



Parenting Tips:

Getting to Know Your Gifted Child and Gifted Education in Hong Kong

Who are gifted children?

Recognising the multiple definitions of giftedness, the Education Bureau adopts the definition of giftedness recommended by the Education Commission Report No.4 issued in


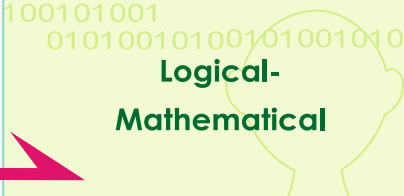






1. the level of measured intelligence;
2. specific academic aptitude in a subject area;
3. creative thinking - high ability to invent and elaborate novel ideas precisely;
4. remarkable talent in visual and performing arts such as painting, drama, dance, music etc;
5. leadership among peers - high ability to motivate others to achieve common goals; and
6. psycho-motor ability - outstanding performance or ingenuity in athletics, mechanical skills or sensorimotor coordination.

Is my child gifted?

Broadly speaking, every child possesses unique gifted potential in one or more domains. However, the pace of development of individual may vary. Some are early birds in learning while some are late starters. Parents should observe carefully how their child learns, plays and gets along with others so as to explore his/her exceptional potential and provide a favourable environment for his/her development. Spoon-feeding does harm more than good. So be patient and let your child say how much he/she wants and is able to achieve.

How should a child's potential be explored?

To identify their child's potential, parents should actively participate in their child's daily activities. Parents may refer to the concept of "multiple intelligences" advocated by Professor Howard Gardner of the Harvard University, USA, as a reference for observing the child's behaviour. Below are some common and obvious examples but we have to bear in mind that not every gifted child will exhibit all these behaviours. The observation will be meaningful only when the comparison is made among children of similar age.

Characteristics	Multiple Intelligence	Suggested activities
<p>Able to speak eloquently and expressively with rich vocabulary; able to show mastery skills in reading, writing, listening and speaking...</p> <p>traits →</p>	 <p>Linguistic</p>	<p>Reciting, public speaking, debating, extensive reading, thematic reading, riddles, writing couplets, poetry, prose, novels and drama</p>
<p>Persevere in finding out logical/causal-relationships and patterns, good at abstract thinking</p> <p>traits →</p>	 <p>Logical-Mathematical</p>	<p>Mathematics games, board games, games that required reasoning/ logical thinking, scientific exploration, experimentation, invention</p>
<p>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</p> <p>traits →</p>	 <p>Musical</p>	<p>Singing, appreciating music, operas and musicals; learning music theory, how to play and produce musical instruments; forming bands, joining orchestra, etc.</p>
<p>Good at finding directions, reading maps and route charts; appreciating two-dimensional and three-dimensional designs; recalling, describing, analysing and co-ordinating visual ideas and images explicitly</p> <p>traits →</p>	 <p>Spatial</p>	<p>Photography, painting, drawing, jigsaw puzzles; to create three-dimensional model, maps, cross-section diagrams and sculptures; design visual games such as maze; orienteering, etc.</p>
<p>Friendly, sensitive to people's emotions, thinking and behaviours; possess leadership skills, to be well received by others, make friends easily, get along well with people of different ages</p> <p>traits →</p>	 <p>Interpersonal</p>	<p>Reinforcing parenting activities and family conversation circle; extending social circle; participating in uniformed groups/ volunteer service, "little reporter" training, leadership training, cultural interflow, counselling peers, studying publications in social sciences, etc.</p>
<p>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</p> <p>traits →</p>	 <p>Intrapersonal</p>	<p>Writing reflective diaries, autobiographies and blogs on the web; participating in activities to explore one's interests; knowing oneself; training in self-respect, self-assurance and emotion management; having time for retreat and sharing of reflections, etc.</p>
<p>Good at one or several kinds of sports, have good body coordination and response; fond of activity-based learning, good at using body language to express themselves</p> <p>traits →</p>	 <p>Bodily-Kinesthetic</p>	<p>To participate in sports, gymnastics, Kung Fu, dance, mime, drama, acrobatics, magic show, etc; to grasp the opportunities to learn, be trained, to perform and compete</p>
<p>Fond of nature, astronomy, geography; interested in rural/fishing life; be aware of environmental conservation; understand the biological laws of nature</p> <p>traits →</p>	 <p>Naturalist</p>	<p>Studying flora/fauna development and ecology in a systematic way, categorizing species; field trips; 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, etc.</p>

Is it necessary for my child to take the IQ test?

Intelligence tests are commonly used in Hong Kong to assess language and psychometric abilities (logical reasoning and spatial relationship). If the test results show that the child's intelligence level is higher than average, he/she will be named "gifted" (intellectually gifted). However, these intelligence tests do not necessarily reflect children's abilities in musical, sports, creativity and personal-social competence. Thus, the child's potential cannot be identified holistically by the tests.

When parents need to know the child's intelligence quotient (IQ), they should approach registered psychologists to conduct the assessment. After the assessment, parents should consult the psychologists in order to fully understand the findings from the assessment; the meaning of the scores, the child's strengths and weaknesses. Do not label your child with his/her IQ for it may lead to misplacement or undue expectation of the child. Intelligence tests should only be used as one of the references to assist parents and teachers in planning for the child's learning programme.

