



# Gifted Education in Kau Yan School

資優教育在救恩學校

By Gloria Chan

# Current GE Policy in Hong Kong

## 3-tier operation mode

Level 3 :  
Off-site support

Level 2 :  
Pull-out  
(School-based)

Level 1 :  
Whole class  
(School-based)

<b>III</b> Provide challenging off-site enrichment and extended learning opportunities	
<b>IIC</b> Pull-out programme of generic nature outside the regular classroom	<b>IID</b> Pull-out programme in specific area outside the regular classroom
<b>IA</b> <b>Immerse 3 core elements In the curriculum</b>	<b>IB</b> Differentiate teaching through appropriate grouping with enrichment / extension

Generic

Specific

# Teachers of the Gifted

## **Their perception of curriculum includes:**

- ❑ Understanding student needs within the contexts of both giftedness and the field of study;
- ❑ Facilitating independent study;
- ❑ Scheduling for rapid comprehension;
- ❑ Emphasizing complexity over simplicity;
- ❑ Facilitating the achievement of ever more challenging curricular goals;
- ❑ Using differentiated and fair grading practices;
- ❑ Establishing a learner-centred environment and some freedom of choice in content, process, product and environment;
- ❑ Encouraging collaborative learning and mutual support between teacher and students;
- ❑ Establishing policies beneficial to gifted students

