



*Thou art the Light of the world*

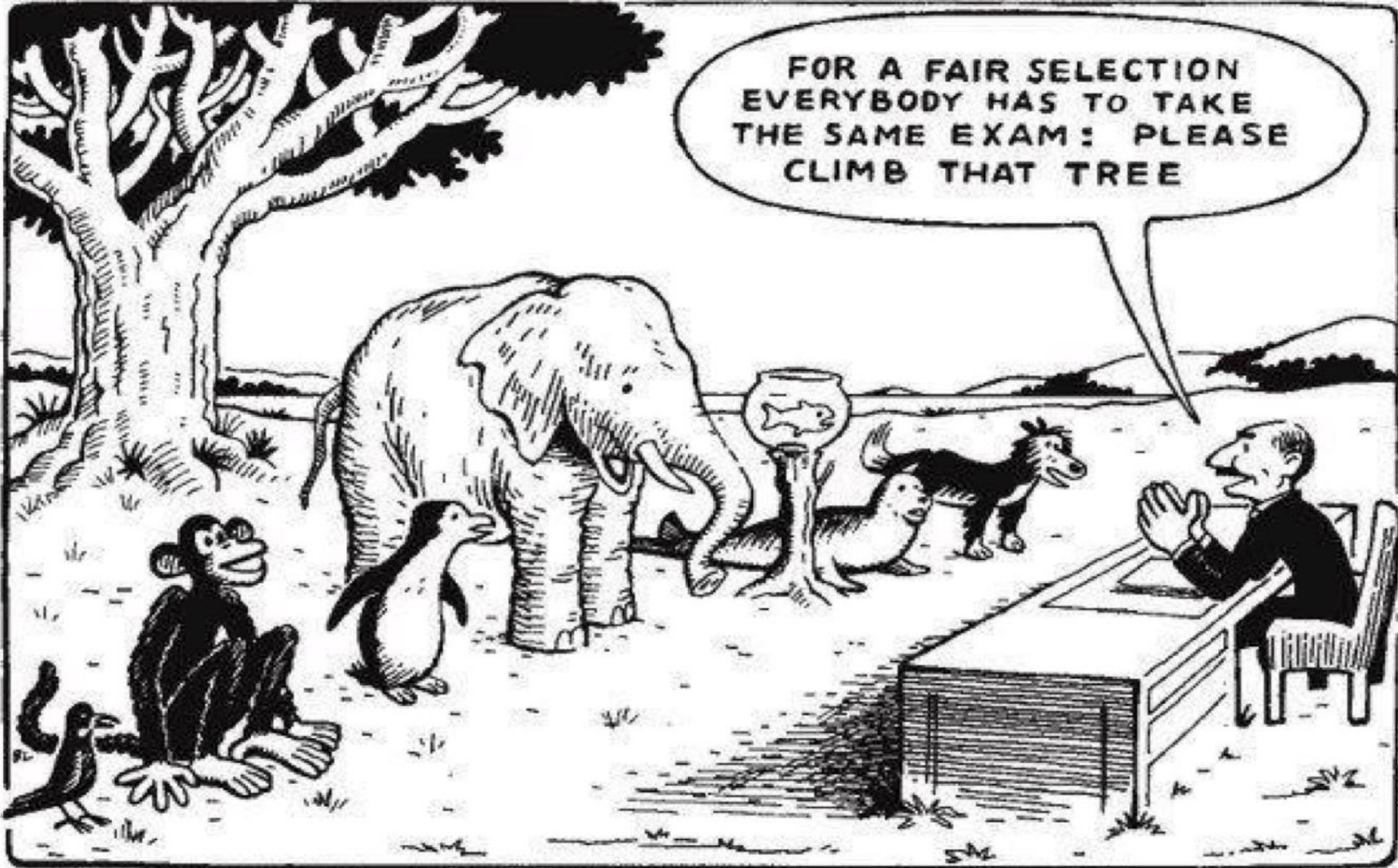
# CATERING FOR LEARNER DIVERSITY BY GIFTED EDUCATION

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Head of Gifted Education Committee, True Light Girls' College



FOR A FAIR SELECTION  
EVERYBODY HAS TO TAKE  
THE SAME EXAM: PLEASE  
CLIMB THAT TREE



Share

Shine

Warm

Hope

Thou art the light of the world

Teachers

Students



# Plan

## Gifted Education Committee

- Talent pool management
- Teachers' professional development in GE
- Off-site support
- Affective education
- Support to parents
- Creativity & High Order Thinking training
- Visit & excursion
- STEAM Education
- Platform for demonstrating students' achievements

