

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

Giftedness in East Asia Symposium
Hong Kong Institute of Education
1-3 August 2011

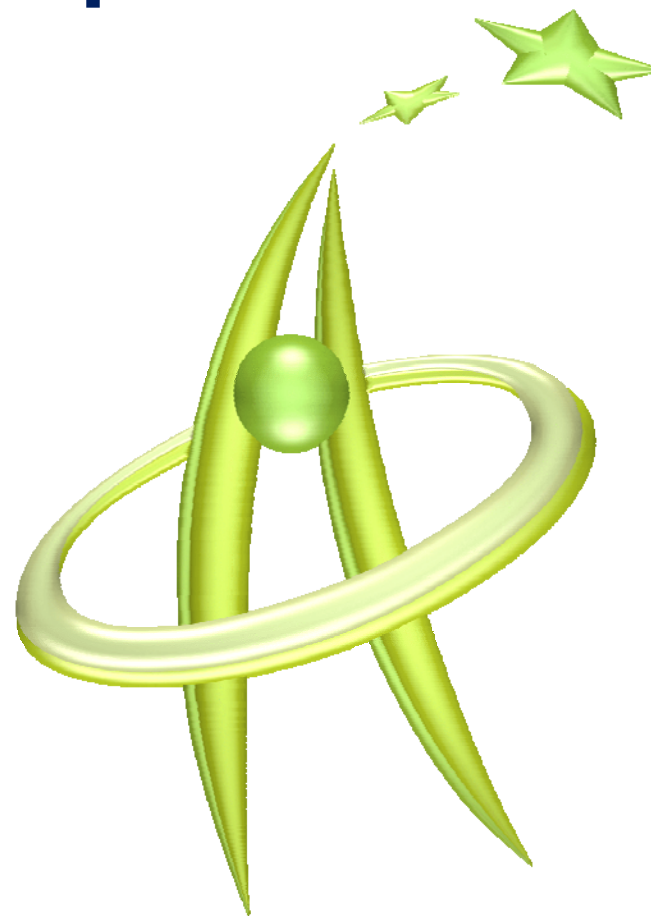
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Your Gifts Our Future



香港資優教育學院
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.

From:

<http://www.edb.gov.hk/index.aspx?nodeID=2377>



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.

From: <http://www.edb.gov.hk/index.aspx?nodeID=2377>



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

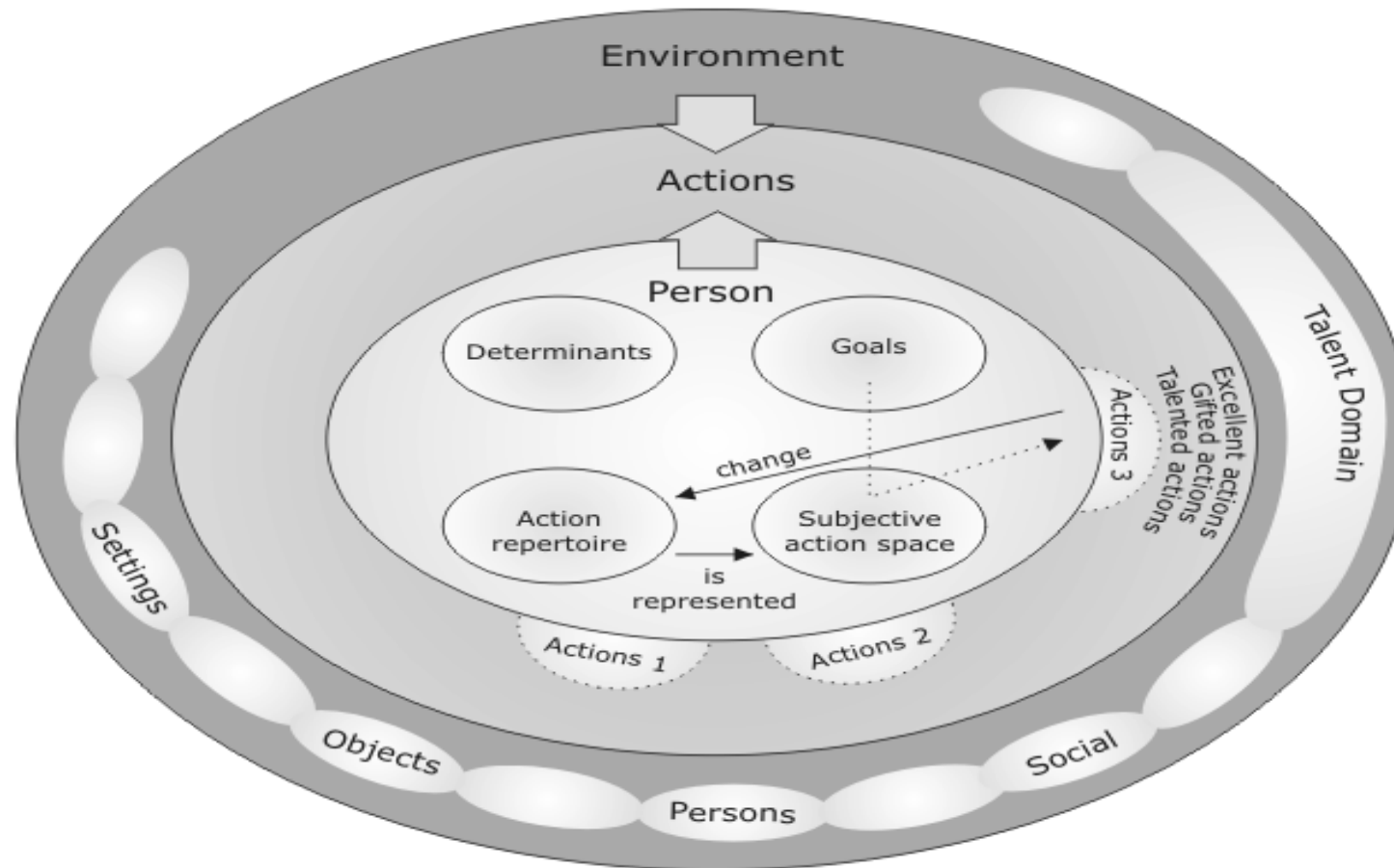


A Conceptual Framework

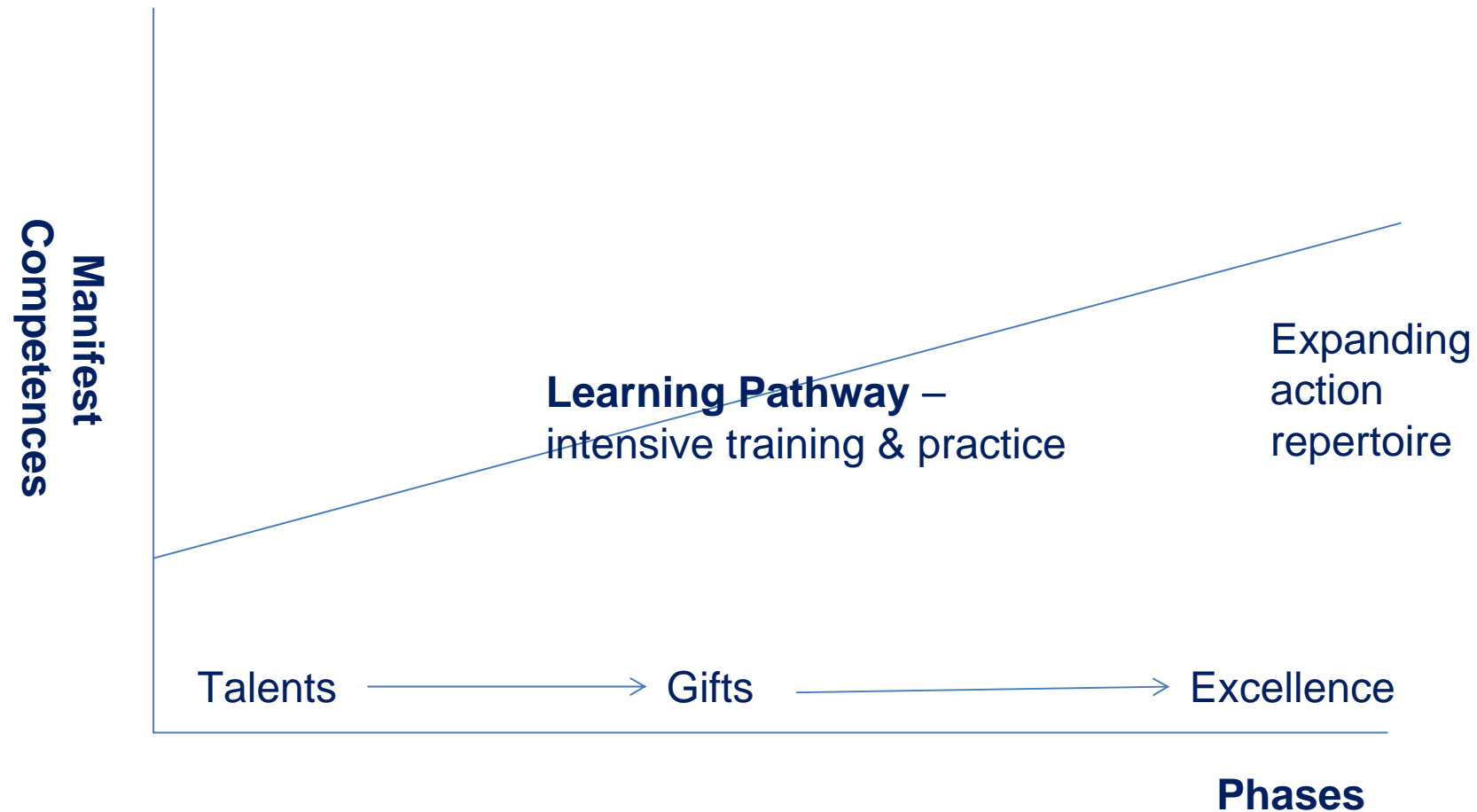
The Actiotope Model of Giftedness



The Actiotope Model of Giftedness (AMG)



