Gifted Education Policy and the Development of Exceptionality: A Hong Kong Perspective

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Your Gifts Our Future

The Hong Kong Academy for Gifted Education
Overview

• Background to GE in Hong Kong – The Context
• AMG Conceptual Framework – Student’s Learning Pathway
• Components of GE Policy:
  • Wider educational setting/general education policy
  • Identification
  • Program and service provision
    » Three-tier framework*
  • Preparation of personnel
    » Training pathways for key school professionals*
  • Policy design and development
  • Summary: policy expanding the action repertoire
Background to GE in Hong Kong
Milestones of GE in Hong Kong

**Phase 1 Reports, Recommendations and Debate**
- **1990** Education Commission Report No.4 initiated the development and implementation of GE in Hong Kong – strongly influenced by Marland Report
- **1995** Fung Hon Chu Gifted Education Centre was established as a resource/training centre
- **1996** Education Report recommendation that gifted education should be included in the core curriculum of initial teacher education, in refresher courses and in long term development programmes for teachers

**Phase 2 Implementation**
- **2000** Current gifted education framework - three-tier model - in Hong Kong formulated
- **2003** Gifted Education Section (GES) of EDB established as separate section (from SEN) to implement GE policy
- **2006** HKSAR Government first moots establishment of Hong Kong Academy for Gifted Education
- **2007** Creation of The HKAGE (but work started in September 2008)
Recommendations in ECR No. 4 (1990)

• to encourage schools to provide students with gifts and talents with opportunities for the development of their potential

• to nourish the talents of those students with one or more of the three characteristics (general intellectual ability, specific academic aptitude, creative thinking) through school-based gifted programmes in mainstream schools

• to initiate research work and conduct pilot projects on the effectiveness of school-based gifted education

• to establish a resource centre and a professional task group for the development of gifted education
GE Policy Today: The Stated Mission

….. to fully explore and develop the potential of gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment.

The Stated Principles of GE

- Nurturing multiple intelligences is a fundamental goal of quality basic education and should be the mission of ALL schools;
- Gifted education should be part of quality education. The needs of gifted students, like their less able counterparts, should basically be met in their own school;
- A broad definition using multiple intelligences should be adopted;
- Exploring students' thinking and creativity abilities and social skills should be the foci of gifted education.
- Schools should provide sequential and multiple educational activities to gifted students at different levels;
- To compile resources collected from educational parties/bodies as support to schools.

Restated Principles of GE

• **Equal Opportunities**
  All gifted students have the right to learn

• **Equity**
  Education should embrace gifted education for all and education for the gifted

• **Inclusiveness**
  Gifted Education should be part of quality education (no specialist gifted schools)

• **Holistic**
  Education should be student-centred to realize the personal development (social & emotional) and stretch the potential of students (cognitive) to the full

• **Multiple Intelligences**
  A broad understanding of “intelligence”

• **Skills Competencies**
  Especially critical and creative thinking
A Conceptual Framework
The Actiotope Model of Giftedness
The Actiotope Model of Giftedness (AMG)
A Student’s Learning Pathway

Learning Pathway –
intensive training & practice

Phases
Expanding action repertoire

Manifést Competences
Talents ➔ Gifts ➔ Excellence
Components of the Hong Kong GE Environment
Some Defined Components of a Student’s Actiotope

**SETTING**
- Wider Educational Policy
- GE Policy
- Schools – band 1, 2, 3

**KEY ACTORS**
- EDB
- HKAGE
- Universities
- Teachers
- Parents

**Educational Opportunities**
- Students’ Action Repertoires

**Subjective action space**

**Student Actions Of Excellence**
Recognising Nested Scale

Macro Scale
- Education Setting and GE Policy

Meso Scale
- School, Peers, Clubs

Micro Scale
- Parents
  - Individual
Five Components of GE Policy

- (i) Supplemental Policies
- (ii) Identification
- (iii) Program and Service Provision
- (iv) Personnel Preparation
- (v) Policy Design and Management

GE POLICY

Wider Educational Setting
Wider Educational Setting: Supplemental Policies
Objectives of Wider HK Education Reforms

- To engage every student to the end of six years of secondary schooling
- To prepare students for today’s knowledge-based world through balancing breadth and depth
- To provide students with the skills for life-long learning
- To ensure that assessments are fit for purpose
Dimensions of HK Education Reforms

**School Development Reform**
- School-based management
- Diversified school funding
- Building school capacity

**Curriculum and Learning Reform**
- New senior secondary system
- Multiple pathways to further study

**Assessment Reform**
- Assessment for learning
- School-based assessment
- Standards-referenced reporting
- New HKDSE

**Accountability and Quality Assurance Reform**
- New school development and accountability framework
- School self evaluation
- External school review
Improvement of Education in Hong Kong in Recent Years