# Common Characteristics of Gifted Individuals

## Learning characteristics

- ↳ Unusually large vocabulary and complex sentence structure for age
- ↳ Longer attention span and intense concentration
- ↳ Excellent memory
- ↳ Advanced comprehension of word nuances, metaphors and abstract ideas
- ↳ Enjoys solving problems, especially with numbers and puzzles
- ↳ Often self-taught reading and writing skills as preschooler
- ↳ Rapid learner; puts thoughts together quickly
- ↳ Unusual alertness, even in infancy
- ↳ Thinking is abstract, complex, logical, and insightful

## Affective characteristics

- ↳ Deep, intense feelings and reactions
- ↳ Highly sensitive
- ↳ Idealism
- ↳ Sense of justice at early age
- ↳ With empathy
- ↳ Superior leadership and interpersonal skills
- ↳ Early development of internal conviction and satisfaction
- ↳ Concern with social and political issues and injustices

## Creative thinking characteristics

- ↳ Full of energy
- ↳ Superior insight and the ability to draw inferences or is intuitive
- ↳ Superior aesthetic sense
- ↳ Highly developed curiosity
- ↳ Preoccupied with own thoughts—daydreamer
- ↳ Puts idea or things together that are not typical
- ↳ Prefer to work independently
- ↳ Interest in experimenting and doing things differently