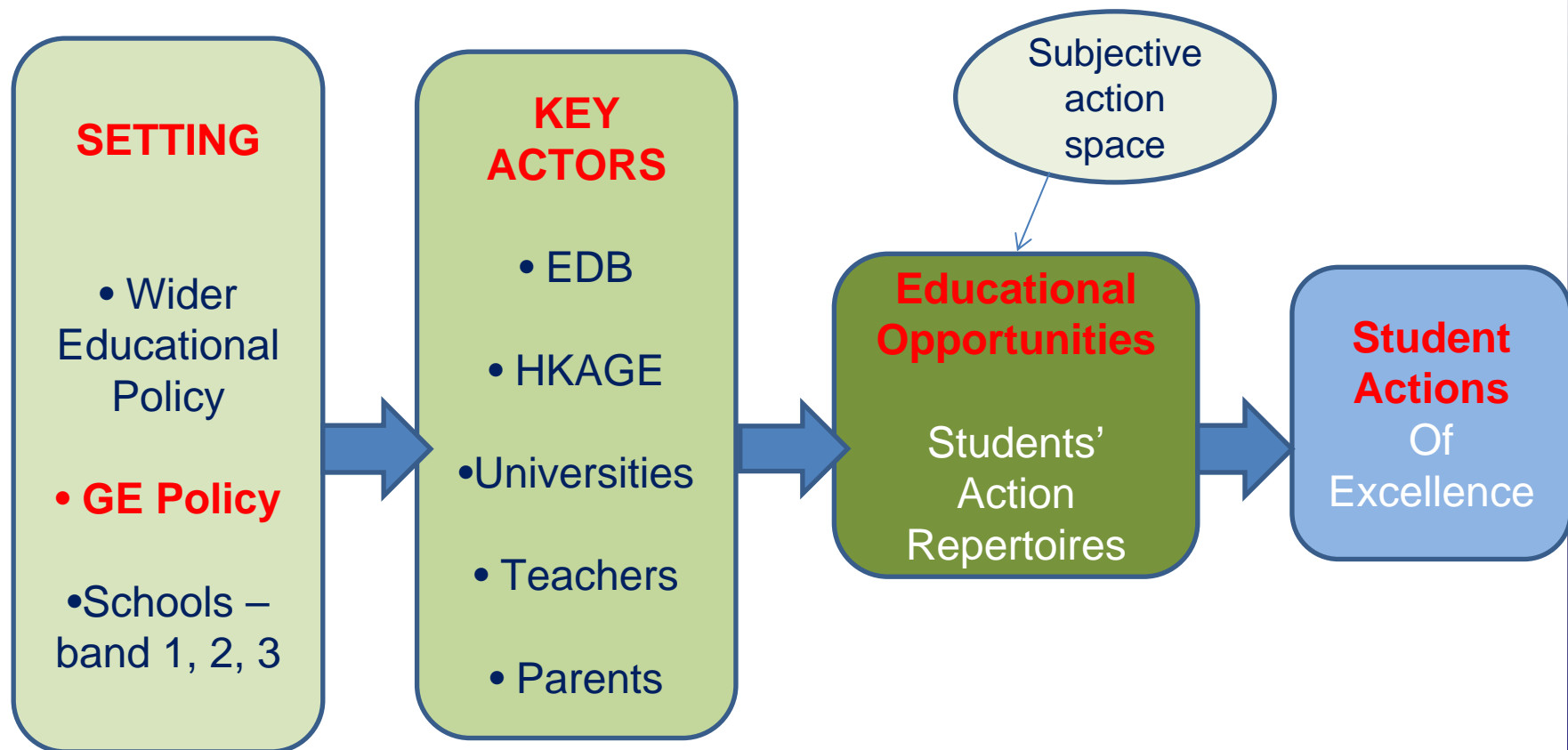
A Student's Learning Pathway



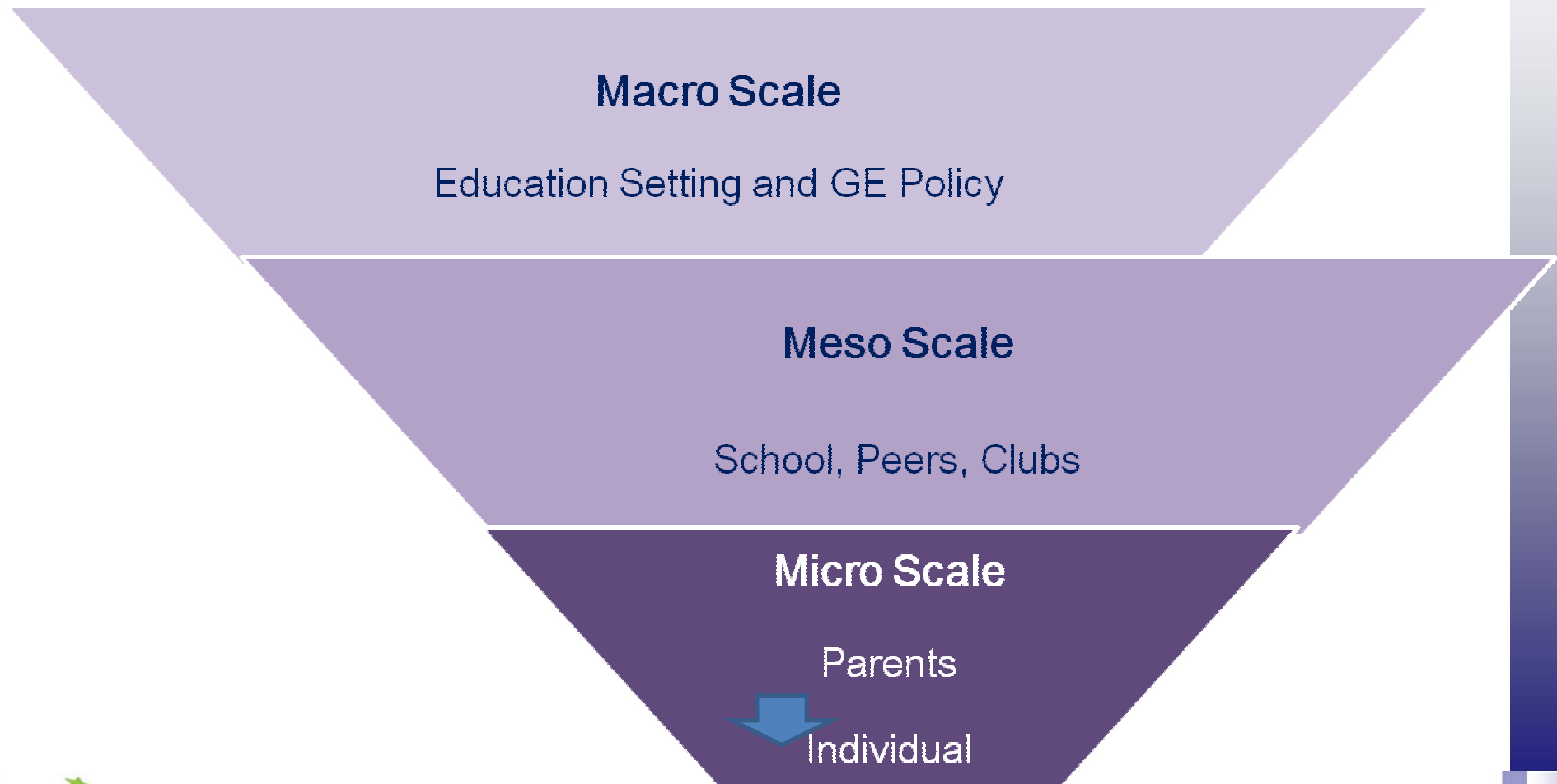
Components of the Hong Kong GE Environment



