

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

**Date:** 23 March 2006  
**Time:** 2:30 p.m. – 6:05 p.m.  
**Venue:** Room 114, Fung Hon Chu Gifted Education Centre, Tsuen Wan.

**1. To welcome new members**

1.1 Ms. CHAN Ching-wah resigned and Ms. CHIU Wai-chun was invited as a new teacher member.

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

The minutes of last and this follow up meeting would be confirmed in the 3<sup>rd</sup> meeting.

**3. To discuss the follow-up measures in response to the issues raised by PSEM at the focus group meeting:**

**a. 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**

- The Mentorship Scheme was being implemented under the Support Measures for the Exceptionally Gifted Students Scheme. Domains like Computer Science, Science, Technology, Mathematics and Humanities were covered in the said scheme. The talented students at primary or secondary level who had demonstrated excellent performance in international/ national/ regional/local competitions would be invited. Database of high achieving students (HAS) was already in place, regular update would be carried out. (Detailed information was given in D2).
- Major comments on the Mentorship Scheme from members were as follows:
  - (i) The idea of the Mentorship Scheme was good. Experienced teachers and enthusiastic parents should be recruited.
  - (ii) Proper briefing/training of the mentors and experience sharing amongst mentors were desirable.
  - (iii) A planned and summative evaluation of the Scheme should be included to inform future development.

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

- Multiple criteria approach in identification was recommended. Available checklists to schools in the form of pamphlets and guidelines on identification would be disseminated. (detailed information had given in D3).
- Members' opinions covered the following areas:
  - (i) An ad hoc committee should be formed in order to compile the schools guidelines to facilitate the selection of appropriate cohort of students for SB gifted programmes.
  - (ii) The checklists only served as a tool for selecting the gifted students for provision and caution should be taken not to label the particular group of students.
  - (iii) The practice of Macau SAR to collaborate with tertiary institutes in the Mainland to develop local standardized test could be explored.
  - (iv) The Section should facilitate the schools to position the SB gifted development for nurturing those gifted characteristics we targeted at by incorporating those gifted characteristics in information pamphlets.
  - (v) The Section should pay attention not to fall into the trap of confusing the schools by the recommendation of using the behavioural checklist as an assessment tool to *identifying* gifted students, while the behavioural checklists were referred to the explicit behaviour rather than one's potential.
  - (vi) The Section should caution about the labeling effect and the pressure students faced if the

- checklists were abused by schools or parents.
- (vii) Some teachers found the observation checklists useful in helping them select students to form the talent pool.
- (viii) The programmes designed alongside with the suggested identification/selection methods should be included in the information pamphlet mentioned earlier.
- (ix) It was suggested that the Government could negotiate with the owner of the latest version of the Wechsler Intelligence Scale for Children to update the norm of HK.

**c. The development of different modes of acceleration for gifted students**

- The Secretary reported that the Section would develop different Research & Development projects with partner schools to explore plausible strategies of acceleration such as curriculum compacting, differentiated curriculum in the coming school year. Deliverables in the form of guidelines and exemplary curriculum packages would be developed.
- The different modes of acceleration depicted in the Templeton National Report on Acceleration were introduced by the vice chairperson.
- Also it was suggested the Iowa Acceleration Scale (IAS) could be of reference in advising acceleration or grade skipping.
- The members remarked the following points regarding acceleration:
  - (i) The IAS was good only when different parties (the student, the parents and the school) were all ready for the measure.
  - (ii) Acceleration could help only when a territory wide supporting culture was available, otherwise the labeling effect would produce negative impact on the learning of the students.
  - (iii) School should have a strong psychological counseling service to cater for the affective and psychological needs of the students who participated in acceleration scheme.
  - (iv) Grade skipping/ acceleration applied in the transitional stage (such as senior primary school level to junior secondary school level and junior secondary school level to senior secondary school level), might help reduce the difficulties faced by students in adapting to changing environment. The strategy of acceleration in content raised by Renzulli might be one of the most practical pedagogies in regular classroom.
  - (v) It was proposed that the Section should provide some extra resources and support to schools, like the practice of integrated education, in order to foster and promote the practice of acceleration.
  - (vi) The thorough understanding and accepting attitude amongst school heads and teachers would be one of the key elements to achieve success in acceleration. Briefing session for both parties was suggested.
- An Ad Hoc Committee would be formed for further discussion and to come up with an action plan. Members would be invited to join the committee.

**5. A.O.B.**

- The Section remarked that the funding was earmarked for hiring the service of teacher training using the “train the trainers” mode, subject to approval. A consultant from South Australia would come to Hong Kong to conduct introductory session for CDI officers as well as heads and teachers of seed and network schools.
- Ad Hoc Committees would be formed to work on the issues of identification, development of a local version of guideline on acceleration based on the IAS, mentoring scheme and collaboration with the community/business sectors on gifted education.
- Reports on School-based development (L1 and L2) and off-site support (L3) of gifted education were presented. (detailed information had given in D4).

**6. Date and time of the third meeting of the CDCC on GE (2005-2006)**

The exact date would be confirmed with all members through e-mail in due course.

There being no other business, the meeting adjourned at 5:45 p.m.

