

*(For reference only)*

## **The Three Key Elements of Gifted Education - Major Emphases in Curriculum Content and Teaching Strategies**

### **(1) Higher-order Thinking Skills Development**

For detailed information and exemplars about courses for developing students' higher-order thinking skills, please refer to the curriculum resource in the website of the Gifted Education Section (Gifted Students), Curriculum Development Institute, Education and Manpower Bureau.

- The course content may cover critical thinking skills, problem-solving skills micro-thinking skills (including analysis, evaluation, reasoning and classification), etc.
- Open questions and group discussions are used to motivate students' higher-order thinking.
- The focus is to inspire students' thinking, rather than emphasising the transfer of knowledge or the accuracy of the students' answers.

### **(2) Creativity Development**

For detailed information and exemplars about courses for developing creativity, please refer to the Teacher Training Package for the School-based Gifted Programme on Creative Thinking in the website of the Gifted Education Section (Gifted Students), Curriculum Development Institute, Education and Manpower Bureau.

- The course content may include components that reinforce the students' positive attitude and awareness towards creativity, enhance their divergent thinking ability (such as fluency<sup>1</sup>, flexibility<sup>2</sup>, originality<sup>3</sup>, elaboration<sup>4</sup> and sensitivity to problems<sup>5</sup>), train their creative thinking and problem-solving skills, etc.

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<sup>1</sup> Fluency: the ability to come up with many ideas in a short period of time.

<sup>2</sup> Flexibility: the ability to break routines and change patterns of thinking and action, to broaden one's scope of thinking and to consider a problem from different angles. It is the ability to draw inferences from known facts.

<sup>3</sup> Originality: the ability to make a difference through one's thoughts or actions, to steer away from routines, and to offer inventive ideas or solutions. It is the ability to react innovatively and differently.

<sup>4</sup> Elaboration: the ability to add new elements to existing ideas, and to enrich them and add elements of fun. It is about attention to detail and thorough consideration, and striving for excellence and perfection.

<sup>5</sup> Sensitivity to problems: an incisive mind and the ability to observe details. It is the ability to spot real problems, loopholes and key points.

- In the area of teaching, teachers should primarily build a supportive and encouraging learning environment. In order to inspire students' creativity, teachers should provide an abundant amount of varied teaching materials and supplemented by creative teaching strategies.
- Teachers should frequently ask open questions with multiple answers to provide students with more leeway to think and allow students to make mistakes. Teachers should facilitate effective classroom discussion by listening to students and encourage them express their ideas, aiming to let students enjoy learning and be innovative.
- Teachers should introduce creative assessment into the marking of their students' work.

### **(3) Personal-social Competence Development**

For detailed information and exemplars about courses for developing the personal-social competence of students, please refer to the Teacher Training Package for School-based Gifted Programme on Affective Education in the website of the Gifted Education Section (Gifted Students), Curriculum Development Institute, Education and Manpower Bureau.

- The course content may cover self-understanding, self-management, peer relationships, stress handling, learning skills, social skills, leadership, communication skills, collaboration skills, career path planning, etc.
- Discussions and group activities (for example, peer collaboration) can be the teaching strategies. In the course of the activities, teachers are advised to encourage students to respect and appreciate the opinions of others, to participate actively, to cordially cooperate with or to offer assistance to others, and to share willingly the achievements with classmates.