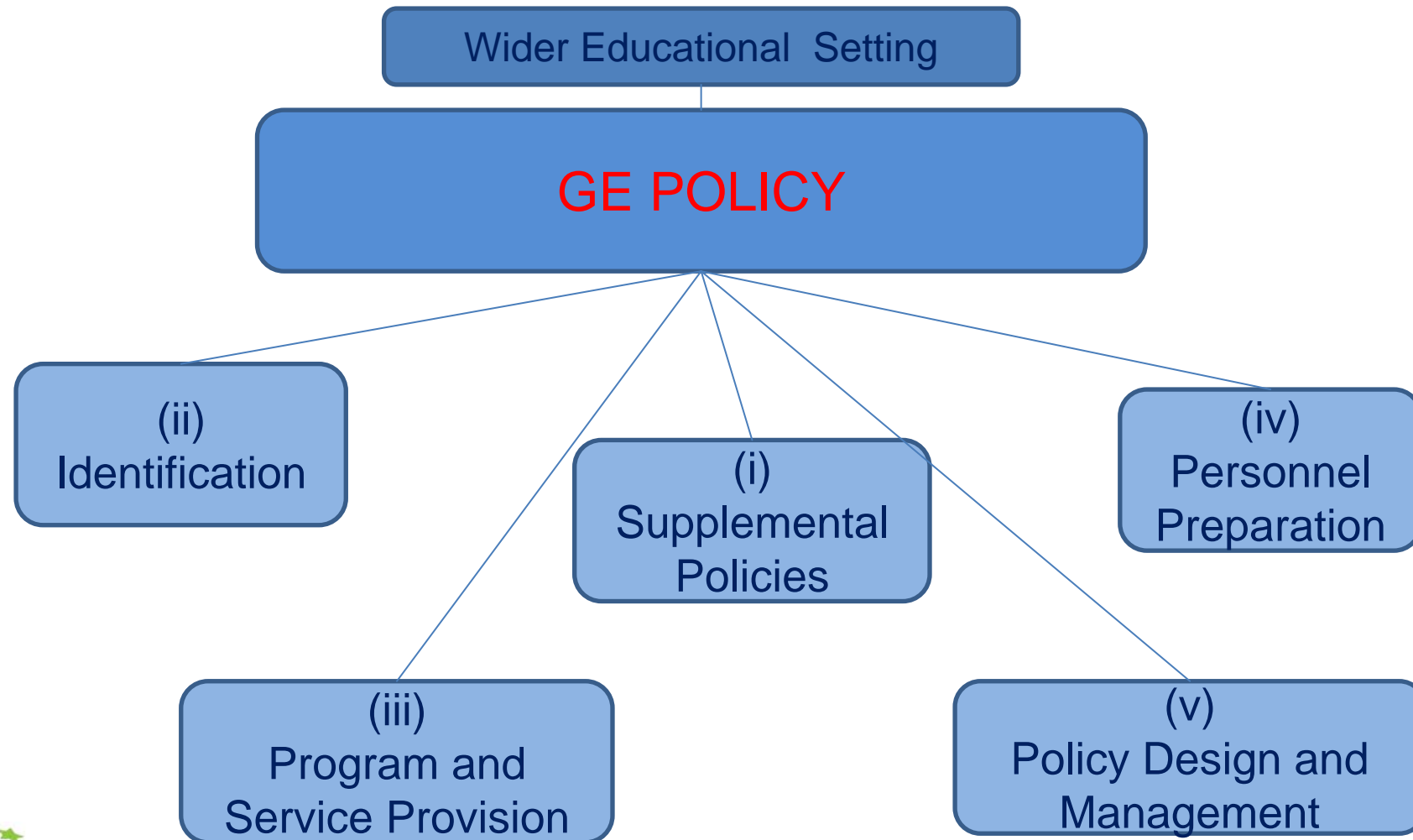
Some Defined Components of a Student's Actiotope



Recognising Nested Scale



Five Components of GE Policy



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

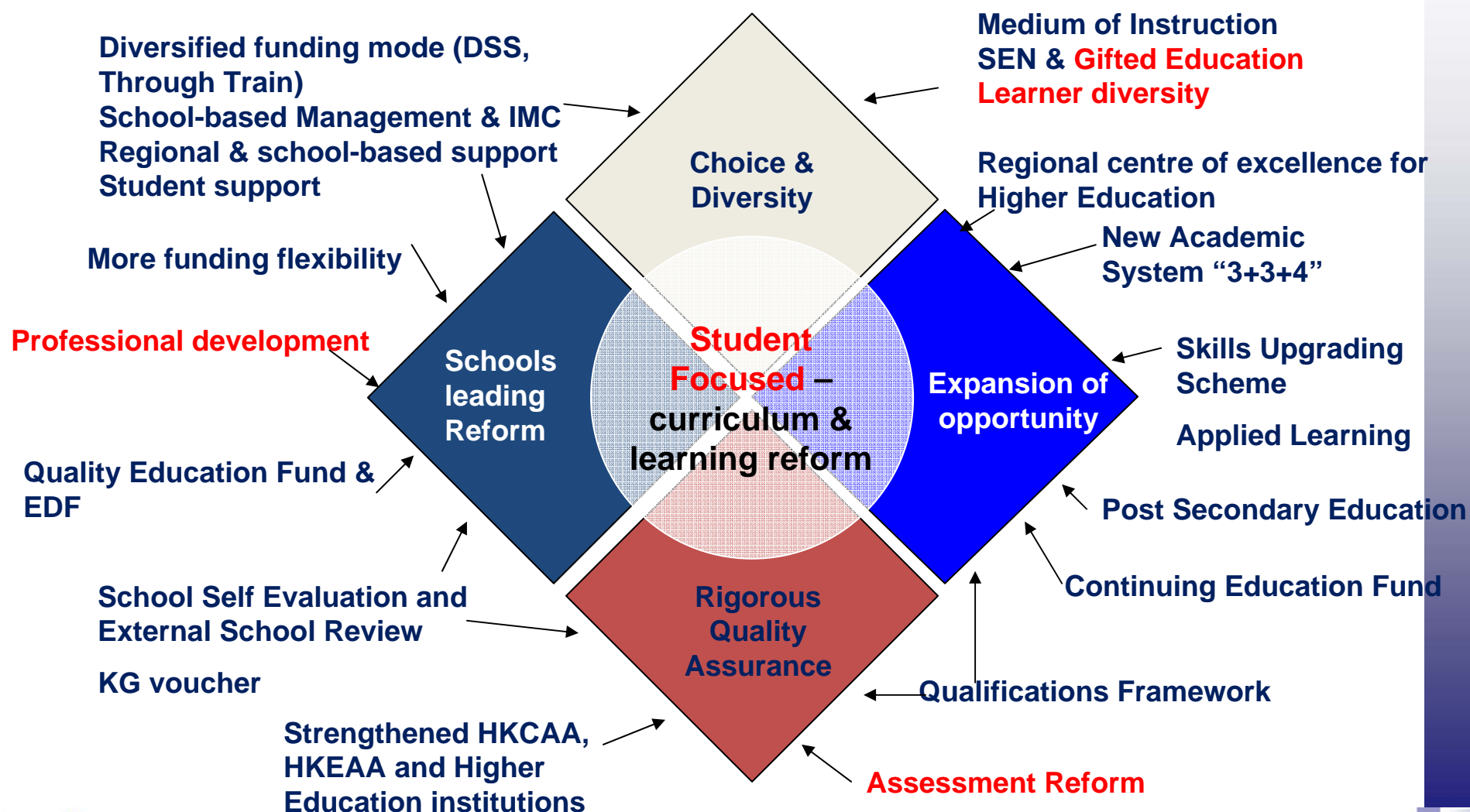
Assessment for learning
School-based assessment
Standards-referenced reporting
New HKDSE

Accountability and Quality Assurance Reform

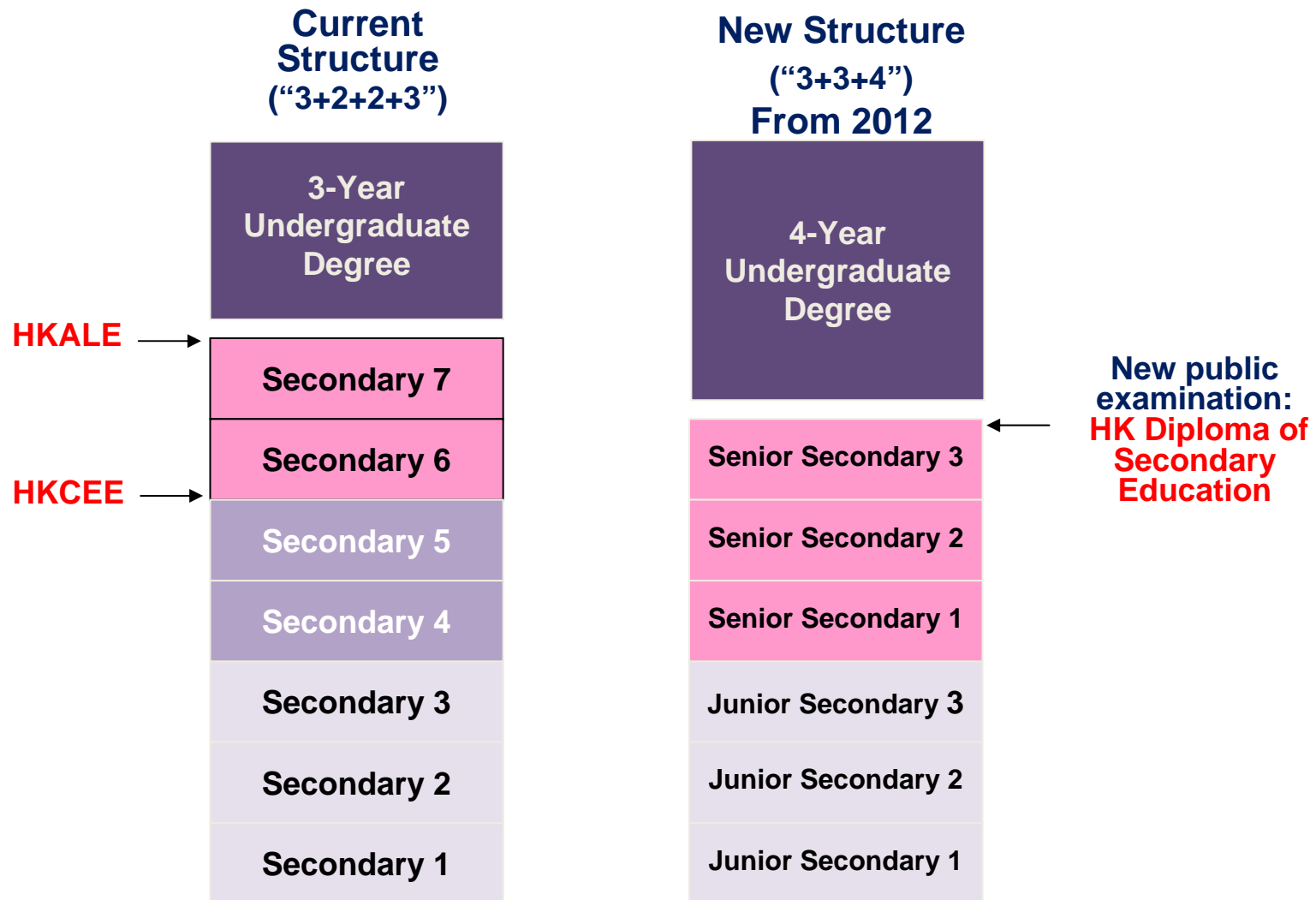
New school development and accountability framework
School self evaluation
External school review