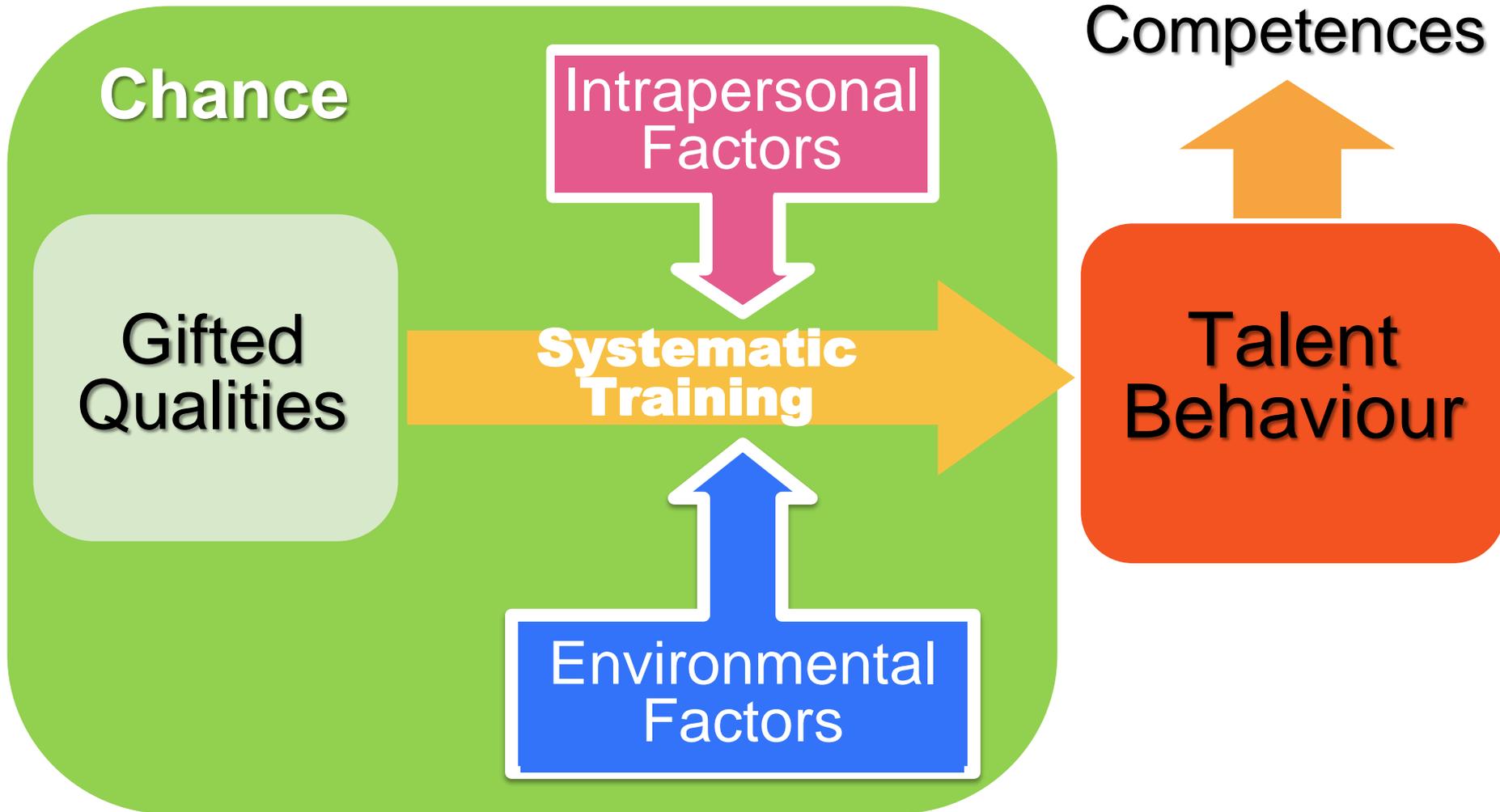
# Definition of Giftedness

Three-Ring Model (Renzulli, 1978)



# Talents

Competences



**Education for  
the gifted**

**Gifted  
Education for  
ALL**



**Catering for the  
learner diversity**

**A rising tide raises  
all ships**