*Parents may be happy but worried when their child is identified as gifted.
Just be yourself and nurture your gifted child as the way things are.*

Parents need to understand the characteristics of their child and provide multiple learning opportunities as well as taking care of the child's affective needs. Parents may refer to the following web page "The Gifted Underachievers" provided by the Special Education Resource Centre, Education Bureau, for further information about catering for the affective needs of gifted children:

<https://www.edb.gov.hk/en/edu-system/special/resources/gift-edu/index.html>

How do families, schools and the government collaborate to promote gifted education?



What is the gifted education policy in Hong Kong?

The current policy on gifted education in Hong Kong was formulated in 2000 and is operated under a three-tier framework. Under this policy, the government encourages and supports schools to provide school-based gifted development programmes to meet the learning and affective needs of gifted students. "School-based" implies that schools are encouraged to develop gifted education programmes flexibly based on their unique cultures, strengths and resources to cater to the individual needs of students.

The Gifted Education Section of the Education Bureau (EDB) is responsible for implementing the gifted education policy in Hong Kong. It adopts the three-tier mode and collaborates with primary school, secondary school, the Hong Kong Academy for Gifted Education (HKAGE), and tertiary institutes in the implementation of gifted education. The following table shows the details of the three-tier framework:

A Brief Introduction of the Three-tier Mode of Gifted Education in Hong Kong

Title	Level 1 : Whole-class	Level 2 : Pull-out	Level 3 : Off-school support
Target group	All students in secondary and primary schools; no selection is needed	Outstanding students selected in secondary or primary schools	Especially Gifted students
Organisations responsible for implementation	All schools at primary and secondary levels	Secondary and primary schools	EDB, HKAGE and tertiary institutes
Place and time of implementation	In regular classrooms within school hours	Inside school within or after regular school hours	Outside school within or after regular school hours
Examples of curriculum or learning activities	Infusion of the three core elements of gifted education into all curricula: i.e. high-order thinking skills, creativity and personal-social competence	<ul style="list-style-type: none"> General enrichment programme: broaden and deepen the original curriculum in order to match with the learning needs of the gifted students Programme of key learning areas: Creative writing in English Language, Leadership training, etc. (For information on how individual schools nurture gifted students, please contact the school directly.) 	Providing learning opportunities for the exceptionally gifted students in the form of specialist training outside the school setting
Resource provided	Financial resources: Capacity Enhancement Grant is provided for all primary and secondary schools by the government. Human resources: Professional advice from the Gifted Education Section is provided for schools, including the design and implantation of School-based Gifted Development Programmes		EDB, HKAGE and tertiary institutes

Gifted Education Section of the Education Bureau

Address: Rm. E328, 3/F, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Enquiry telephone number: 3698 3472

Enquiry e-mail: gifted@edb.gov.hk

Website: <http://www.edb.gov.hk/cd/ge>

How can families and schools work together to nurture the gifted?

Parents and schools should communicate closely to form partnership and work together to meet the learning and affective needs of the gifted children.

Parents	Parent/School Partnership	Schools
<ul style="list-style-type: none">● Provide schools with information about the gifted child.	<p>Parents and schools are partners</p> <p>They share and communicate with mutual trust and respect.</p>	<ul style="list-style-type: none">● Take the initiative to learn from parents the child's strengths and shortcomings.
<ul style="list-style-type: none">● Understand and work with the gifted development programmes at schools.		<ul style="list-style-type: none">● Design and carry out gifted development programmes to cater for students' learning and affective needs.
<ul style="list-style-type: none">● Keep close contact with their child's class teachers and school social workers to keep track of the child's behavior, emotions, learning situation and needs.● Seek help from teachers or school social workers whenever the child experiences learning, emotional or behavioural problems.		<ul style="list-style-type: none">● Student guidance personnel (such as school social worker) provides counselling advice or collaborate with the student support team to offer further counselling service to● When necessary, arrange appropriate referrals for students with learning, emotional or behavioural problems to educational psychologists for assessment or counselling.



What resources about gifted education in Hong Kong are available on the web?

Education Bureau

GiftedEducationSection

<http://www.edb.gov.hk/cd/ge>

Behavioural characteristics checklist for Gifted Students (Applicable to Parents)

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/gifted/guidelines-on-school-based-gifted-development-programmes/selection_12_eng.pdf

"The Gifted Underachievers"booklet (Chinese version only)

<https://www.edb.gov.hk/tc/edu-system/special/resources/gift-edu/index.html>

Hong Kong Education City (Chinese version only)

<http://www.hkedcity.net/parent/academy>

Tertiary institutes

Faculty of Education, The Chinese University of Hong Kong

<http://www.fed.cuhk.edu.hk/pgt/>

Programme for the Gifted and Talented. For enquiries, please call 2603 7444

Centre for Child Development, Hong Kong Baptist University

<http://www.hkbu.edu.hk/~ccd/>

Gifted Education Programme for the gifted. For enquiries, please call 3411 7249

Other information

Hong Kong Association for Parents of Gifted Children

<http://www.gifted.org.hk>

For enquiries, please call 3005 7744