Improvement of Education in Hong Kong in Recent Years



Old and New Organisation Structures



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

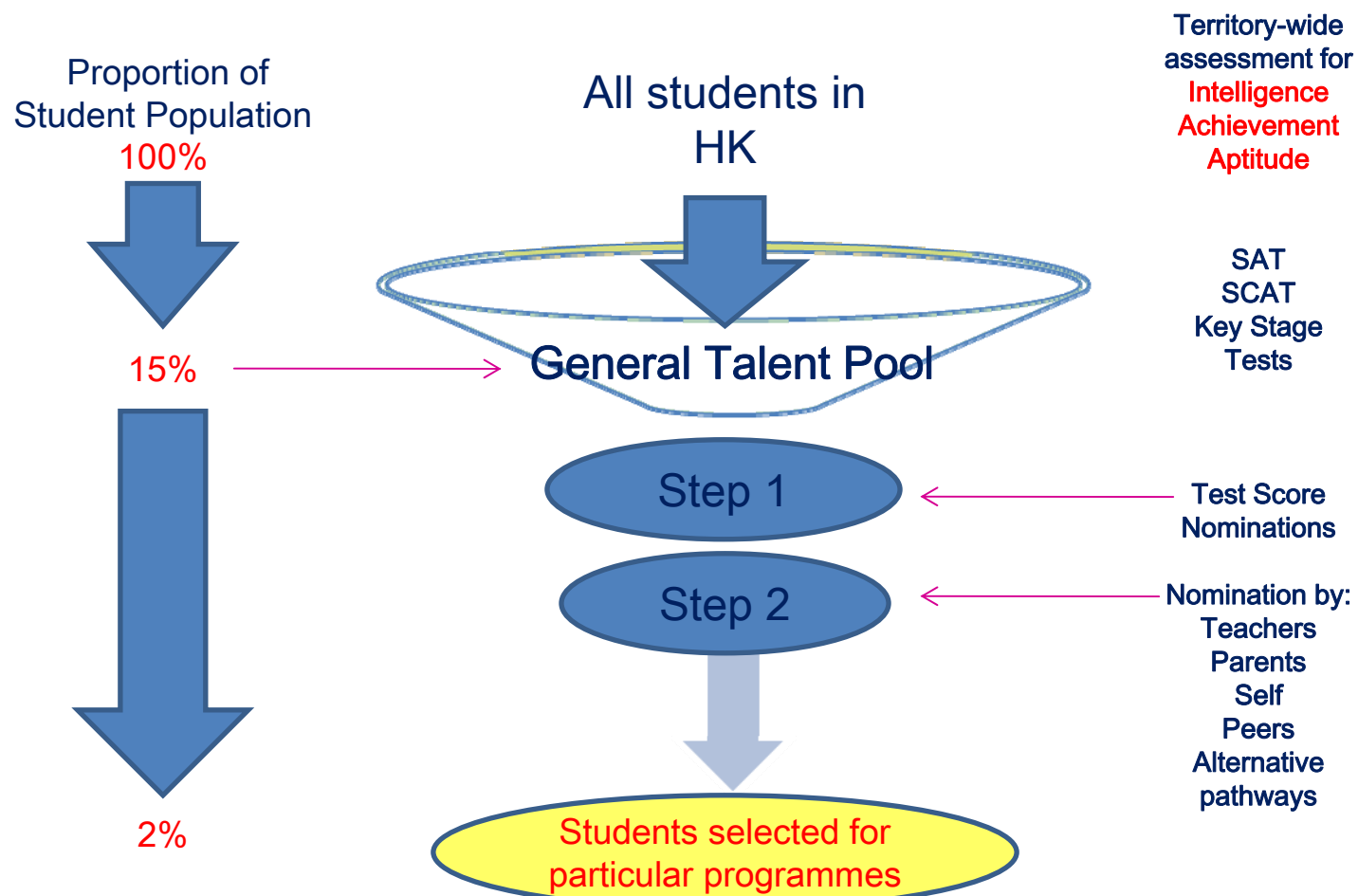
Given the diverse interpretation of “giftedness”, the process of identification must be similarly broad.....

Multi-channel and multi-mode:

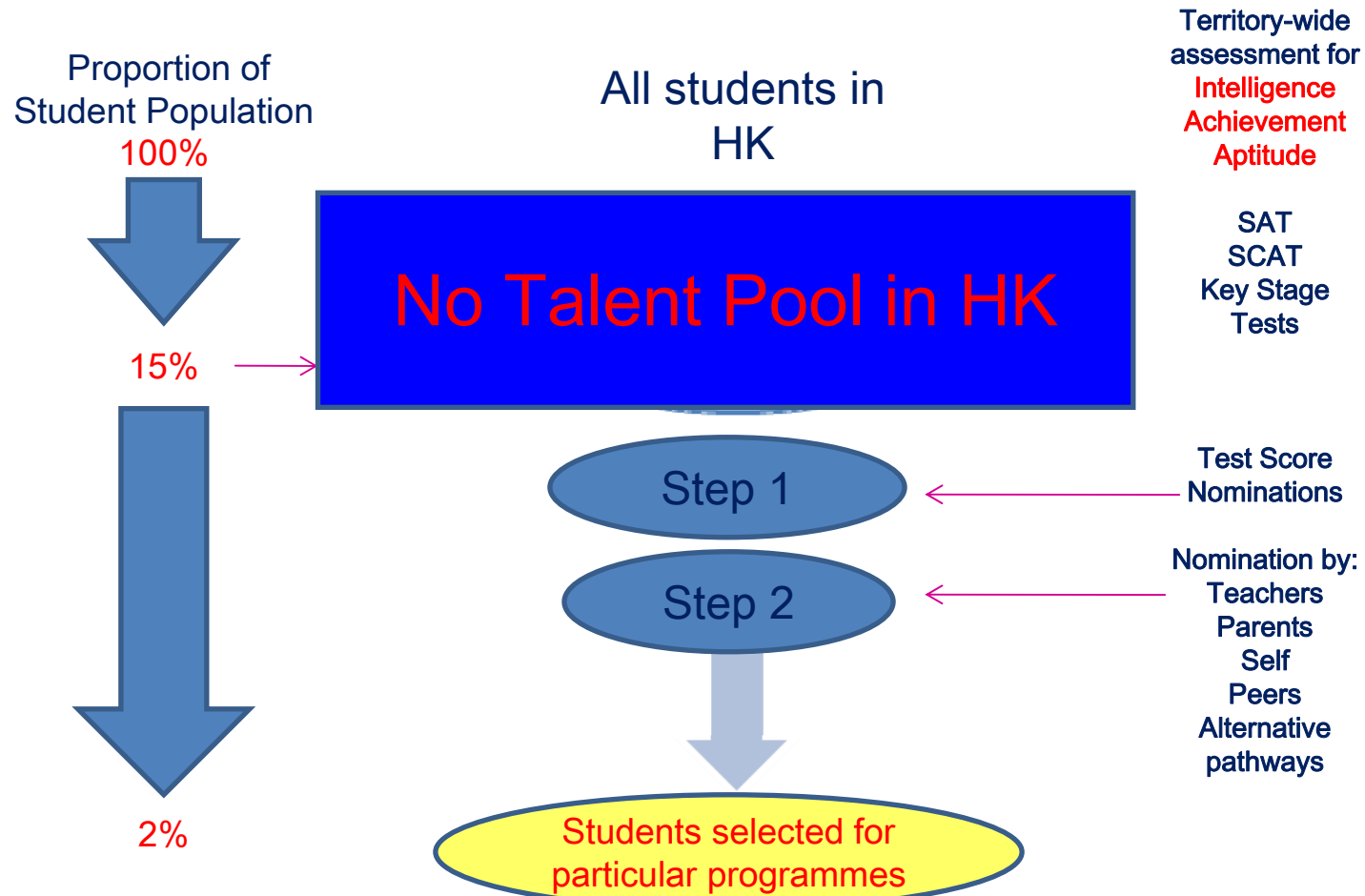
1. **Teacher observation** checklists
2. **Parent observation** checklists
3. Attainment in local and international **competitions**
4. Academic **attainment** at school
5. **Intelligence tests**
6. **Standard accomplishment tests**, such as the HK Standard Attainment Test
7. **Standard special talent tests** e.g. creativity ability assessment