*J. Renzulli*

# Implement

## Catering for Learner Diversity with Gifted Education

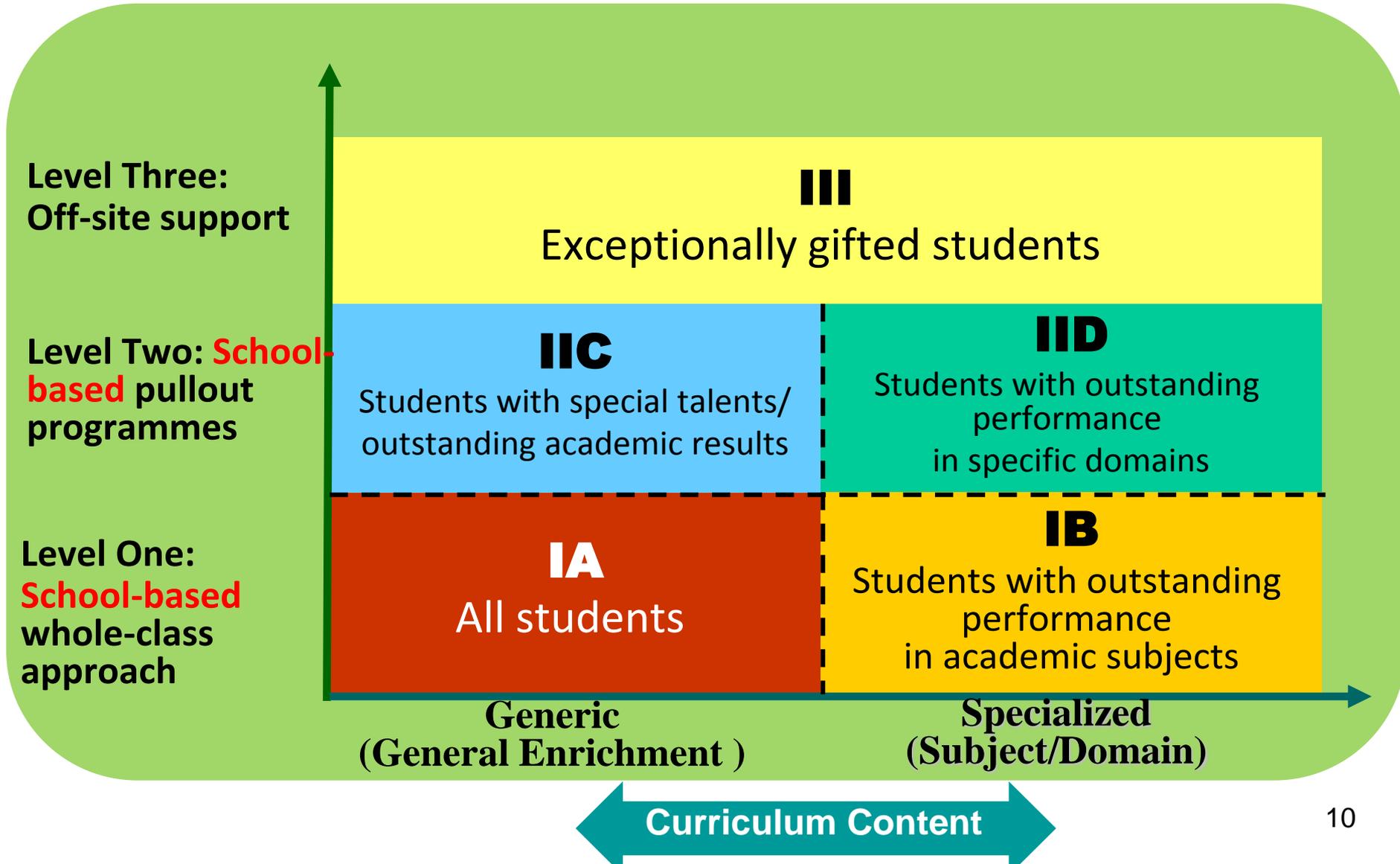
- ① Differentiation of instruction (Level 1)
- ② School-based enrichment pullout programmes (Level 2)
- ③ Offsite learning opportunities (Level 3)