- Diversified funding mode (DSS, Through Train)
- School-based Management & IMC
- Regional & school-based support
- Student support
- More funding flexibility
- Professional development
- Quality Education Fund & EDF
- School Self Evaluation and External School Review
- KG voucher
- Strengthened HKCAA, HKEAA and Higher Education institutions
- Medium of Instruction
- SEN & Gifted Education
- Learner diversity
- Regional centre of excellence for Higher Education
- New Academic System “3+3+4”
- Skills Upgrading Scheme
- Applied Learning
- Post Secondary Education
- Continuing Education Fund
- Qualifications Framework
- Assessment Reform

Choice & Diversity

Student Focused – curriculum & learning reform

Rigorous Quality Assurance

Expansion of opportunity
Old and New Organisation Structures

Current Structure
(“3+2+2+3”)

3-Year Undergraduate Degree

- Secondary 7
- Secondary 6
- Secondary 5
- Secondary 4
- Secondary 3
- Secondary 2
- Secondary 1

 HKALE

New Structure
(“3+3+4”)
From 2012

4-Year Undergraduate Degree

- Senior Secondary 3
- Senior Secondary 2
- Senior Secondary 1
- Junior Secondary 3
- Junior Secondary 2
- Junior Secondary 1

 HKCEE

New public examination: HK Diploma of Secondary Education
Some Ways that NAS could help Gifted Students

- Recognition that one-size does not fit all learners - so emphasis on meeting the needs of diverse learners
- Focus on student-centred learning – the process as well as the outcome of learning
- More time for whole-person development through 15-35% of Other Learning Experiences curriculum time
- Introduction of Standards Referenced Reporting (SRR) to capture and recognise the full range of achievement
- Introduction of School-Based Assessment which allows a wider review of student abilities
- More flexible use of curriculum time, resources and student grouping
Identification
Hong Kong’s Understanding of Giftedness

Education Commission Report No.4 (1990) adopted a broad definition of gifted Children:

- a high level of measured intelligence;
- specific academic aptitude in a subject area;
- creative thinking;
- superior talent in visual and performing arts;
- natural leadership of peers - high ability to move others to achieve common goals;
- psychomotor ability - outstanding performance or ingenuity in athletics,
- mechanical skills or other areas requiring gross or fine motor coordination.
Identification – The Portfolio Approach

Given the diverse interpretation of “giftedness”, the process of identification must be similarly broad………………

Multi-channel and multi-mode:
1. Teacher observation checklists
2. Parent observation checklists
3. Attainment in local and international competitions
4. Academic attainment at school
5. Intelligence tests
6. Standard accomplishment tests, such as the HK Standard Attainment Test
7. Standard special talent tests e.g. creativity ability assessment
HKAGE Student Selection: Ideal

All students in HK

Proportion of Student Population
100%

General Talent Pool

15%

Step 1

Step 2

Students selected for particular programmes

15%

Nominations

Nomination by:
Teachers
Parents
Self
Peers
Alternative pathways

Test Score Nominations

SAT
SCAT
Key Stage Tests

Territory-wide assessment for Intelligence Achievement Aptitude

2%

Proportion of Student Population

100%

15%

2%
Student Selection: A Challenge!

All students in HK General Talent Pool

Territory-wide assessment for Intelligence Achievement Aptitude
SAT SCAT Key Stage Tests
Test Score Nominations
Nomination by: Teachers Parents Self Peers Alternative pathways

Step 1

Step 2

Students selected for particular programmes

Proportion of Student Population
100%
15%
2%

No Talent Pool in HK
Student Selection: HKAGE’s Response

All students with potential in HK

Nomination by:
- Teachers from levels 1&2
- Alternative Pathways (SSW, EP, Awardees)

Screening:
- Interviews;
- Domain tests;
- NVR Test

Step 1a

Step 1b

Step 2

Students selected for particular programmes

Proportion of Student Population

100%

2%
Program and Service Provision
The Hong Kong GE Landscape Provision

- Schools
- GE Section EDB
-HKAGE
-Commercial Organisations
-Parent Groups

Universities
CUHK, HKUST

Some NGOs
The Three Tier GE Framework in Hong Kong

**Mode**

- **Level Three:** Off-site support 2%
- **Level Two:** School-based pullout programmes 10-2%
- **Level One:** School-based whole-class approach 100%

**Student Category**

- Exceptionally gifted students
  - The HKAGE
- Students with special talents/outstanding academic results
- Students with outstanding performance in specific domains
- Students with outstanding performance in academic subjects
- All students

