

## The Conception and Implementation of Gifted Education Curriculum Example 2 (Pull-Out Approach)

Stage	Experience	Characteristics	Difficulties	Solutions
Preparations and Conception	<ul style="list-style-type: none"> <li>➤ Members of the school Creativity Team won numerous prizes in local and international competitions, such as the Odyssey of the Mind Programme. The teachers in charge thought such programmes could be developed into a creativity-training curriculum. In partnership with the staff of the EMB's Gifted Education Section, they designed and launched the gifted education curriculum in 5 sections. It aimed to improve the students' creativity, higher-order thinking skills and personal-social competence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The gifted education curriculum was based on the school's existing activities, which were familiar to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The teachers' understanding of some concepts, such as "gifted student" and "creative thinking", was limited. When designing the curriculum, they found it difficult to avoid restrictions within the existing framework.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide training programmes for teachers.</li> <li>➤ Seek outside support and cooperation from professional organisations.</li> <li>➤ Refer to the experience of other schools.</li> </ul>
Curriculum Implementation	<ul style="list-style-type: none"> <li>➤ The Pull-Out Programme targeted students from F1 to F3.</li> <li>➤ Selection Criteria included the students' examination results and their self-assessments. 47 students with high self-assessment results participated in the curriculum.</li> <li>➤ Curriculum               <ol style="list-style-type: none"> <li>1. The content of the first two sections was based on the Odyssey of the Mind Programme and aimed to help students experience the process of</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>➤ The Pull-Out Programme requires fewer teachers, so it is easy to implement at the initial stages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The number of teachers in charge was insufficient when arranging activities and leading discussions.</li> <li>➤ Since the participating students were the top students of the school, who often took part in various curricular and extracurricular activities, they were</li> </ul>	<ul style="list-style-type: none"> <li>➤ In the initial stage, some teachers should be invited to participate in the programme as guests. After noticing the positive effects, these teachers can be arranged to formally participate in the programme.</li> <li>➤ At the beginning of the programme, students should be required to consider the curriculum content and requirements seriously before making the decision to participate. Students should also</li> </ul>

	<p>creative problem solving.</p> <p>2. The third and fourth sections were designed to foster personal growth and teamwork skills, with teaching materials including self-understanding and creative game designs.</p> <p>3. The fifth section was composed of adventure activities.</p>		<p>not able to attend all the programmes that affected the effectiveness of the programmes.</p>	<p>promise to participate actively.</p> <ul style="list-style-type: none"> <li>➤ Time should be reserved for a grand opening ceremony with the participation of students as well as the principal and the students' parents. The principal and parents should promise to support the programme and make proper time arrangements for the programme.</li> <li>➤ For students who are frequently absent, the teacher in charge should ask them to leave and invite them to participate in the programme next year.</li> </ul>
<p>Reflection and Self-Improvement</p>	<ul style="list-style-type: none"> <li>➤ After reviewing the programme, teachers thought that they were too restricted to the instant problem-solving activities of the Odyssey of the Mind Programme, that they paid less attention to problem-solving strategies and neglected discussions about the knowledge dimension.</li> <li>➤ In terms of personal growth and teamwork, teachers felt the age gap between F1 and F3 students was too large. They suggested it would be better if the team were composed of F2 and F3 students only.</li> <li>➤ The existing criteria for student selection failed to consider the students' other talents. Therefore, the teachers suggested that academic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Based on the assessment of teachers and students, the programme content was evaluated and improved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ When reviewing the programme, the teachers in charge might be open to criticism by others, including students.</li> <li>➤ They thought they were likely to be influenced by a few negative comments from one or two students or they might assess the programme effectiveness based on one or two unsuccessful experiences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Diverse and continuous assessment methods should be used to collect various types of information about the programme effectiveness. Special attention should be paid to the students' daily performance; and the programme effectiveness should be reviewed objectively from many different perspectives.</li> <li>➤ Other teachers and professionals should be invited to participate in the assessment</li> <li>➤ The teachers in charge should support and encourage each other.</li> </ul>

	<p>achievements should not be the only criterion; and that other criteria, such as teacher recommendations, should be considered.</p>			
Elevation to School-Policy Level	<p>➤ Teachers promoted the programme effectiveness and their experiences to the school administrators. After an in- depth discussion, the school has decided to thoroughly implement gifted education in school. The Committee for Catering for Learner Differences will be established to elevate gifted education to school-policy-level. Based on the concept of “The Talent Pool”, the gifted education programme will be implemented to develop high-ability students’ creativity, higher-order thinking skills and personal-social competence. It will also be incorporated into other academic disciplines, after sound experience has been accumulated.</p>	<p>➤ In line with the school’s long-term development, the gifted education programme will become an integral part of the policy, and more efforts will be strengthened.</p>	<p>➤ Due to insufficient understanding about the gifted education programme, its rationality and significance may be doubted by some teachers during the process of incorporating it into the school policy.</p>	<p>➤ Teachers should be helped to understand gifted education and the related curriculum better through various channels, such as:</p> <ol style="list-style-type: none"> <li>1. Introducing gifted education activities and the programme via the school’s bulletin board system (BBS), TV, radio, website and mailings.</li> <li>2. Introducing the gifted education programme to teachers via staff development/training programmes.</li> </ol>
Further Promotion and Enhancement	<p>➤ Based on the experience accumulated during the first academic year, the gifted education programme will be extended in the following year to develop students’ potential.</p> <ol style="list-style-type: none"> <li>1. “The Talent Pool” will be established to foster gifted students.</li> </ol>	<p>➤ The previous criterion for selecting students is based on programme content. Now, the programme is designed to cater for students’ ability.</p> <p>➤ Student selection channels have been diversified,</p> <p>➤ By allowing more</p>	<p>➤ Despite an increase in the number of teachers, there are still differences in their level of understanding about gifted education, and in their skills for dealing with students.</p>	<p>➤ To reach a consensus among teachers and regulate the progress of the programmes, brief work reports and experience sharing should be held regularly.</p> <p>➤ Collaborative teaching is also recommended to facilitate communication among teachers.</p>

	<p>2. Gifted students will be selected to join "The Talent Pool" via various channels.</p> <p>The following programmes will be provided for the students:</p> <p>Learning Skills Training Programmes -- aimed at improving students' creativity, higher-order thinking skills and personal-social competence. Theoretical education will be enhanced in order to benefit students with different learning styles.</p> <p>General Enrichment Programmes, -- designed to develop students' interests via activities such as visits and reading.</p> <p>Project Learning Programmes, -- designed to provide opportunities for students to learn practical knowledge, strengthen their knowledge, and update their knowledge framework.</p>	<p>teachers to participate, the scope of the task group was enlarged.</p>		
--	---	---	--	--