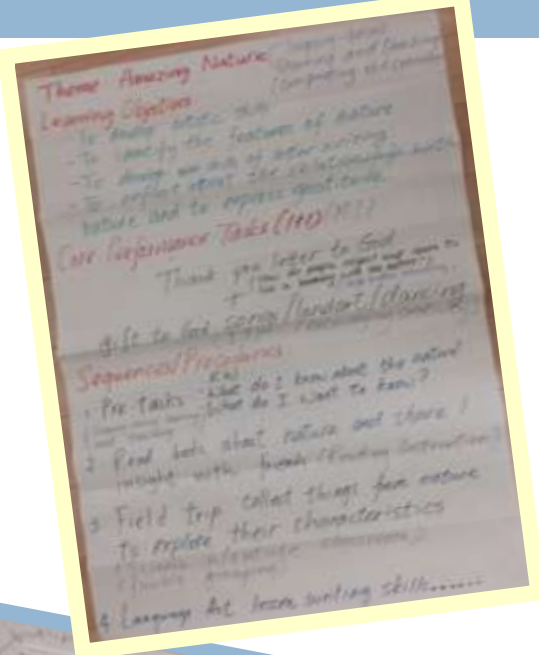
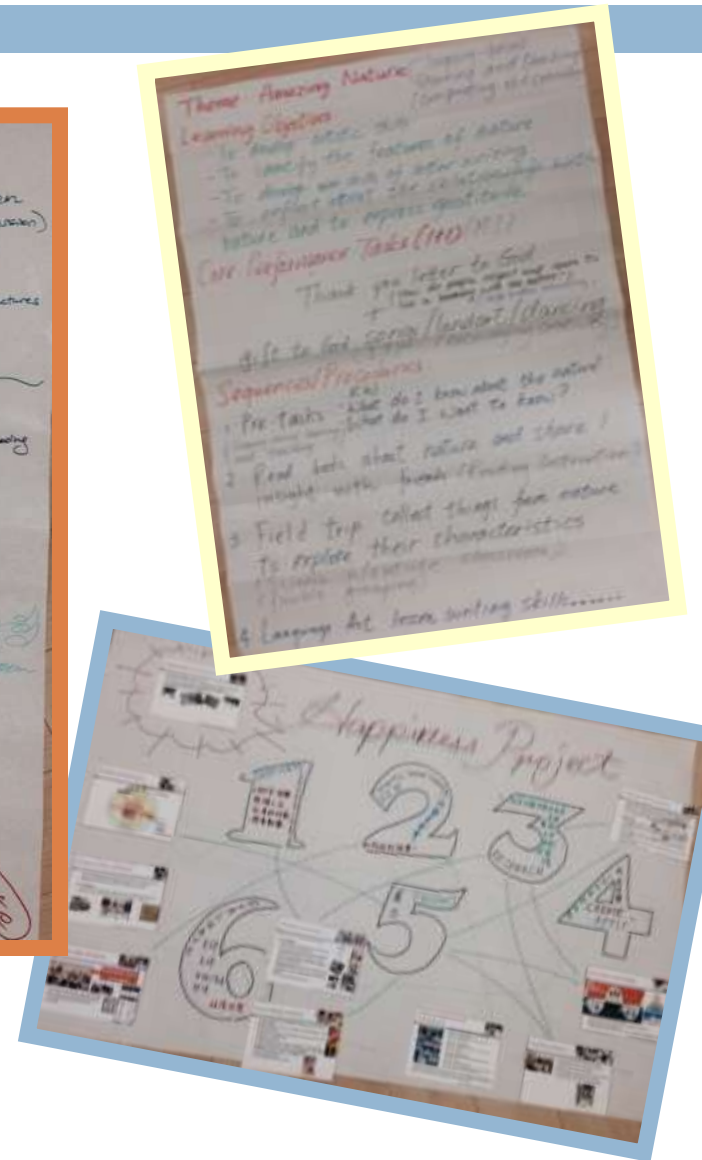
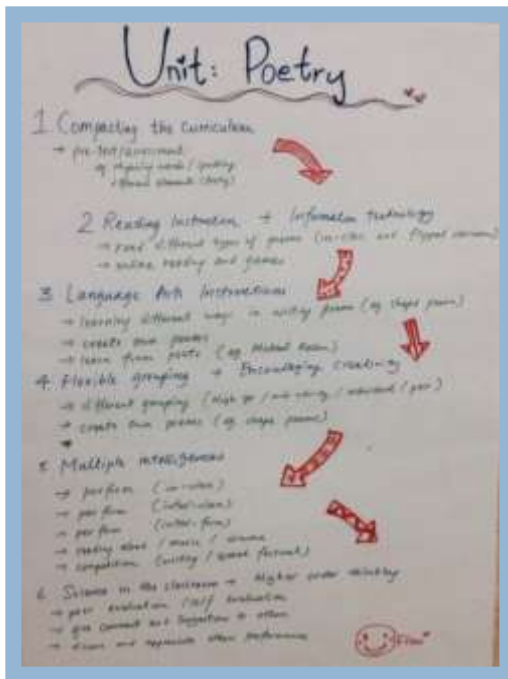
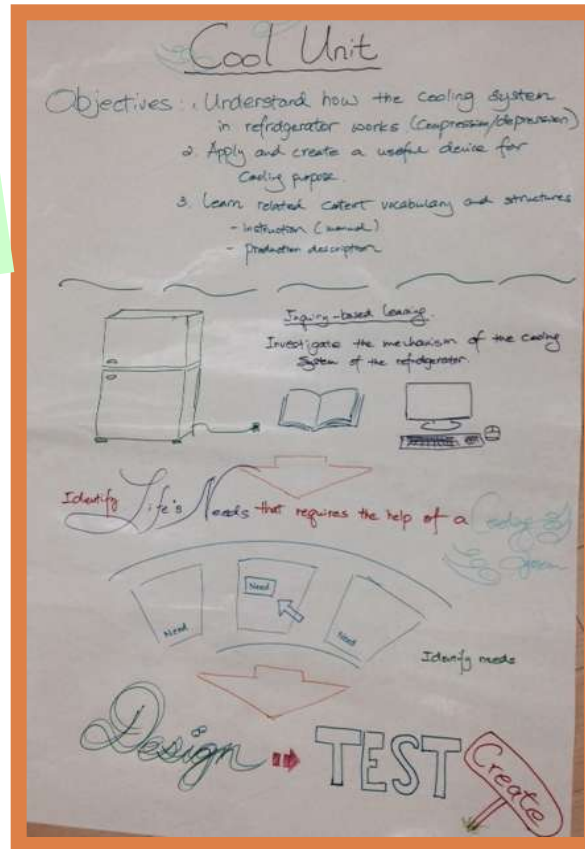


# Professional Development





# Learning Units for the Gifted



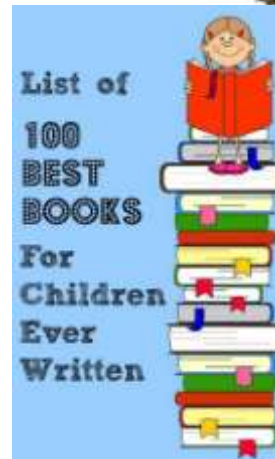
# Effective Classroom Strategies

Strategies for developing challenge for gifted and talented pupils include moving from:

<b>concrete</b> ➤ <b>abstract</b>	materials, ideas applications
<b>simple</b> ➤ <b>complex</b>	resources, research, issues, skills needed, targets set
<b>basic</b> ➤ <b>transformational</b>	information, ideas, materials and applications
<b>single</b> ➤ <b>multi-faceted/ divergent</b>	making connections within or across subjects
<b>structured</b> ➤ <b>open-ended</b>	decision, approaches and solutions become the learner's responsibility
<b>little</b> ➤ <b>greater independence</b>	planning, monitoring, evaluating
<b>small</b> ➤ <b>larger steps</b>	in imagination, insight, application

# Our Classroom Practices

- Encouraging creativity
- Multiple intelligences
- Higher order thinking
- Inquiry-based learning and teaching
- Compacting the curriculum
- Flexible grouping
- Information technology
- Language Arts instruction
- Reading instruction
- Science in the classroom



# Encouraging creativity



- To use multiple ways of identifying creative talent and what a student needs
- To teach students through concepts and relationships (concept-based curriculum)
- To give time and space for students' creative expression and generation of original ideas
- To grow with the flow
- To visit creative schools in other countries such as Sweden
- To provide resources for creative learning activities (**e.g. Odyssey of Mind**) and hands-on practices (**e.g. STEM**)
- To give students permission to be different
- To ask open questions
- To encourage divergent thinking





# Higher order thinking



**Enrichment cluster  
for the gifted**



The most outstanding member of each group who are mostly gifted students  
→ In-depth discussion with the principal



# Inquiry-based learning and teaching



## Student-set inquiry questions

### Group 7 [ South Asia ]

How can we address the issue of women's rights in South Asia?

### Group 8 [ West Africa ]

Why is it so poor in West Africa in spite of rich resources found?

### Group 5 [ Middle East ]

Why countries around the world pay attention to Middle East?

### Group 4 [ South America ]

How are children's rights affected in S. America?  
How well does UN address this issue?



“The specific components of inquiry-based learning — from asking high-level & interesting questions, to valuing their own judgements, to criticizing their judgements, to presenting their reports — and given practice in bringing these components together.”

# Compacting the curriculum



- Start with pre-testing/ pre-assessment.
- Include time and opportunity for acceleration and enrichment activities such as free reading, projects, challenging math problems.
- Avoid reliance on textbooks, eliminate already mastered material.
- Find appropriate replacement materials.