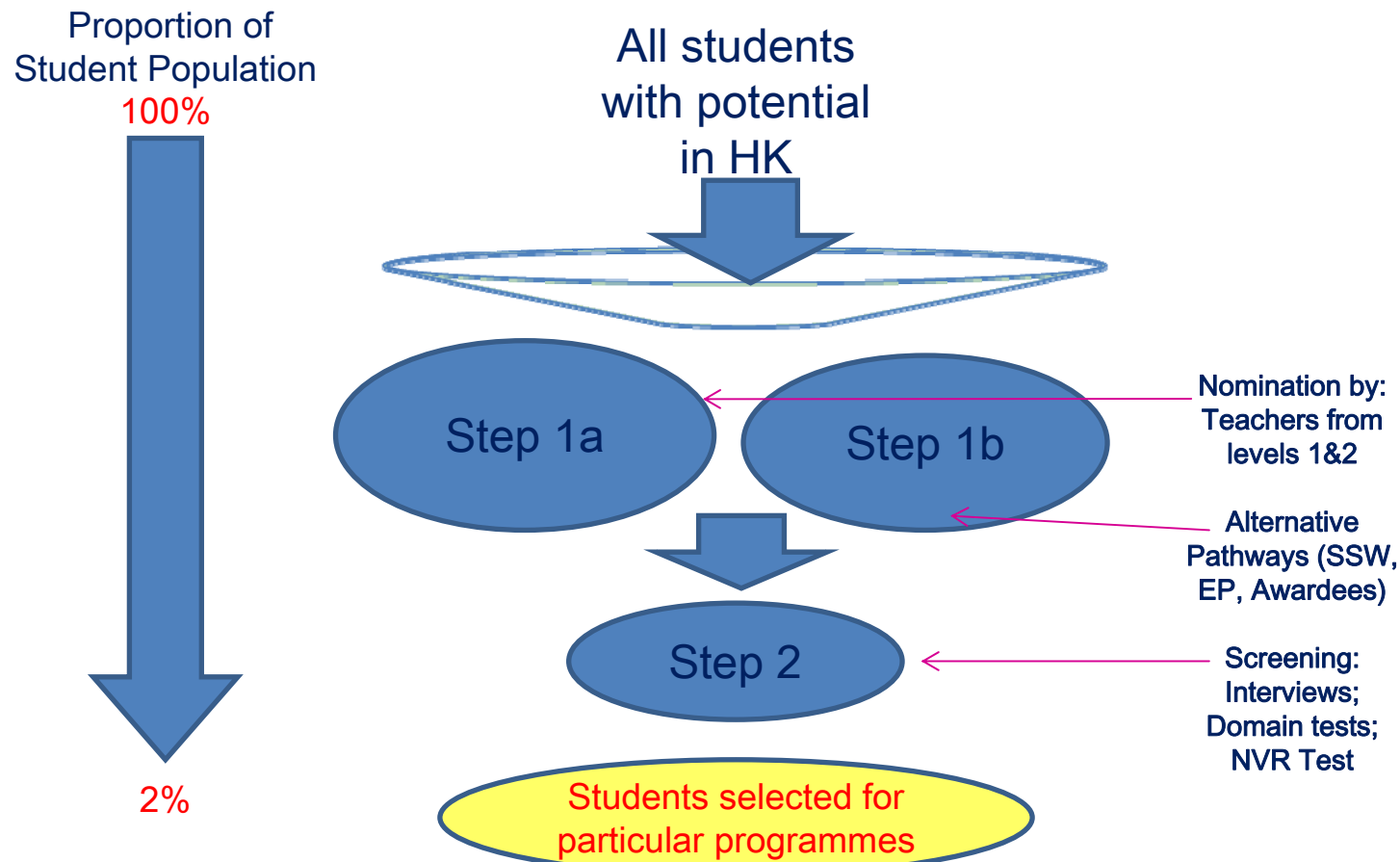
HKAGE Student Selection: Ideal



Student Selection: A Challenge!