### Programmes for gifted students

- Extensive interests
- Advanced knowledge base
- Fast learning pace

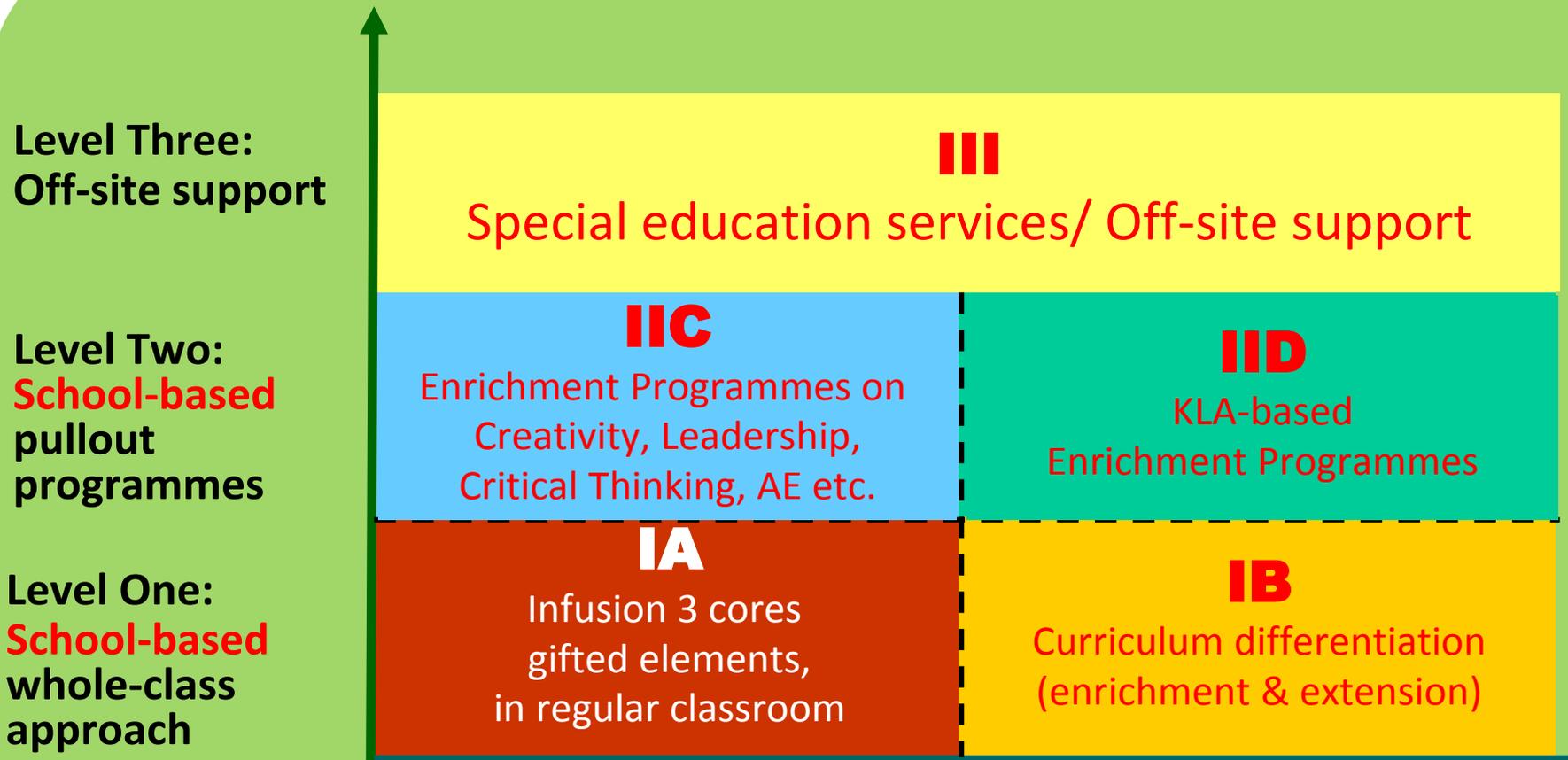
# Three-tier Implementation Model

Whole School Planning to Nurture students with high potential



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Whole School Planning to Nurture students with high potential



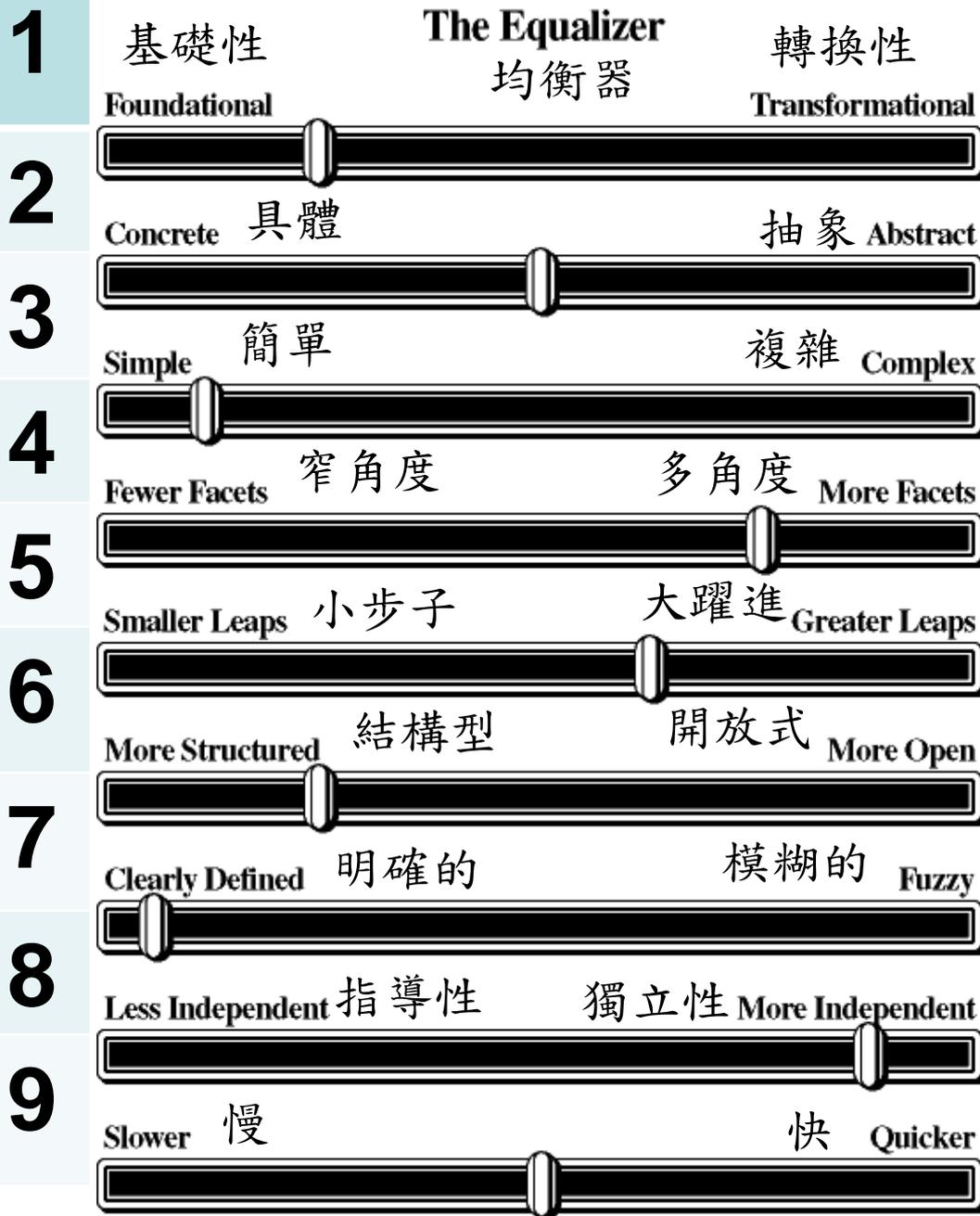


Level One -  
Whole class  
approach  
How to  
differentiate the  
instruction?

