

# Gifted Education in Hong Kong

Book 4

## A Whole Community Approach to Gifted Education

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Gifted Education Section, EDB

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## Preface

In order to publicise the development of gifted education in Hong Kong and to strengthen the understanding of gifted education among general public, especially the stakeholders in primary and secondary schools, the Gifted Education Section (GE Section) of the Education Bureau (EDB) has produced a series of four videos together with four booklets on gifted education in Hong Kong. These materials provide the essential knowledge of gifted education to interested parties or gifted education co-workers. Some food for thought and extended reading are included to inspire readers to think about or further study these topics.

We believe that to achieve the ultimate goals of ‘gifted education for all’ and ‘education for the gifted’, it is necessary to let more people know about gifted education and dispel the misconception that ‘gifted education means elite education’. In doing so, all students in Hong Kong will be able to enjoy high-quality learning at school. At the same time, with the help and support of the community, including Non-governmental Organisations (NGOs), tertiary institutions, professional bodies and school sponsoring/educational bodies, gifted students or students with higher ability will be provided with suitable development opportunities inside and outside school to unleash their potentials. In fact, your support and active participation is of crucial importance to the future development of gifted education and the creation of a high quality ‘Talent Pool’ in Hong Kong.

Gifted Education Section, EDB

## Chapter 1

# Roles of Parents of the Gifted


Parents play a crucial role in their gifted children's talent development process. In fact, they are the first teachers of their children. Whether the talent of a gifted child can be developed well depends very much on the nurture and guidance provided by parents, with the help of school education. Many researches have shown that parents' attitude and family environment have great impact on their children's talent development. Thus, it is important for parents to observe how their children learn, play and get along with others so that they can understand more about their children's characteristics and provide appropriate support.

In nurturing gifted children, Prof. Clark gives the following suggestions to parents:

- create an open communication with their children from birth on
- permit their children to have their own individuality
- allow their children to make decisions, and discuss with their children issues that are related to them or concern them
- help children know about perfectionism and understand how it affects their self-image and behaviours
- help their children make good use of their time and energy and to set priorities
- help their children appreciate individual differences, both in themselves and in others
- instruct by actions more than by words

*(Adapted from Clark, B. (1997), Growing up gifted (5<sup>th</sup> ed.). Upper Saddle River, N.J.: Merrill)*

In order to observe and attend to children's characteristics more accurately, parents are encouraged to attend relevant gifted education courses and seminars so as to broaden their knowledge on gifted children. The Hong Kong Academy for Gifted Education (HKAGE) offers talks, thematic workshops and seminars for parents of gifted children, on a regular basis, aiming to enhance their understanding of giftedness. Free consultation service through a hotline and email has also been in operation in their Consultation and Assessment Centre, providing parents with information and advice on nurturing the gifted. Besides, other NGOs such as the Counselling Centre of the Boys' & Girls' Clubs Association of Hong Kong (BGCA) also provide seminars and courses for parents of gifted children.



**In your opinion, how can schools assist parents in nurturing their gifted children?**

**Has my school actively promoted parent education for parents of gifted students so as to enhance their understanding of giftedness?**

### **Extended reading**

- ◆ Link to Consultation and Assessment Centre, HKAGE:  
<http://ge.hkage.org.hk/en/parents/Consultation>
- ◆ Link to Gifted Education Section (Parent Education), EDB:  
<http://gifted.edb.hkedcity.net/eninfo.php?m=5&oid=30>
- ◆ Link to Child Development Institute:  
[http://childdevelopmentinfo.com/learning/gifted\\_children/](http://childdevelopmentinfo.com/learning/gifted_children/)
- ◆ Kokot, S.J. (1999) *HELP-Our Child is Gifted : Guidelines for Parents of Gifted Children (Revised edition)* Radford House Publication


## Chapter 2

# Partnership between Schools and Parents

Nurturing gifted children is a lengthy and complex task. If a gifted child only receives parents' care without active participation of the school, the healthy development of the child may not be necessarily secured. Therefore, it is desirable for parents to work in partnership with school so as to meet the learning and affective needs of their gifted children.

Parents contribution	Parent/School Partnership	Schools contribution
<ul style="list-style-type: none"> <li>• Provide school with information about their gifted children's character traits</li> </ul>	Parents and schools are partners.	<ul style="list-style-type: none"> <li>• Take the initiative to understand children's strengths and shortcomings from their parents</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and collaborate with school on the GE programmes provided for their children</li> </ul>		<ul style="list-style-type: none"> <li>• Provide GE programmes to cater for students' learning and affective needs</li> </ul>
<ul style="list-style-type: none"> <li>• Keep in close contact with their children's class teacher and school social worker to keep track of the children's behaviour, emotions and learning situation and needs</li> <li>• Seek help from teacher or school social worker when their children experience learning, emotional or behavioural problems</li> <li>• Participate actively in school activities</li> </ul>	Parents and schools should communicate closely and develop mutual trust and respect.	<ul style="list-style-type: none"> <li>• Provide initial pastoral service (by Student Guidance Personnel) to the students with special needs, or /and collaborate with the Student Support Team to work out a counselling plan</li> <li>• Arrange appropriate referrals for students with learning, emotional or behavioural problems to professionals, such as educational psychologists for assessment or counselling service when necessary</li> <li>• Organise parenting talks on nurturing gifted children and family activities</li> </ul>

Schools are advised to encourage parents to join a support group organised by schools or in the community. Not only can the parents share their strategies in nurturing gifted children and the experience in solving children's problems, they can also obtain the most updated information and resources on gifted education. With sufficient peer support, parents would be more skillful and confident in nurturing their gifted children.



