

**The Conception and Implementation of Gifted Education Programme Example 3 (Mixed Approach: Whole-Class and Pull-Out)**

Stage	Experience	Characteristics	Difficulties	Solutions
Preparations and Conception	<ul style="list-style-type: none"> <li>➤ Established for more than 20 years, the school is well known in the district for its academically successful students. However, faced with a changing society and the different learning needs of students, it realised it had failed to develop their abilities and talents to the utmost. Therefore, the school hopes to develop various programmes in response to the curriculum reform, in order to cater for learner differences and help students to fully realise their potential.</li> <li>➤ The school believes creative teaching is a significant step in the course of curriculum reform. To meet the challenge of educational reform, it decided to diversify its existing teaching and learning modes by implementing creative teaching.</li> <li>➤ In reforming the curriculum, the school realised that gifted education meets its needs well. Hence, instituting the gifted education programme is in line with the school curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school's educational philosophy and curriculum reform strategy are in line with the gifted education philosophy that helps pave the way for instituting gifted education.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school has no experience in implementing gifted education</li> <li>➤ The teachers have not received any formal training in creative teaching.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In the initial phase of curriculum reform, the school established a team composed of teachers who were interested in gifted education and willing to try new things.</li> <li>➤ Through various activities, such as the EMB's training programme, these teachers gained basic knowledge about gifted education.</li> <li>➤ They realised that, apart from nurturing high-achieving students, gifted education also can benefit average students by improving their creativity, high-order thinking skills and personal-social competence.</li> </ul>

<p>Curriculum implementation</p>	<ul style="list-style-type: none"> <li>➤ In the course of implementation, the school mainly focused on accumulating experience and creating a certain kind of teaching culture.</li> <li>➤ The gifted education curriculum, designed in accordance with students' learning needs, became a pilot programme in the school.</li> <li>➤ After repeated discussions, teachers thought the programme should first target high-achieving students, with the intention of developing their potential. Thereafter, the 2A class was selected as a pilot class. Considering the comparatively high ability of the students, teachers incorporated the elements of gifted education into daily teaching, and mainly focused their efforts on creativity training.</li> <li>➤ Since the students in the 2A class are all high-achievers, the school has high expectations for them. Most are expected to become student leaders in the future. To promote their personal growth and cultivate leaders for the school's Student Union, associations and academic societies, the school provided basic leadership training programmes.</li> <li>➤ These included: <ul style="list-style-type: none"> <li>A. The Special Young Leaders Training Programme – targeting all students in the 2A class;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ These programmes were not totally new to the teachers. Some teachers already had some knowledge about them. The school had previously provided similar programmes. They were perfected by teachers and became an integral part of the gifted education programme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The programmes covered two core subjects and touched on leadership training for high-achieving students. So, how could the school help relieve the workload of participating teachers?</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school took part in the School-Based Gifted Education Programme organised by the EMB (previously known as the Education Department [ED]). It hopes this will help teachers to facilitate the implementation of the school-based gifted education programme and related activities.</li> </ul>
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	<p>B. English – incorporating creative teaching elements into daily lessons in an effort to enhance student creativity. Target: all students in the 2A class;</p> <p>C. Chinese – incorporating creative teaching elements into daily lessons in an effort to enhance the students' creativity. Target: all the students in the 2A class;</p> <p>➤ Multi-Talent Class – target: 15 F.2 students.</p>			
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