# Tomlinson's Equalizer

## Differentiation of instruction

9個方法調校  
問題/課業的深淺程度



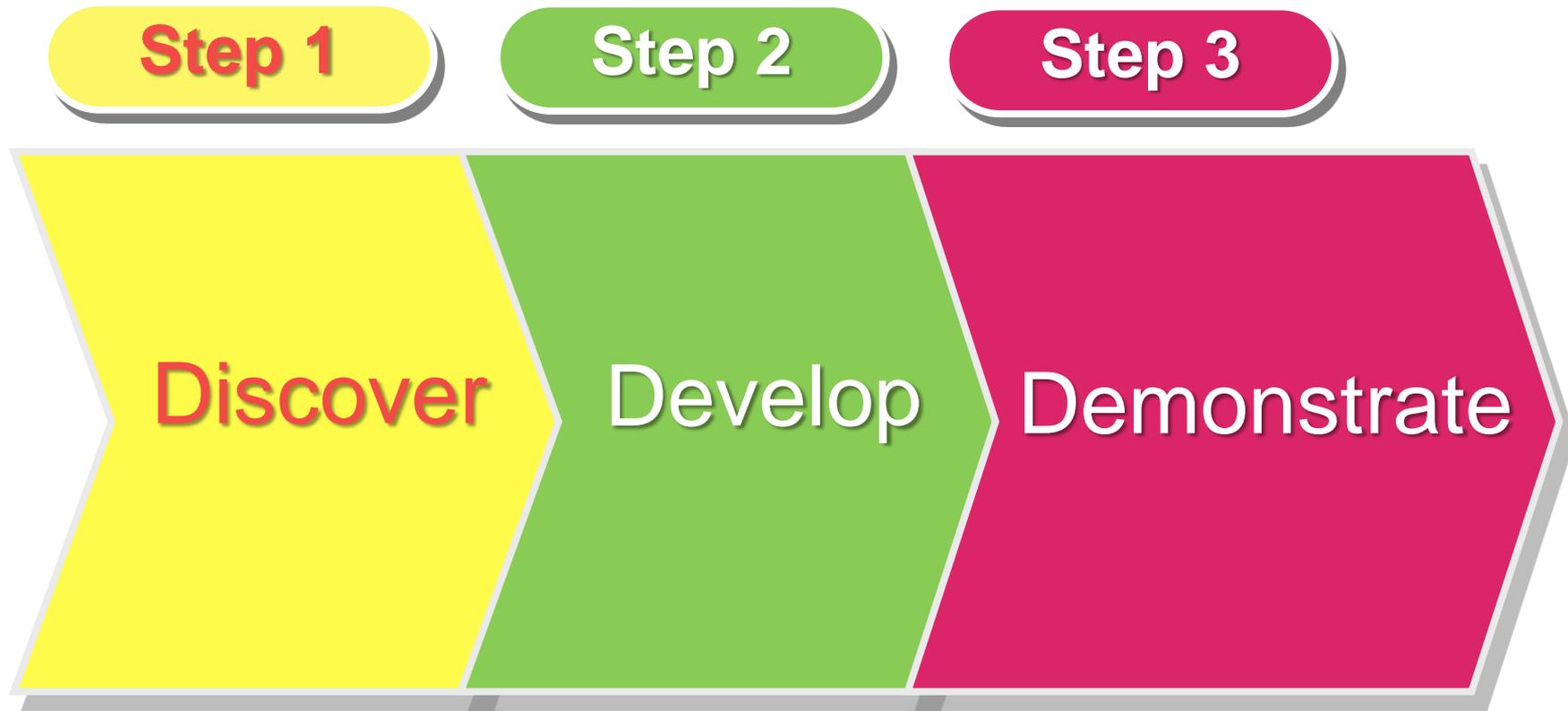
Carol Ann Tomlinson (2005)

