gifted education for these RTCs could be explored
- the themes and contents for the teacher training events needed to be planned
- the practicalities of the RTC
- identification of the EGS
- starting student levels
- parent education and parents' understanding of the nature of the RTC
- arrangement about the transition of EGS from the primary to secondary level
- the number and types of the programmes offered by each RTC
- assessment and measurement tools for the performance of the EGS
- follow-up of the programmes

Action: The Chairperson, Mr. YAU Yat-heem, would reflect the members' advice to PSEM to seek more financial support for the development of gifted education in Hong Kong.

(b) Strategies to help gifted underachievers, especially those in "elite" schools

2.2 In 2002 – 2003, a secondary school had experimented a programme about gifted underachievers focusing the teacher and student aspect. The criteria of identifying the gifted underachievers adopted by the school were mainly based on the students' academic achievement including HKAT results, internal school results, external awards and teachers' nomination basing on their daily observation.

Discussion about the strategies of helping gifted underachievers:

- the notion of not having a clear definition of gifted underachievers as they are not a homogenous group, and there was no typical “elite” schools
- the complicated concept of the gifted, the underachievers, and the gifted underachievers
- the need to de-emphasize the academic aspect of the underachieving gifted and the need to look at in what ways the gifted are underachieving
- the lack of validated identification tools
- the social skills and affective development of gifted underachievers
- financial support to the schools
- systematic pre- and in-service training for teachers including SGTs
- follow-up of the programmes / workshops
- the publicity strategies in inviting collaboration / sponsorship from the private sector or other related experts
- the strategies of forming a pool of teachers as change agents to effectively disseminate the pedagogical skills / approaches in gifted education
- measurement indicators for the performance of the gifted underachievers
- time-frame of the programmes

Action: The Section should collaborate with the Educational Psychology Service (Professional Support) Section in promoting the impending resource package to schools and conducting related workshops to strengthen teacher training on gifted underachievers. The Section should also liaise with other sections such as the School-based Curriculum Development Sections to explore the mode of support given to schools running intervention programmes. Mr. CP WONG would ask the secondary school piloting the underachieving gifted programme to provide the Committee with a brief report for in-depth discussion.

(c) The way forward for the Level Three provisions, centre-based enrichment programmes and the strategies of enhancing creativity development

Challenges about the three issues:

The Way Forward for the Level Three provisions:

- (i) the practicalities of hiving off the Level Three programmes
- (ii) the definition of the EGS
- (iii) catering for the need of the primary EGS

The Way Forward for the centre-based enrichment programmes:

- (i) the implementation mode of the programmes
- (ii) the serving targets of students

The strategies currently adopted in enhancing students’ creativity in school-based programmes:

- (i) the effectiveness of the existing strategies
- (ii) the coverage of the strategies in multiple domains

Action: Mr. YAU raised the need for interim meetings for the in-depth discussion over the holistic development of gifted education in Hong Kong, the specific strategies about the development of creativity, Level Three and centre-based provisions. Mr. YAU would raise to PSEM the urge to bring the Level Three and centre-based provisions to the societal level. Mr. CP WONG would compile detailed information on enhancing the creativity of students in Hong Kong for further discussion in the next

meeting.

3. Election of co-opted members

It was passed that Mr. CHOW Sik-cheong and Dr. CHENG Mo-yin were elected as the co-opted members of the Committee.

4. Endorsement of the web version of the Guidelines on School-based Gifted Development Programmes for presentation to the Standing Committee

It was agreed in the meeting that the Committee endorsed the Guidelines for recommending it to the Standing Committee.

5. The Chairman urged that interim meetings were desirable to be scheduled in March and April 2004 respectively.