# Flexible grouping

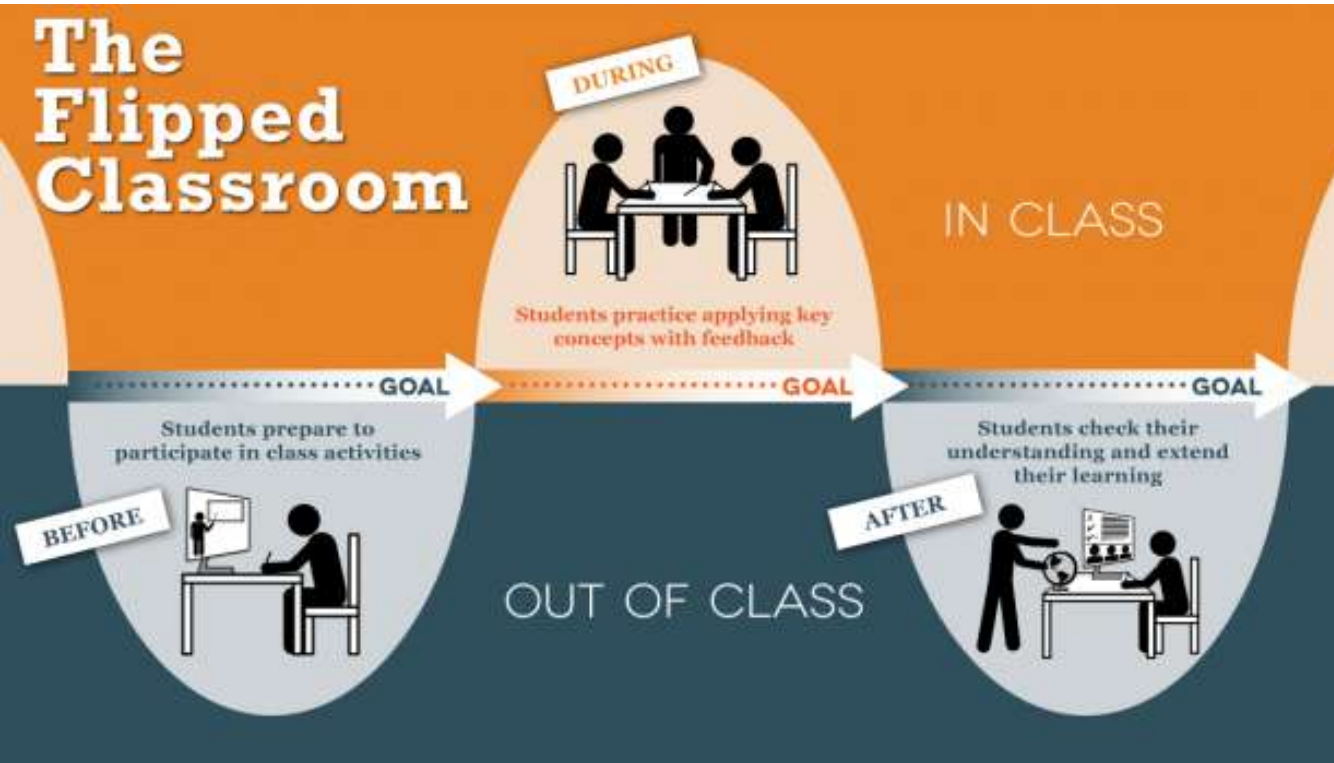


- Pull-out programmes for talented students
- Co-operative learning in the heterogeneous classroom, avoid free-rider effects
- Ability grouping, e.g. for high-ability math learners
- The grouping is accompanied by adapting curriculum and instruction to student needs





# Information technology



- ❑ Facilitate higher order thinking skills
- ❑ Enhance inquiry-driven learning and autonomous learning
- ❑ Gifted boys are more drawn to IT
- ❑ Small groups working together on topics of interest is an effective means

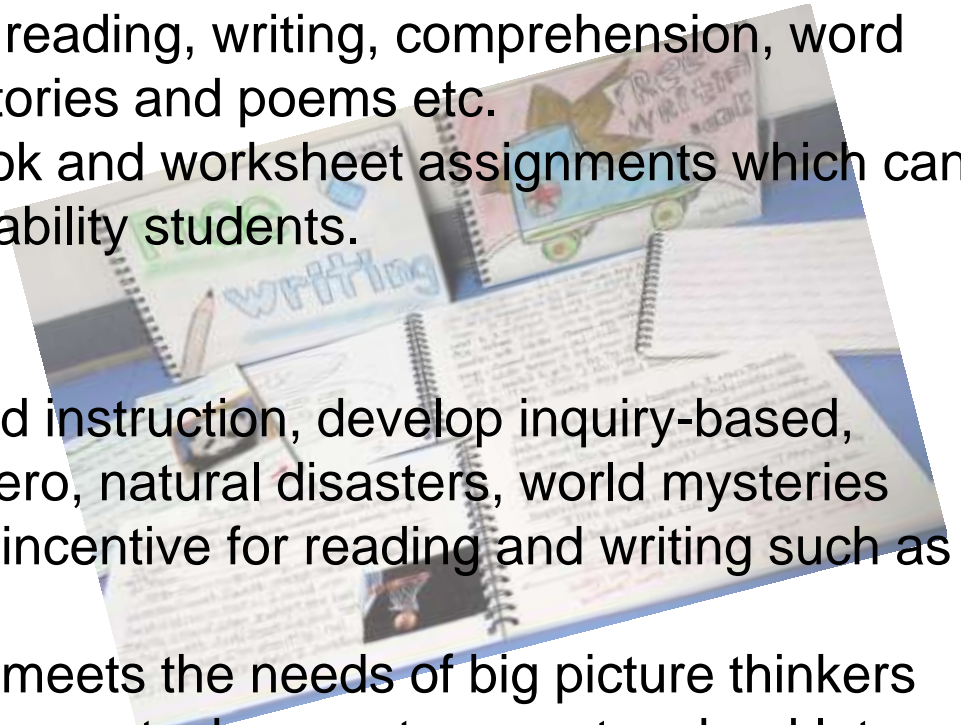
# Language Arts instruction



- Students with verbal talents are at least 2 years ahead of their age peers in enjoying literature, reading, writing, comprehension, word relationships, memory for stories and poems etc.
- Avoid heavy use of workbook and worksheet assignments which can diminish motivation of high ability students.