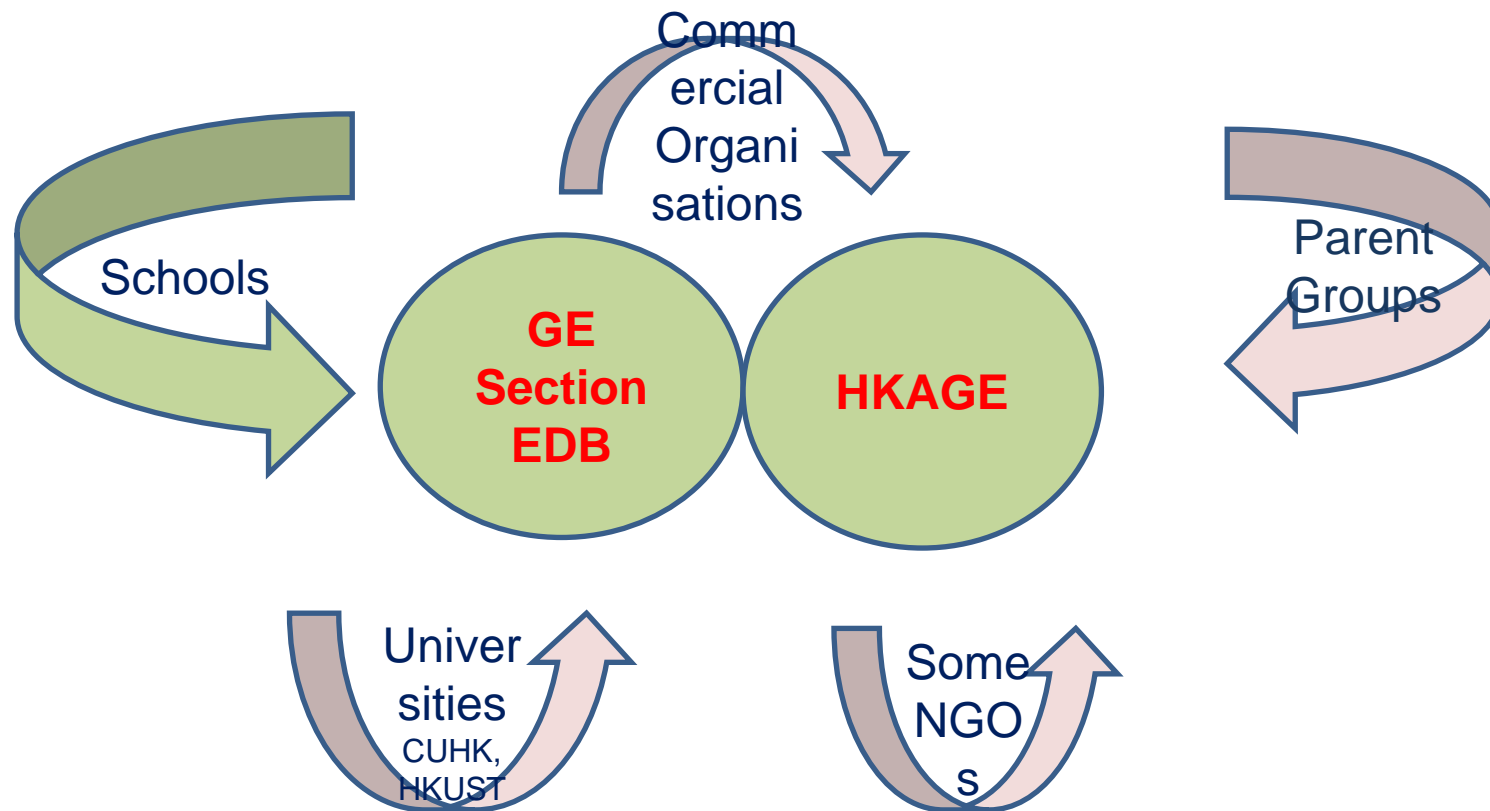
Student Selection: HKAGE's Response



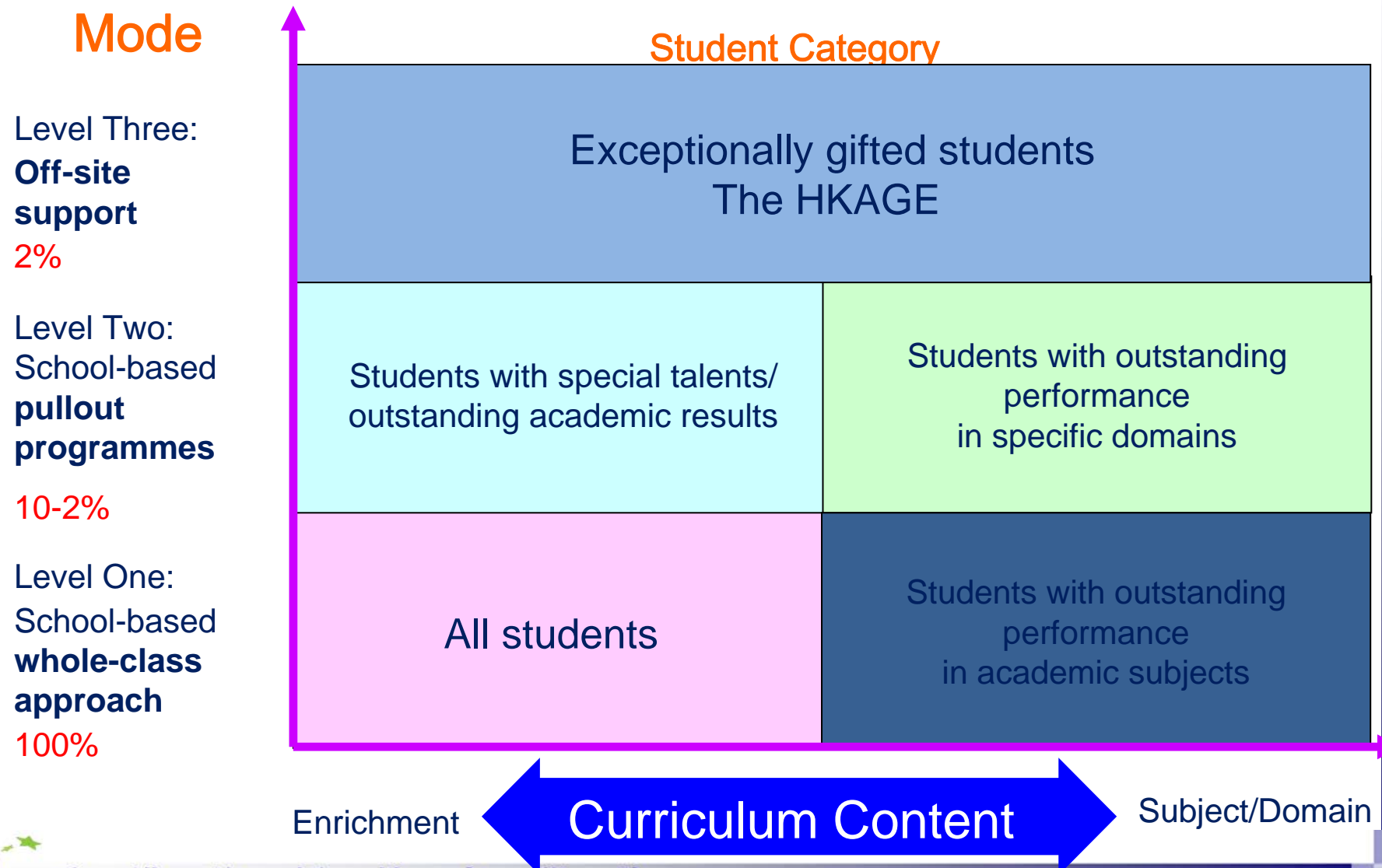
Program and Service Provision



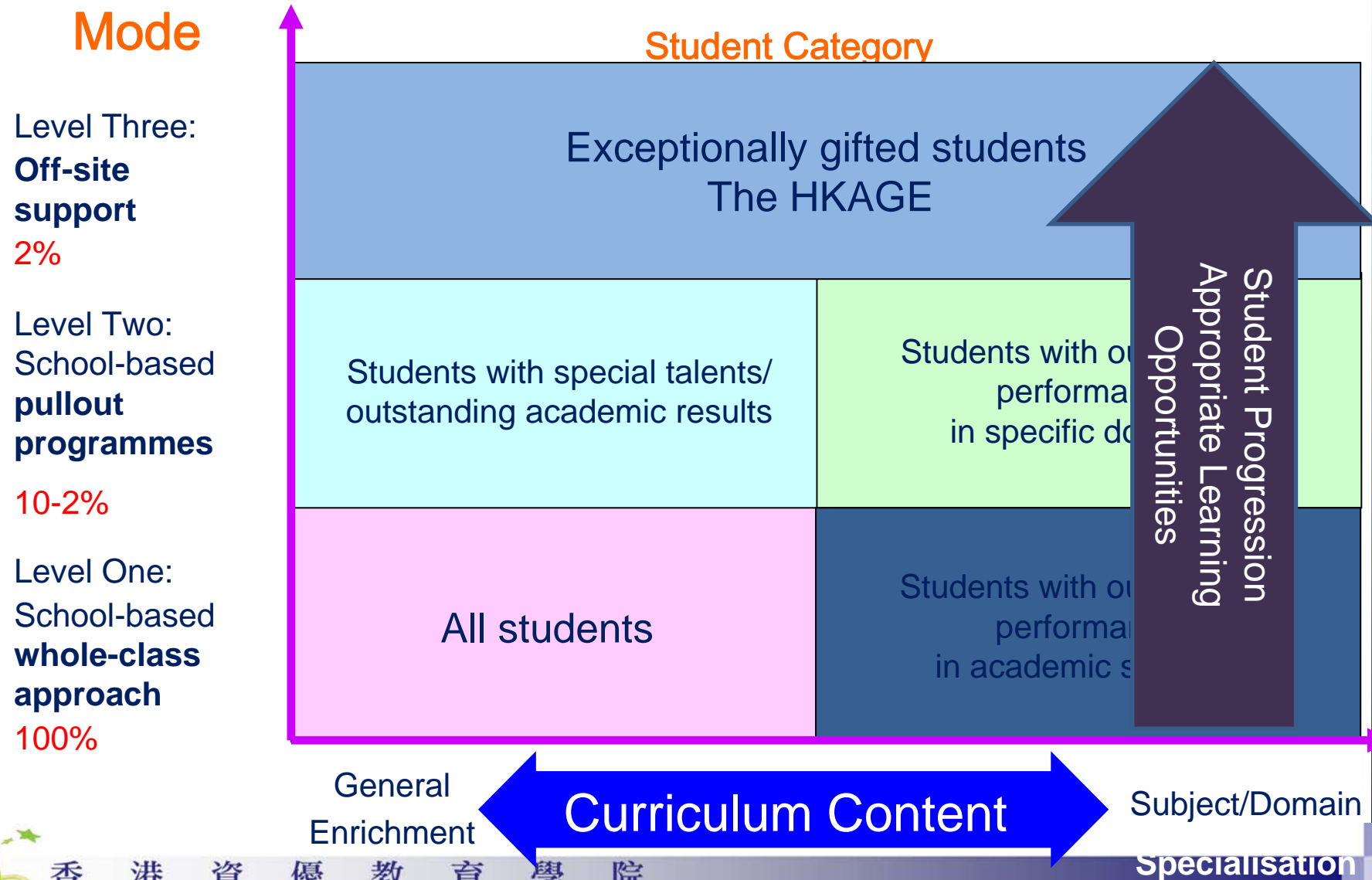
The Hong Kong GE Landscape Provision



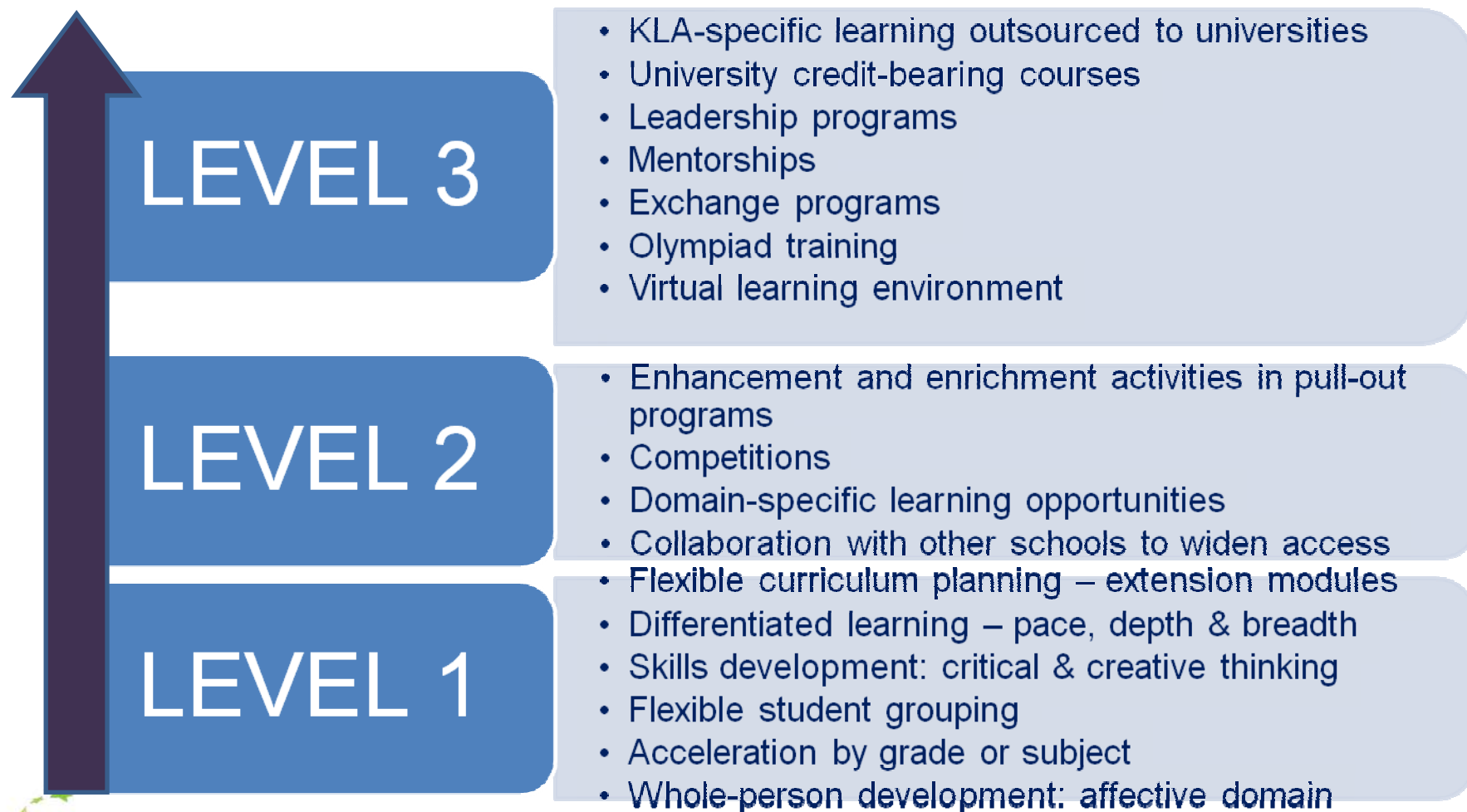
The Three Tier GE Framework in Hong Kong



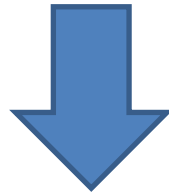
The Three Tier GE Framework in Hong Kong



Expanding the Student Action Repertoire/Learning Experiences



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

Domain
Humanities
Leadership
Mathematics
Sciences
Personal Growth and Social Development
Multi-disciplinary
<i>Mentorship</i>

Increasing Diversity

to

Key Learning Areas
Humanities
Chinese language and literature
English language and literature
The Arts
Leadership
Mathematics
Sciences
Technology
Personal Growth and Social Development
Multi-disciplinary
Mentorship
Applied Learning



CURRICULUM FRAMEWORK

	DOMAIN	Humanities				Leadership	Mathematics	Personal growth and social development	Sciences		Other	
	KLA*	CLL	ELL	HUM	ART	LEA	MAT	PGS	SCI	TEC	APP	MUL
LEVEL	Advanced	To provide accelerated or tailored learning opportunities for students highly gifted in specific domain/KLA with strong commitment.										
	Intermediate	To provide accelerated or enhancement learning opportunities for students gifted in specific domain/KLA with strong interest.										
	Introductory	To provide enrichment learning opportunities for students members with strong interest										

***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
SCI-Sciences
TEC-Technology
APP- Applied Learning
MUL: Multi-disciplinary



