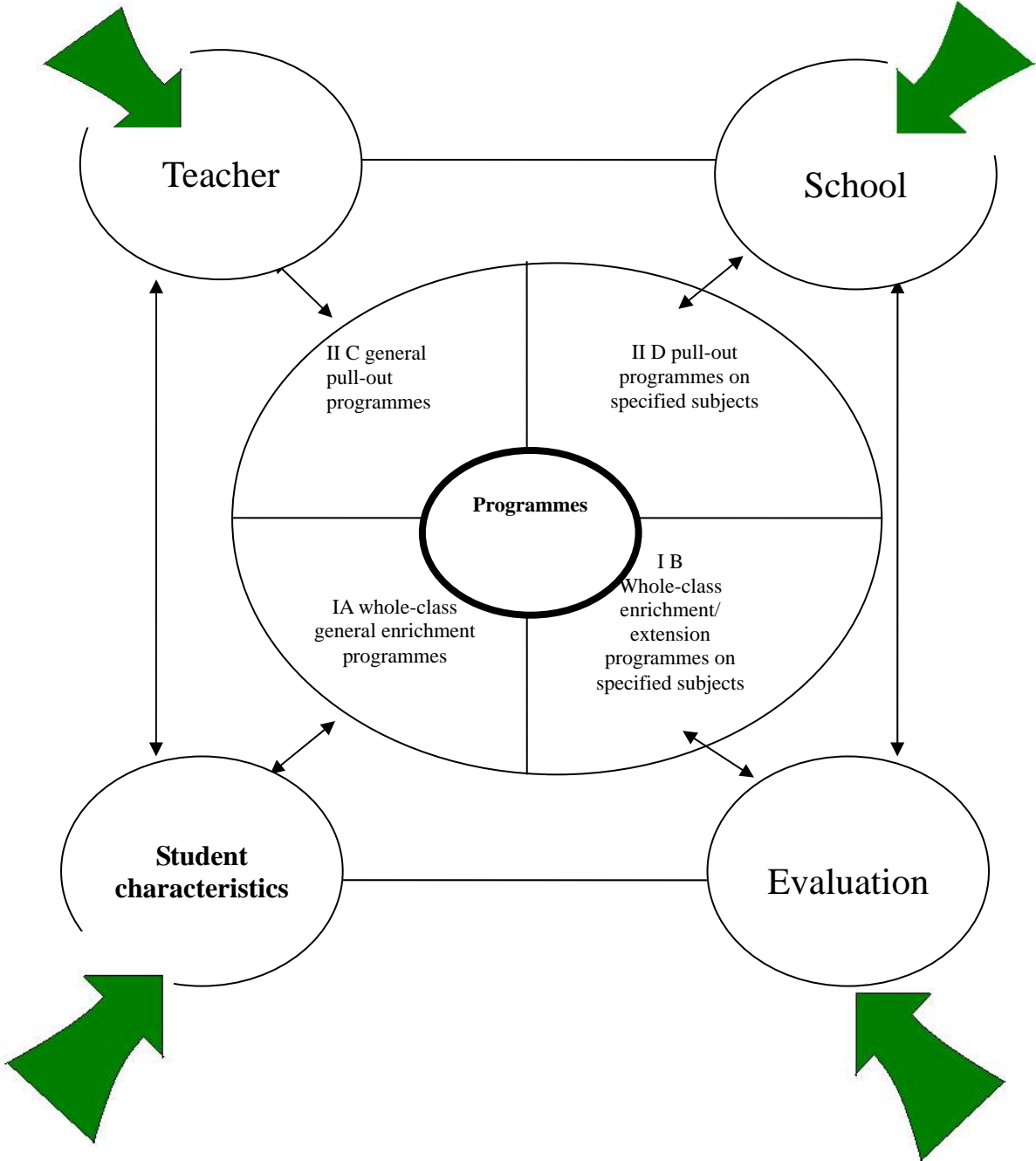




Entry points for the development of school-based gifted education programmes



Remarks:  Entry points
 Interactive effects

Remarks on entry points for school-based gifted education programmes (for reference)

Programmes	(I) Contents	<ul style="list-style-type: none"> ● Based on learning areas ● Skill-based: the three core elements of gifted education, generic skills and leadership training ● Interdisciplinary approach
	(II) Models	<ul style="list-style-type: none"> ● Immersion (Level I A) ● Curriculum enrichment/extension (Level I B) ● Pull-out approach (Levels II C, II D) ● Individualized model, such as independent research, individualized education plan ● Curriculum Acceleration model, such as grade-skipping, curriculum compacting ● Enrichment Curriculum model, such as Renzulli's Enrichment Triad Curriculum, Betts's Self-directed Learning Model
	(III) Content coverage	<ul style="list-style-type: none"> ● Selected class as pilot ● Selected grade ● Whole school
Student characteristics	Programme designed according to the students' needs. (Please refer to Sections 2.3 and 2.6 of the Guidelines for the information on the characteristics of gifted students.)	
Teachers	(I) Cognition and training	<ul style="list-style-type: none"> ● Agree on the concept of gifted education ● Receive related training
	(II) Strategy	<ul style="list-style-type: none"> ● Teaching strategies, such as 6W Technique, brainstorming, group discussions, open-ended questioning skills. ● Learning skills, such as project learning. ● Integrated teaching approach, such as theme, issue, problem-based learning.
School	(I) Culture	<ul style="list-style-type: none"> ● Mission, vision and approach ● Collaborative teaching culture ● Peer lesson observation ● Collaborative lesson preparation ● Self-improvement of school culture, such as self-assessment mechanism ● Professional exchange ● Professional development mechanism
	(II) Management	<ul style="list-style-type: none"> ● Time-table scheduling ● Learning corner/resources corner ● Special activities, such as learning/outdoor activity day, project learning week, study camp on specified subjects, learning fun day, etc.
	(III) Resources	<ul style="list-style-type: none"> ● Funding application
	(a) Community resources	<ul style="list-style-type: none"> ● Call for support from community leaders ● Introduce parental resources ● Utilization of existing community services
	(b) Space	<ul style="list-style-type: none"> ● Room for teaching, such as reducing the number of teaching lessons ● Breakthrough the classroom boundary, such as building green houses within the campus for students' learning and observation needs.
	(c) Intranet	<ul style="list-style-type: none"> ● Provide a discussion corner for students ● Provide a database for teaching purpose ● Provide a professional discussion platform for teachers
	(d) Library	<ul style="list-style-type: none"> ● Setting up of a special learning corner ● Establishment of computerized information gathering system
Evaluation	(I) Learning assessment	<ul style="list-style-type: none"> ● Assessment methods in line with students' abilities ● Continuous assessment, such as student portfolio ● Assessment methods corresponding to the objectives of gifted development programme, such as introducing creativity assessment
	(II) Programme evaluation	<ul style="list-style-type: none"> ● Input evaluation ● Learning assessment ● Programme effectiveness