# Talent Search & Talent Development



**ability & motivation + opportunity & support  
= high achievement** (Eyre 1998)

# Talent Search & Talent Development



發現。發展。發揮

# Talent Pool

## Selection Criteria

Academic performance

Non-academic performance

Teacher's Recommendation

Self-Recommendation

Parent's Recommendation

Special Recommendation:  
Referral from other teachers

## Talent Pool



# Level Two - Pullout programmes in TLGC

#CEG ^DLG \*SALS

Enrichment Course in  
Mathematics (S1-S3)#

Enrichment Course in  
Mathematics (S6)^

Learning English through  
Drama Course (S1)#

Learning English through  
Drama Course (S3-S4)#

Learning English through  
Debating (S5)^

Learning English through  
Social Issues and Pop  
Culture (S5)^

中文演辯能力訓練課程 (S2-S4)

中文寫作訓練課程(S5)^

Liberal Studies Enhancement  
Course (S4-S6)^

Architecture & Mechanics  
Enrichment Course (S2-S5)#

Electromagnetism  
Enrichment Course (S3-S5)#

Hong Kong Physics  
Olympiad Training Course  
(S3-S5)#

Biotechnology Course (S5)^

Hong Kong Schools Speech  
Festival Training

Leadership Training Camp  
(S5)\*

Outward Bound Training\*

School Prefects Training\*

Student Ambassadors  
Training

Careers Prefect Training

School Choir

School Orchestra

Dance Team

Badminton Team

Basketball Team

Cross Country Team

Rope Skipping Team

Squash Team

Swimming Team

Table Tennis Team

Volleyball Team

Student Fellowships

Class Assembly

TEA Club Junior

TEA Club

etc.

# Framework for Pullout Programmes Design

## Multiple Intelligence

Howard Gardner (1985, 1999)

Verbal / Linguistic

Logical / Mathematical

Naturalistic

Bodily / Kinesthetic

Musical / Rhythmic

Inter-personal / Social

Intra-personal / Introspective

Visual / Spatial



Diversity of Giftedness

# Affective Education in True Light

- S1 Multiple Intelligence workshop
- S2 Learning in Sisterhood workshop
- S3 TEA Club Junior
- S4 Perseverance & self-challenge spirit (AYP)
- S4 & S5 TEA Club - Dream Makers
- S6 TEA Club - Light Bearers

Presented by Talent Enlighten Alliance (TEA)

# Affective Education in True Light

## S3 TEA Club Junior

- **Focus:** I love myself & Learn to enjoy every day
- **With oneself as the focus of concern,**
  - Understand the ones abilities, characteristics & limitations
  - Self-acceptance
  - Core values
  - Aestheticization & Utilitarianism
  - Open-mindedness, appreciation and creation
- **With others as the focus of concern,**
  - Interpersonal relationship
  - Skills in coping with conflicts (friends & family)

# Affective Education in True Light

## S3 TEA Club Junior - Programmes content

### Part 1: Looking for yourself

#### - A journey of self-discovery with film show

- Big Hero 6
- Toy Story
- I Love Beckham

### Part 2: Strolling with your heart

#### - A time for relief & relaxation in outdoor activities

- My childhood (@ Mei Ho House/JCCACA)
- My metamorphosis (@ Ig Pier/WK Cultural District)
- Be myself (field trip)

# Evaluate

## Reflections on Pullout Programmes

- GE elements in programme design
- Optimal match of students' interests and potentials with the GE program
- Platforms to demonstrate talents & achievements
- Evaluation of effectiveness
- Central filing system for training materials
- Cater for underachieving gifted & twice exceptional students
- Clearly defined criteria for selecting student into talent pool
- Known to stakeholders: students, parents, teachers

# Evaluate

## Reflections on Gifted Education

- Benefit to gifted students only?
- Qualitatively vs quantitatively
- Lack of ability vs lack of exposure
- Winning competition vs surpassing oneself
- Academic results only vs potential & interest
- Interpersonal & environmental impacts
- Family support & school support
- Team work in developing a child

# Way Forward

Look into the future...

- Talent Development Map
- Development of materials for school-based **Affective Education Programmes**
- Evaluation on the implementation of **School-based Pullout Enrichment Programmes**
- Evaluation of the implementation of Gifted Education with **School Self Enhancing Tools**