Examples of Student Programmes

Programme	Level	Student Age	KLA
Chinese Creative Writing	Intermediate	S4-S7	Humanities
Film Art and Culture	Advanced	S1-S3	The Arts
Enigma of the Social World	Advanced	S4	Humanities
Effective Leadership in Managing Change	Advanced	S4-S7	Leadership
Mathematics on 18 Lessons	Introductory	S1-S3	Mathematics
Introduction to Olympiad Mathematics	Introductory	S1-S3	Mathematics



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



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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

G E Coordinator

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

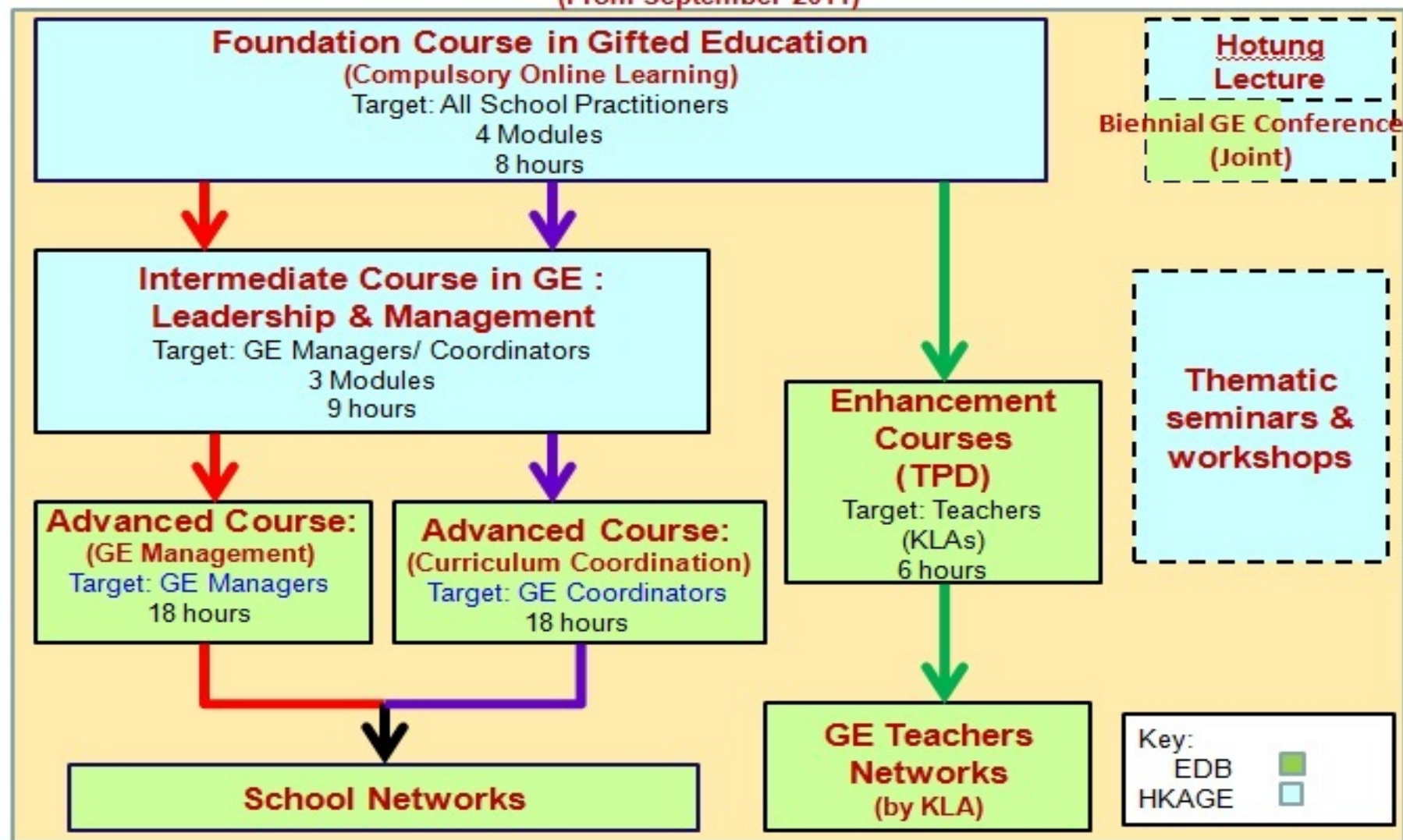
Role: to coordinate the implementation of pedagogical strategies in the classroom (whole-school based)



Professional Development Framework in Gifted Education

For GE Managers, GE Coordinators and All Teachers

(From September 2011)



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 Tassel Baska) in terms of
 - Clarity
 - Comprehensiveness
 - Connectedness
 - Feasibility – strategic approach
 - Basis of research

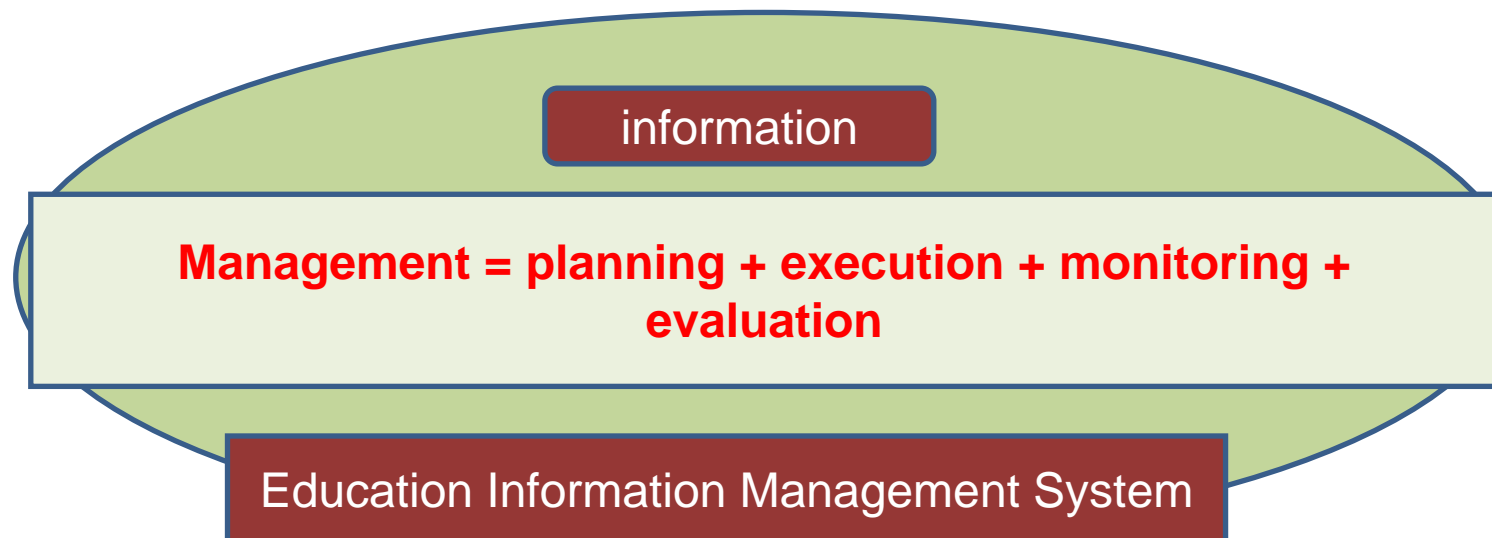


What is Policy Management?