What could schools do to establish a good relationship with the parents of gifted children?

Does our school gain the trust of the parents of gifted children?

### Extended reading

- ◆ Link to Parent Education Programme, HKAGE:  
<http://ge.hkage.org.hk/en/parents/parent-education-programme>
- ◆ Link to The Counselling Centre of the Boys' & Girls' Association of Hong Kong:  
<http://www.bgca.org.hk/page.aspx?corpname=bgca&i=554&locale=en-US>
- ◆ Link to HKEdCity - Parent Academy:  
<http://www.hkedcity.net/parent/>
- ◆ Link to National Association for Gifted Children (NAGC)  
<http://www.nagc.org/get-involved/advocate-high-ability-learners/advocate-your-child>



## Chapter 3

### Exploring Children's Potential

To help develop children's giftedness, school and parents should work closely and take note of the children's behaviours in different aspects, and encourage them to engage in activities which suit their interests and characters. Parents are suggested to refer to the concept of "multiple intelligences" advocated by Professor Howard Gardner of the Harvard University, to explore children's potential. The list below describes some common characteristics of gifted children, yet we need to bear in mind that not every gifted child will exhibit all of these characteristics. The observation will be meaningful only when the comparison is made among children of similar age.

Characteristics	Multiple Intelligences (Gardner, 2011)	Suggested activities
Able to speak eloquently and expressively with rich vocabulary; able to show mastery skills in reading, writing, listening and speaking	Linguistic	Reciting, public speaking, debating, extensive reading, thematic reading, riddles, writing couplets, poetry, prose, novels and drama
Persevere in finding out logical/causal relationships and patterns, good at abstract thinking	Logical-Mathematical	Mathematics games, board games, games that required reasoning/ logical thinking, scientific exploration, experimentation, invention
Able to master the skills of playing musical instruments easily, swinging bodies rhythmically with music; able to remember the melody and differentiate the tone/pitch promptly	Musical	Singing, appreciating music, operas and musicals; learning music theory, how to play and produce musical instruments; forming bands, joining orchestra




Characteristics	Multiple Intelligences (Gardner, 2011)	Suggested activities
Good at finding directions, reading maps and route charts; appreciating two-dimensional and three-dimensional design; recalling, describing, analysing and co-ordinating visual ideas and images explicitly	<b>Spatial</b>	Photography, painting, drawing, jigsaw puzzles; to create three-dimensional model, maps, cross-section diagrams and sculptures; design visual games such as maze, orienteering
Friendly, sensitive to people's emotions, thinking and behaviours; possess leadership skills, well received by others, easy to make friends, get along well with people of different ages	<b>Interpersonal</b>	Reinforcing parenting activities and family conversation circle; extending social circle; participating in uniformed groups/ volunteer service, "little reporter" training, leadership training, cultural interflow and counselling peers
Understand their own interests and preferences, good at expressing their own emotions; fond of reflecting daily matters, self-evaluation and self-analysis; self-improvement to maturity	<b>Intrapersonal</b>	Writing reflective diary, autobiography and blog on the web; participating in activities to explore one's interests; knowing one-self; training in self-respect, self-assurance and emotion management; having time for retreat and sharing of reflection

Characteristics	Multiple Intelligences (Gardner, 2011)	Suggested activities
Good at one or several kinds of sports, have good body coordination and response; prefer 'learning by doing', good at using body language such as actions to express themselves	<b>Bodily- Kinesthetic</b>	To participate in sports, gymnastics, martial arts, dance, mime, drama, acrobatic and magic; to grasp the opportunities to learn, be trained, perform and compete
Fond of nature, astronomy, geography; interested in rural/fishing life; conscious of environmental conservation; understand the biological law of nature	<b>Naturalist</b>	Studying flora and fauna development and ecology in a systematical way, categorising species; field trip; exploring sky objects and astronomical phenomena; studying publications of natural/ life sciences; understanding the ecosystem and exploring the relations between man and nature by breeding animals, growing plants and bird watching

Reference:

Gardner, H (2011) *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books



Do you think using the concept of multiple intelligences is an effective way to explore gifted children's potential?

Which area of intelligence should my school focus more so as to help develop gifted students' potential more comprehensively?