## Our strategies:

- Differentiated curriculum and instruction, develop inquiry-based, interdisciplinary units e.g. hero, natural disasters, world mysteries
- Provide abundant time and incentive for reading and writing such as the “Author Study” unit
- Concept-based curriculum, meets the needs of big picture thinkers
- Project-based, core performance tasks, create own story booklets, process writing
- Provide opportunities for debate, play performance, in-depth research, and journal writing
- Exposed to adult literature early



# Reading instruction

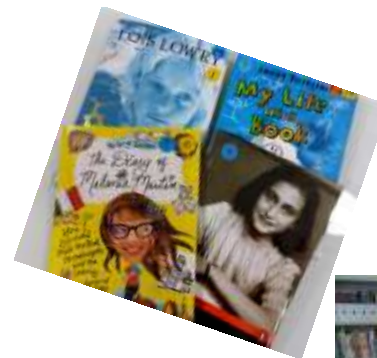


Many talented students are gifted readers.

## Our strategies:

- Reasonable homework time so that students can find time to enjoy reading
- Guided reading at appropriate reading levels
- Reading buddies
- Differentiated reading instruction includes questioning strategies, discussion, sharing ideas, developing higher order thinking skills and creative abilities
- Reading strategies and the use of literature are integrated into the curriculum in ways that build knowledge, analysis, appreciation of ideas and people
- Use of classics for gifted readers

Socratic Seminar  
LITERATURE ANALYSIS  
USING SOCRATIC CIRCLES



A to Z 26 BOOKS  
no one should read





# Science in the classroom



- Sternberg suggested 4 components for science curricula: problem finding, problem solving, problem evaluation, and reporting
- More hands-on learning experiences rather than lecture

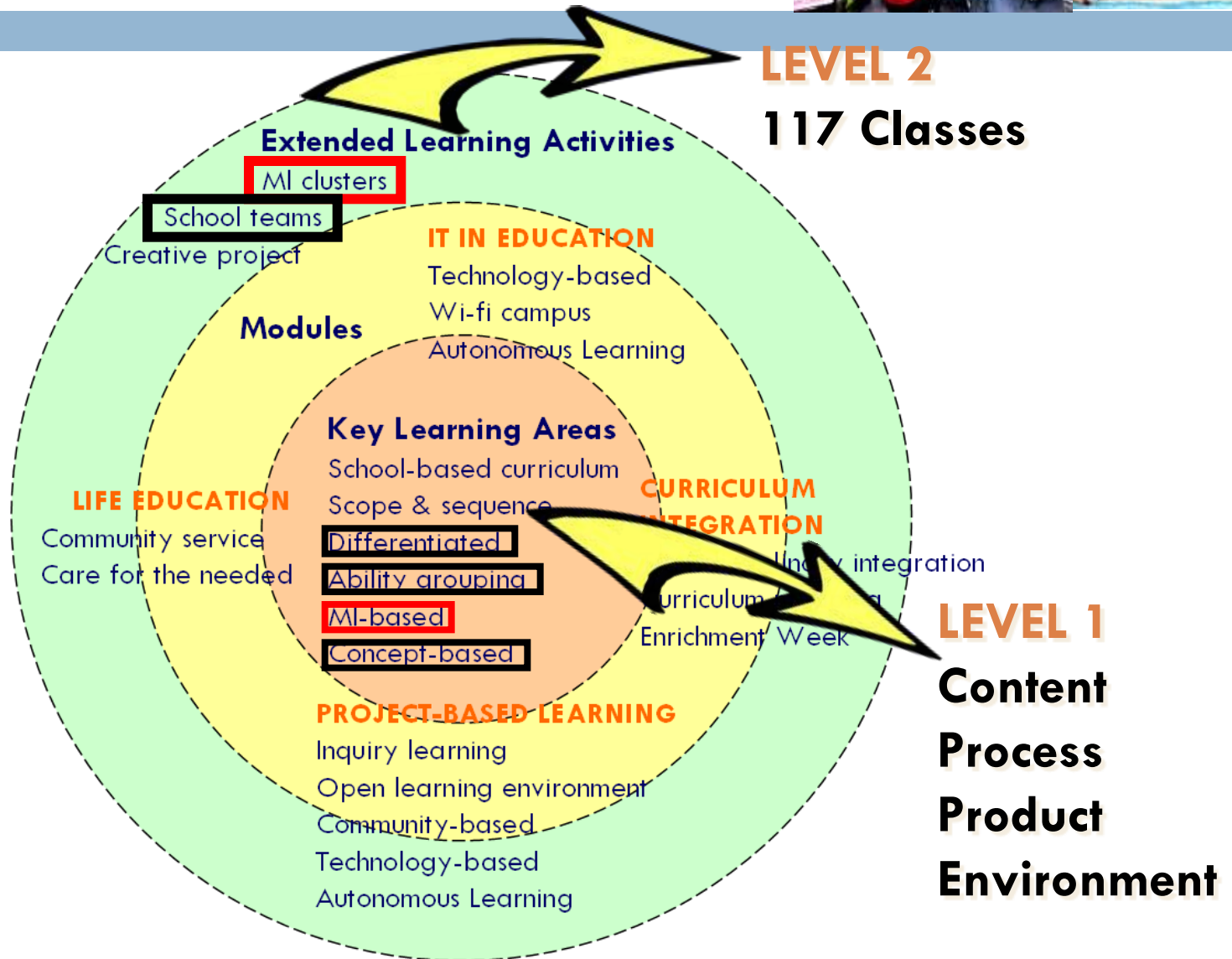
## Our strategies:

- Focus on active learning, problem solving, in-depth study, field trips, laboratory work, independent as well as small group learning





# Multiple intelligences



# A P5 Ability-grouped English Lesson

1. Students arrived at the Learning Centre
2. Started to have silent reading
3. Teacher gave some key ideas about the topic **“Hero”**
4. Students watched slides
5. Students responded well to teacher’s questions about the **quality of a hero**
6. Teacher used a poster clearly showed information about Jacky Chan and **asked a high-order question**: Do you think Jacky Chan is a hero? Why? (high order question)
7. Students grouped into four groups for jigsaw reading
8. Students engaged in reading and writing attentively
- 9-10. Teacher moved around to scaffold learning (immediate feedback)
11. Students listened to teacher’s prompts
12. **Varied and good learning outcomes**



# Extended Learning Activities

運動校隊	音樂及藝術	其他	單元課程
男子籃球隊	管絃樂團	創意思維 OM	社區服務
女子籃球隊	音樂劇團	國際象棋班	讓愛傳出去
足球校隊	低年級歌詠團	服務團隊	世界公民
游泳校隊	高年級歌詠團	扶貧活動	家政
壁球校隊	舞蹈班	遊學團	DRAMA
欖球校隊	樂器班	增潤學習周	STEM
田徑隊	視藝創作	基督小門徒	BALL GAMES
體操校隊	黏土陶瓷藝術	校內外比賽	INTEGRATED SPORTS PROG



# Extended Learning Activities



「全國少年田徑錦標賽2014」女子100米銀牌



# P5-6 Leadership Training

## In-school Leadership Teams



Before 8 Apr 13

Call for nominations

First round nomination among all P5-6 students

8 Apr to 13 May

Candidate's campaign  
Two open forums questioning candidates

All students are entitled to vote in the election

26 May

Officiating Ceremony By the School Election Committee

Late Aug to End of School Year

### Skills Acquired:

Democracy & Diplomacy  
Social & Communication skills  
Self-management skills  
Accept responsibility  
Organization ability



6

Team Captains

35

Team Leaders

124

Ambassadors

8 enrichment training workshops  
27-28 Jan: Training Camp

For all students

A half-day training at end of Aug  
4 joint training sessions  
5-8 team training sessions



# P6 Trans-disciplinary Module

## Global Citizenship

### Level 1 : Whole Grade



### Level 3 : Pull-out

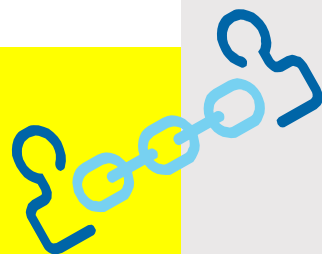


### Level 2: Group Work



# P5 Community Service Projects

## Pay it Forward Module



### Stage 2 :

Service Groups  
**Different groups decide  
different service targets**



### Stage 1 : Whole Class

**Understanding and caring  
for the poor**



### Stage 3 : Reflection & Celebration



# Learning Centre







# My Reflection

Gifted  
Education



Hush's Twin



在這尋索旅程中，我更能明白學生的能力，興趣和需要，在學生身上也學會了不少。假若你問我：「誰是資優生？」我只會告知你，在我眼中，每位同學各具才華，他們必須活在羣體中，用堅韌、踏實、喜樂、謙卑、投入和誠懇的態度，將上天賦予他們的才華，發揮得淋漓盡致，學習才有意思，教育才有意義！



# “Multiple Wits and Good Grits Lead to a Success Beyond Selfies.”

by Howard Gardner

