

**Notes of the Second Meeting of
Curriculum Development Council Committee on Gifted Education (2005 – 2006)**

Date: 18 January 2006
Time: 2:30 p.m. – 5:45 p.m.
Venue: Room 114, Fung Hon Chu Gifted Education Centre

1. To welcome new members

- 1.1 Welcomed two new co-opted members of the Committee.
- 1.2 The vice-chairperson restated the terms of reference and roles of the Committee members according to the Curriculum Development Council Handbook 2005.

2. To confirm the minutes of last meeting and matters arising

The notes of the meeting held on 25th November, 2005 were confirmed without any amendments.

3. To discuss the follow-up measures in response to the issues raised by PSEM :

a. The development of teacher training to complement the GE development: inclusion of GE component in pre-service and in-service teacher training

- Members' views covered the following areas:

Pre-service and in-service teacher training

- (i) It was important to identify clearly the target audience of the training course. The end users' needs should be consulted as well.
- (ii) On-line learning might be one of the ways for developing PDPs and it was more desirable to have the course materials written in Chinese language and in local context.
- (iii) Practical approach was desirable so that teachers could translate the theories into practice at classroom level.
- (iv) It was important to recognize the “qualifications” of the teachers after attending those PDPs.
- (v) CDI curriculum officers did need the kind of training but it was not practical to rely solely on the CDI officers to provide all the training, as such the contribution from local tertiary institutes should be sought.
- (vi) It would be more desirable to promote gifted education as a means for catering for the individual leaning differences.
- (vii) Networking the teachers and the resources developed by frontline teachers so as to enhance teachers' professional development was suggested.
- (viii) Pairing up the trainers and teachers was one of the ways to integrate the conceptual theories and practical application.
- (ix) The professional training should also target at school heads and personnel at management level.
- (x) Colleagues in the KLA Sections rather than the GE Section should provide training for teachers in that particular KLA in order to empower them to cater for the gifted students.
- (xi) Developing a leaflet of policy guidelines to give clear direction to schools how school-based gifted development should take place and to avoid misconception of practice.
- (xii) It was desirable to provide scholarship to teachers to read GE-related courses and recognized these trained teachers as GE Scholars who would have the obligation to help promote the development of GE in Hong Kong at school/classroom level.
- (xiii) The programmes of pre-service and in-service training for teachers were welcomed.

But the pre-service training should focus on the practical experience and the in-service training should focus on the conceptual theories.

- (xiv) The Section should identify some proactive schools to pilot some useful strategies and then disseminate the good practice through territory-wide sharing sessions.

The content of the Professional Development Package

- (i) The proposed Professional Development Package was highly recommended. But adding more subject-specific practical elements was preferable.
- (ii) The GE Section should better explore more Professional Development Packages from nearby countries, such as Singapore and Taiwan, rather than Australia as those countries might share closer cultural and geographical similarities.

The proposal of employing trainers from overseas or local tertiary institutes

- (i) It was valuable to buy the experience from overseas but direct copy should be avoided. The Section should convert overseas experience into localized practices and then shared the experience with others.

The Section addressed their policy to the committee as follows:

- (i) The teacher trainings provided by the Section used to pay attention to both theory and practice so as to ensure transferability of skills and sustainability. These trainings included some 30-hour structural courses, 15-hour modular leadership courses, one-off seminars, intensive courses and etc.
- (ii) The Section was going to train up the school teachers to be the trainers in order to further develop the gifted education programmes in their schools through the professional support from the Section and Regional Gifted Cluster (RGC).
- (iii) Diversity Learning Grant would be made available to schools to cater for the diverse learning needs of students in the implementation of NSS.
- (iv) The Section was developing information leaflets to facilitate schools to develop their school-based gifted policy. In addition, a series of pamphlets for the parents, giving them advice on parenting their gifted children would be followed.
- (v) The Section was going to sponsor the Hong Kong New Generation Cultural Association (HKNCGCA), a local non-profit-making charity organization, for the sake of developing a Science Innovation Centre for the gifted students and for nurturing creativity in the near future.

b. The development of a framework for mentorship and a database of potential mentors, schools with achievement in GE development, high achieving students and trained teachers in GE

- This issue would be discussed in the follow-up meeting.

c. The development of identification tools including the revision of standardized test and behavioural checklists

- This issue would be discussed in the follow-up meeting.

d. Modes of provision for level 2 and Level 3 with reference to the idea of RGC/cluster and fee-charging mechanism

- The Section reported on the background of setting up RGC as well as the function and selection criteria of the RGC.
- All of the committee members endorsed the modes of provision for level 2 and 3 with reference to the idea of RGC and suggested the Section to take action immediately.

e. The development of different modes of acceleration for gifted students

- This issue would be discussed in the follow-up meeting.

f. The exploration of community participation in GE development.

- The Section would contact Mr. LUI Hin-yau after the meeting in order to look into details

the possible strategies for lobbying community participation and to consider the possibility of setting up ad-hoc committee to explore ways to step up publicity and invite community participation.

- The Section was suggested to explore the contribution from retired professionals, senior citizens, parents or individual parties, who were the professional in some specific domains to take part in the mentorship scheme.

5. A.O.B.

There was no other business.