### Extended Reading

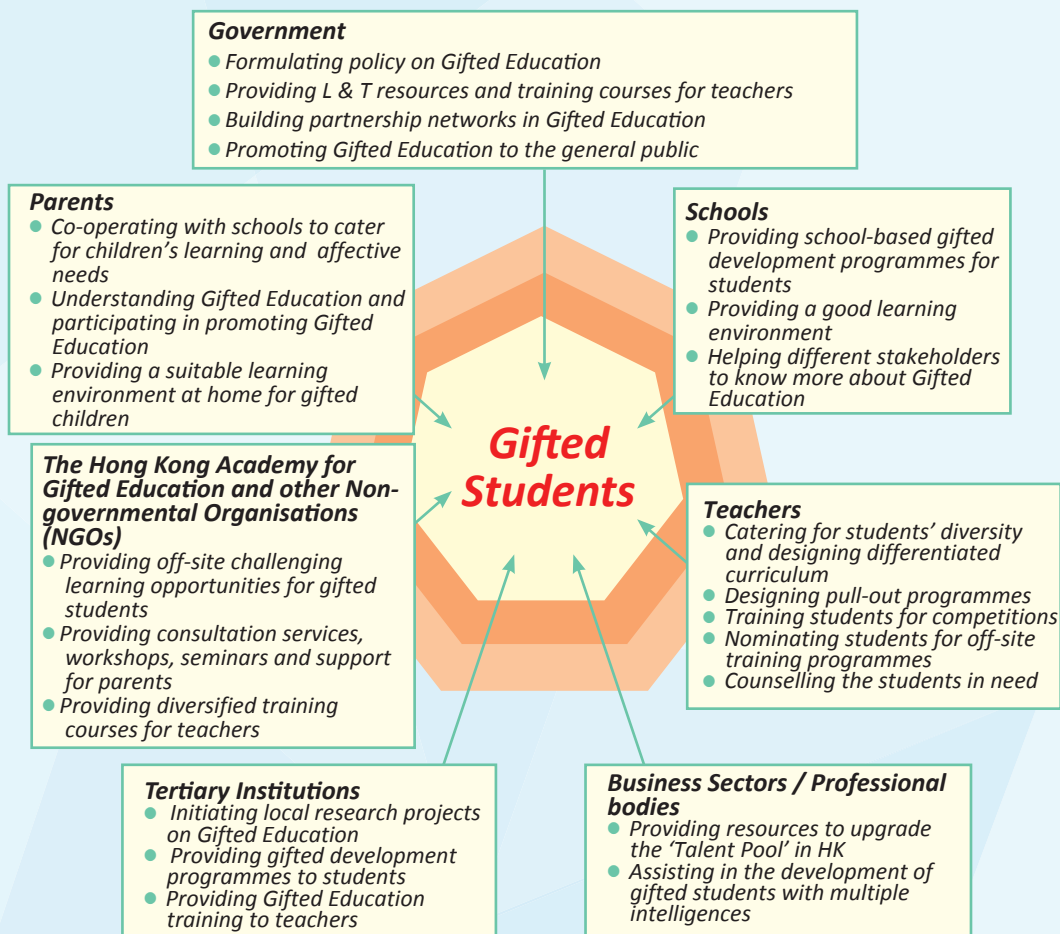
- ◆ Link to Parenting Tips, Gifted Education Section, EDB:  
[http://resources.edb.gov.hk/gifted/ge\\_resource\\_bank/files/parenting/parenting\\_tips\\_en.pdf](http://resources.edb.gov.hk/gifted/ge_resource_bank/files/parenting/parenting_tips_en.pdf)
- ◆ Link to Teacher Observation Checklist, For Parents, (in Chinese) HKAGE:  
[http://ge.hkage.org.hk/file/parent\\_article/446/PCI005\\_TeacherObservationonM.I\\_b5.pdf](http://ge.hkage.org.hk/file/parent_article/446/PCI005_TeacherObservationonM.I_b5.pdf)
- ◆ Link to National Association for Gifted Children (NAGC)  
<http://www.nagc.org/resources-publications/resources-parents>

## Chapter 4


# Community Partnership

The Education Bureau actively builds working relationships with primary and secondary schools, The Hong Kong Academy for Gifted Education, non-governmental organisations, tertiary institutions and other educational organisations to provide gifted programmes and training to students for national and international competitions, develop learning and teaching resources and web-based learning courses.

An overview of Gifted Education Partnership:



To maintain Hong Kong's competitiveness as a cosmopolitan metropolis, we should actively search and nurture talents. Schools are encouraged to form partnership with different stakeholders, utilising the community resources fully to promote gifted education and to provide more diversified learning and training opportunities for gifted and high ability children. It is hoped that under the collaborative effort, a group of responsible and capable young leaders with vision and mission can be nurtured.



**How can the roles of business sectors or professional bodies in supporting gifted education be strengthened?**

**Has my school fully used the community resources in catering the needs of gifted students?**



### **Extended Reading**

- ◆ Link to G.A.T.E. resources: <http://gateresources.blogspot.hk>