**Curriculum Content**

- General
- Enrichment
- Subject/Domains
The Three Tier GE Framework in Hong Kong

Mode
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Student Category
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Curriculum Content
- General Enrichment
- Subject/Domain Specialisation

Appropriate Learning Opportunities
Expanding the Student Action Repertoire/Learning Experiences

LEVEL 3
- KLA-specific learning outsourced to universities
- University credit-bearing courses
- Leadership programs
- Mentorships
- Exchange programs
- Olympiad training
- Virtual learning environment

LEVEL 2
- Enhancement and enrichment activities in pull-out programs
- Competitions
- Domain-specific learning opportunities
- Collaboration with other schools to widen access
- Flexible curriculum planning – extension modules
- Differentiated learning – pace, depth & breadth
- Skills development: critical & creative thinking
- Flexible student grouping
- Acceleration by grade or subject
- Whole-person development: affective domain

LEVEL 1
HKAGE Support for Students

Programmes
- Originally domain-based - in mathematics, science, humanities, leadership, inter-disciplinary, personal and social development
- Often conducted by local universities/NGOs
- Scaling-up process -

Student Services
- Alumni
- Counseling
- Education and Career Advice
- Community Service
- Student Newsletter
- Online Learning
- Online community
Reclassifying Level 3 Student Programmes

from

<table>
<thead>
<tr>
<th>Domain</th>
<th>Key Learning Areas</th>
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<tbody>
<tr>
<td>Humanities</td>
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<tr>
<td>Leadership</td>
<td>Chinese language and literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>English language and literature</td>
</tr>
<tr>
<td>Sciences</td>
<td>The Arts</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>Leadership</td>
</tr>
<tr>
<td>Social Development</td>
<td>Mathematics</td>
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<tr>
<td>Multi-disciplinary</td>
<td>Sciences</td>
</tr>
<tr>
<td>Mentorship</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Personal Growth and Social Development</td>
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<td></td>
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<td></td>
<td>Mentorship</td>
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<td></td>
<td>Applied Learning</td>
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to

Increasing Diversity
## CURRICULUM FRAMEWORK

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Humanities</th>
<th>Leadership</th>
<th>Mathematics</th>
<th>Personal growth and social development</th>
<th>Sciences</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>KLA*</td>
<td>CLL</td>
<td>ELL</td>
<td>HUM</td>
<td>ART</td>
<td>LEA</td>
<td>MAT</td>
</tr>
<tr>
<td>Advanced</td>
<td>To provide accelerated or tailored learning opportunities for students highly gifted in specific domain/KLA with strong commitment.</td>
<td></td>
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</tr>
<tr>
<td>Intermediate</td>
<td>To provide accelerated or enhancement learning opportunities for students gifted in specific domain/KLA with strong interest.</td>
<td></td>
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<tr>
<td>Introductory</td>
<td>To provide enrichment learning opportunities for students members with strong interest</td>
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</tr>
</tbody>
</table>

*CLL-Chinese Language and Literature  
ELL-English Language and Literature;  
HUM-Humanities  
ART-The Arts  
SCI-Sciences  
LEA-Leadership  
MAT-Mathematics  
PGS-Personal Growth and Social Development  
TEC-Technology  
APP-Applied Learning  
MUL-Multi-disciplinary
# Examples of Student Programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>Level</th>
<th>Student Age</th>
<th>KLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Creative Writing</td>
<td>Intermediate</td>
<td>S4-S7</td>
<td>Humanities</td>
</tr>
<tr>
<td>Film Art and Culture</td>
<td>Advanced</td>
<td>S1-S3</td>
<td>The Arts</td>
</tr>
<tr>
<td>Enigma of the Social World</td>
<td>Advanced</td>
<td>S4</td>
<td>Humanities</td>
</tr>
<tr>
<td>Effective Leadership in Managing Change</td>
<td>Advanced</td>
<td>S4-S7</td>
<td>Leadership</td>
</tr>
<tr>
<td>Mathematics on 18 Lessons</td>
<td>Introductory</td>
<td>S1-S3</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Introduction to Olympiad Mathematics</td>
<td>Introductory</td>
<td>S1-S3</td>
<td>Mathematics</td>
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Preparation of Personnel
Teacher Professional Development Strategy

Key Aim: to develop professional capacity in GE across the Territory

Key Objectives:
• To meet the training needs of key school stakeholders (the “drivers”) in GE
• To facilitate the sustainable development of GE in schools

- Needs analyses
- A new Strategic Stakeholder Approach agreed with EDB
- Intensive thematic courses run by (overseas) experts or organisations
- Pre- and In-service changes – influencing universities, to be developed
- Tailored training in schools – outreach courses
- Biennial Conference (Jointly with EDB)
- Training Pathways for GE Managers, Coordinators & Teachers
Key School Posts