Management = planning + execution + monitoring + evaluation



Policy Management



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

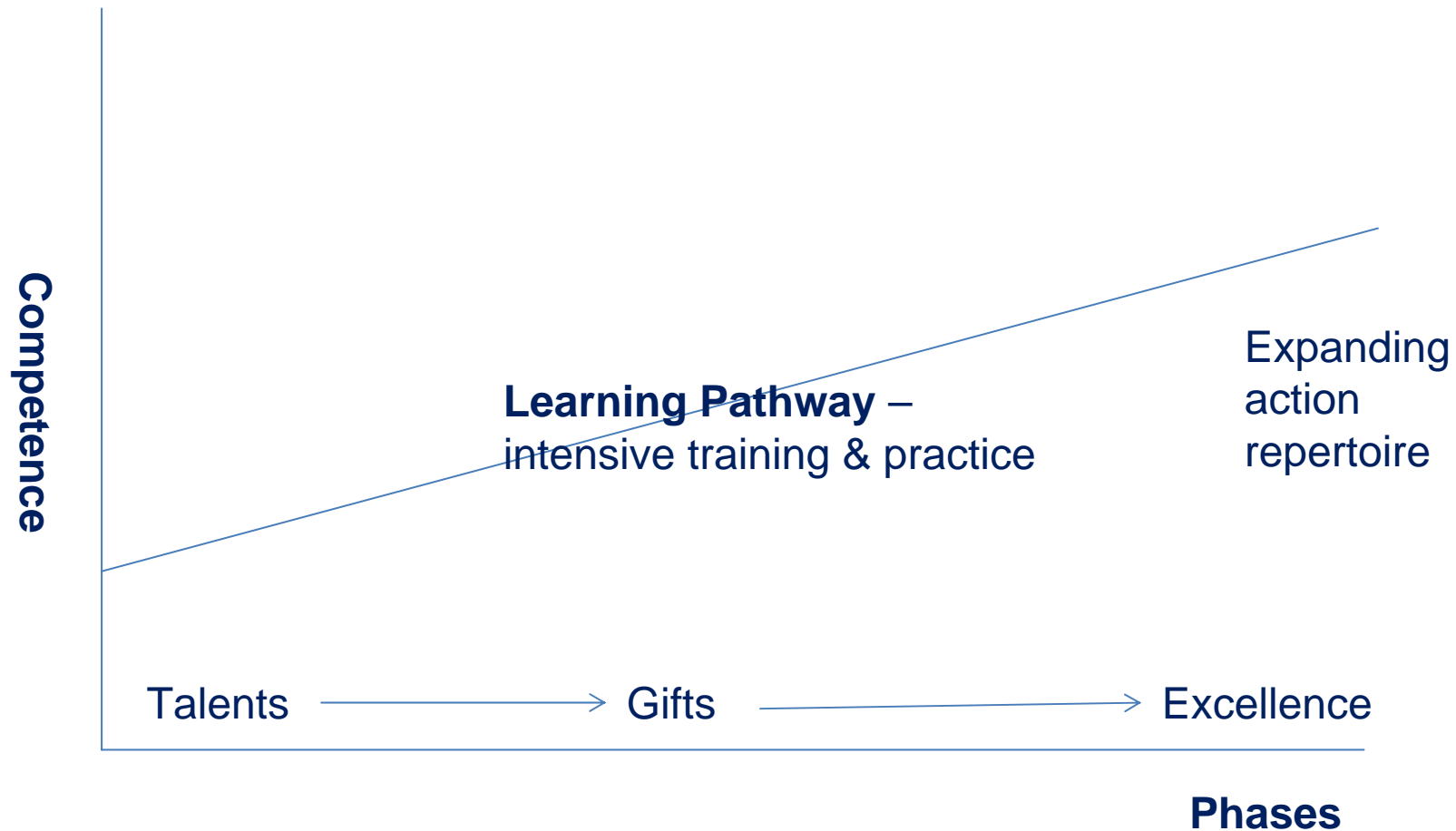
- Students
- Parents
- Teachers

Case Studies

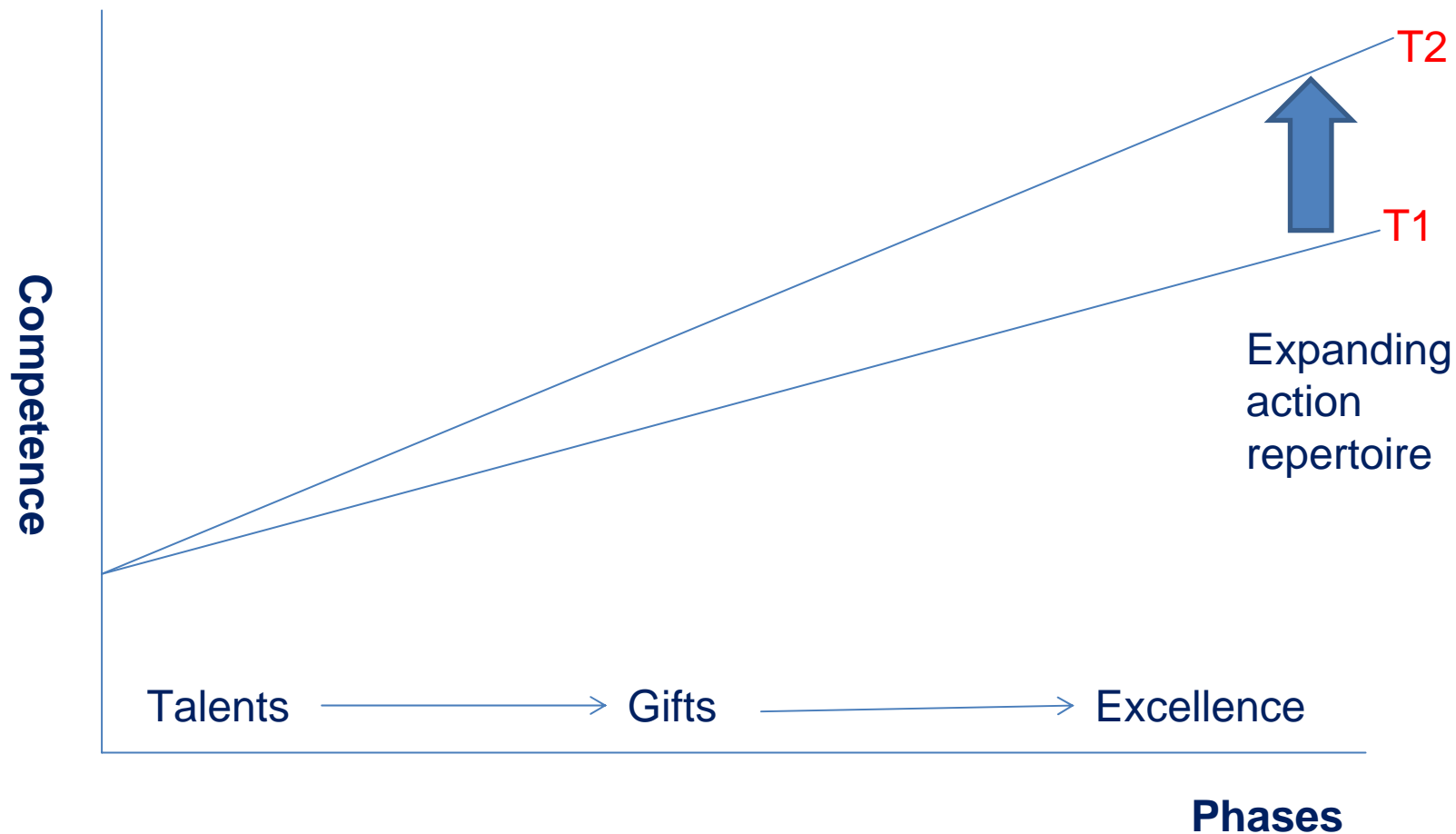
- Sample students with IQ 130 or above
- Actively attending courses (10+ per quarter)
- Regularly attending courses (2+ each quarter)
- Inactive to attend course (attend 0-2 each quarter)
- With special educational needs/twice exceptionality
- Outstanding awardees in various competitions (local tertiary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



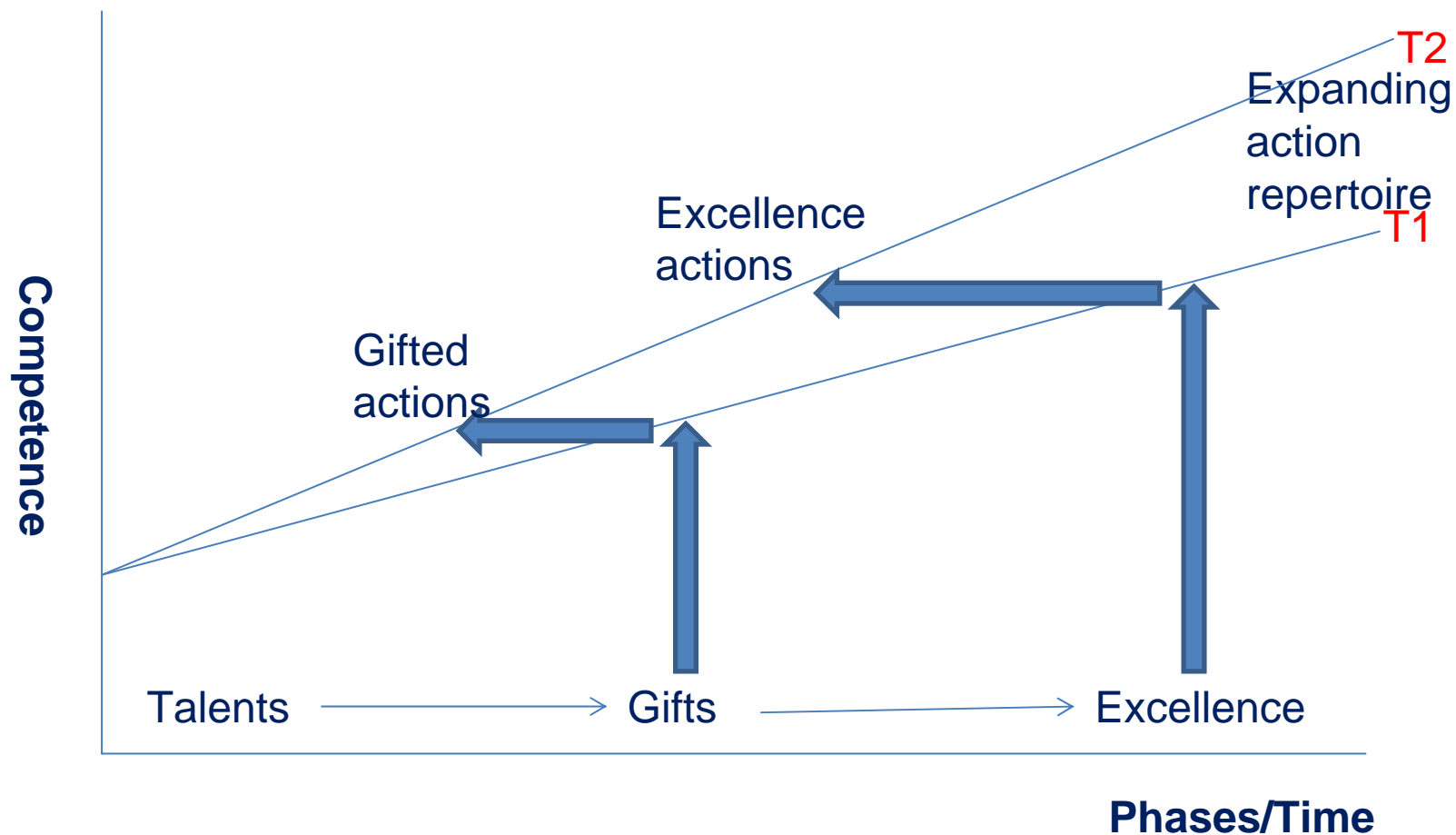
A Student's Learning Pathway



GE Normative Policy Goal: Expanding Action Repertoires



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
<http://www.edb.gov.hk/index.aspx?nodeID=2377>

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