**GE Manager**

**Position:** Principal, VP or delegated Senior Staff

**Role:** to manage the whole-school planning (resourcing, time-tabling etc) for GE

**GE Coordinator**

**Position:** Curriculum Leader, Panel Head, or delegated Senior Staff

**Role:** to coordinate the implementation of pedagogical strategies in the classroom (whole-school based)
Professional Development Framework in Gifted Education
For GE Managers, GE Coordinators and All Teachers
(From September 2011)

Foundation Course in Gifted Education
(Compulsory Online Learning)
Target: All School Practitioners
4 Modules
8 hours

Intermediate Course in GE: Leadership & Management
Target: GE Managers/Coordinators
3 Modules
9 hours

Advanced Course: (GE Management)
Target: GE Managers
18 hours

Advanced Course: (Curriculum Coordination)
Target: GE Coordinators
18 hours

School Networks

Enhancement Courses (TPD)
Target: Teachers (KLAs)
6 hours

GE Teachers Networks (by KLA)

Hotung Lecture
Biennial GE Conference (Joint)

Thematic seminars & workshops

Key:
- EDB
- HKAGE
Support for Parents

Key Objective: to provide information, support and advice to help parents make informed choices

- Needs Analysis
- Consultation and Assessment Centre—free phone and email hotline—with EP and Education Advisor support
- Personalised counseling service for complex cases, including assessments
- Courses/seminars/lectures run by local NGOs and universities
- Outreach talks
- Collaboration with recognised organisations and NGOs
- Projects: Twice exceptional, Identification of Young Gifted Students
- Publications: Nurturing the Gifted
- Biennial Conference (formerly, annually)
Independent Parent Organisations

There are two:

- **HK Parents Association of Gifted Children**
  - 130 IQ threshold to join
  - Mainly primary-aged children
  - Offers courses for students in term time

- **Parents Association for the Exceptionally Gifted**
  - For parents of HKAGE members
  - Mainly secondary-aged students
  - Offers mutual support for parents
  - Has run some student courses in past
Policy Design and Management
GE Policy Design

Questions to consider:

• Should GE policy be mandated or voluntary?
• Can the policy facilitate change in the educational environment?
• Can the policy influence the decision-takers in education?
• Can the policy pass the test (after Van Tassell Baska) in terms of
  – Clarity
  – Comprehensiveness
  – Connectedness
  – Feasibility – strategic approach
  – Basis of research
What is Policy Management?

Management = planning + execution + monitoring + evaluation
Policy Management

Management = planning + execution + monitoring + evaluation

Education Information Management System

The EMIS should inform the different actors and partners on the state of the sector, its internal and external efficiency, its pedagogical and institutional operation, its performance, shortcomings and needs. A solid information system should not only aim to collect, store data and process information but help in the formulation of education policies, their management and their evaluation (UNESCO Education)
**Student Feedback**

- Qualitative and Quantitative
  - Course objectives, Intended learning outcomes, expectation met
  - Motivation to learn and benefit to study at school
  - Self-regulated learning, active learning and interaction with others
  - Creativity, critical thinking and problem solving skill
  - Quality of teaching
  - Preparation and logistic arrangement of the course
  - Overall evaluation
  - Suggestion for improvement

**Programme Evaluation**

- Programme Planning
- Programme implementation

**EVALUATING IMPACT ON STUDENT LEARNING**

**Regular Focus Group Discussion/Study**

- Students
- Parents
- Teachers

**Case Studies**

- Sample students with IQ 130 or above
- Actively attending courses (10+ per quarter)
- Regularly attending courses (2+ each quarter)
- Inactive to attend course (attend 0-2 each quarter)
- With special educational needs/twice exceptionality
- Outstanding awardees in various competitions (local tertiary wide or HK delegates)
A Student’s Learning Pathway

Learning Pathway –
intensive training & practice

Expanding action repertoire

Phases

Talents → Gifts → Excellence

Competence
GE Normative Policy Goal: Expanding Action Repertoires

- Competence
- Talents
- Gifts
- Excellence

Expanding action repertoire

T1

T2

Phases
GE Normative Policy Goal: Enhancing Competencies Earlier
A Fundamental Principle: No Gifted Child Left Behind

• No child bored, frustrated, switched-off from learning

• No gifted child left behind

• No underachieving gifted child left behind

• No twice-exceptional gifted child left behind

• No disadvantaged gifted child left behind
Thank you for listening

多謝各位

The HKAGE website
http://www.hkage.org.hk

The EDB website

Your Gifts Our Future