

# Gifted Education @ CCH

## 1. Our beliefs as a Chun Hanian

We believe that every student is unique and has their potential. Our school is committed to providing students with different abilities with nurturing opportunities in learning, social and emotional aspects. It is believed that as long as we explore and cultivate in a systematic and targeted manner, our students will be able to give full play to their individual potential, thereby building self-confidence and improving self-worthiness, developing one's potentials in higher order thinking, creativity, personal and social skills.

## 2. Goals of the CCH Gifted Education Team

- infiltrating the elements of gifted education in general education, to inspire students' thinking, creativity and personal and social skills, so that each student has the opportunity to develop their potential.
- students with outstanding performance can systematically receive suitable training so that they can develop in an all-round way
- The school-based "CCH Children's Gifted Behavior Questionnaire", with the idea of home-school cooperation, ensures to "identifies potential students" and "develops talent" as early as possible.
- Develop and optimize the "talent pools" for the gifted, which enable each subject to explore and develop more students' different potentials.
- Deliver information on gifted courses/competitions to parents and students through school notices, student emails and school web; such as gifted courses offered by tertiary institutions and the Hong Kong Academy for Gifted Education.
- Organizing the "Excellence Student Group" and setting up "Active Participation in Gifted Education Programmes" scholarship: to allow students to share experiences and to promote gifted activities in schools.

## 3. The concept of "giftedness"

According to Renzulli's concept of the three rings of giftedness (1978)

Three important elements of developing gifted behaviors:



According to the "Multiple Intelligences" (1983, 1993, 1999) suggested by Professor Howard Gardner of Harvard University, human intelligence can be categorized into specific modalities of intelligence, rather than defining intelligence as a single, general ability. These intelligences can be grouped into eight intelligence abilities that include:

- Linguistic intelligence
- Logical Mathematical Intelligence
- spatial intelligence
- musical intelligence
- body kinesthetic intelligence
- interpersonal intelligence
- Intrapersonal Intelligence
- natural intelligence



At the same time, gifted education pays attention to the development of affective ability of students.

#### 4. Diversified gifted performance

We can observe the performance of students and identify the traits of giftedness in the following aspects:

##### 4.1 Multiple Intelligences Development - Language Development

- Confidence when speaking
- Can use complex sentences
- Demonstrate creativity in the use of language



#### 4.2 Development of Multiple Intelligences-Logical Mathematical Intelligence

- Interested in solving difficult math problems
- Like to play with math toys such as geometric puzzles
- Interested in logical problems that require the use of thinking skills and reasoning



#### 4.3 Development of Multiple Intelligences - Spatial Intelligence

- Very sensitive to color
- Can visualize images
- Good observation of the environment



#### 4.4 Development of Multiple Intelligences - Music Intelligence

- Can identify different types of sounds or instruments
- Very sensitive to changes in pitch and rhythm
- Can clearly remember the melody and repeat it accurately



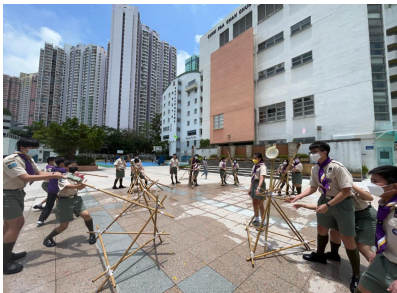
#### 4.5 Development of Multiple Intelligences - Body Kinesthetic Intelligence

- Can use whole body to express thoughts and feelings
- Able to communicate in non-verbal ways
- Loves outdoor activities



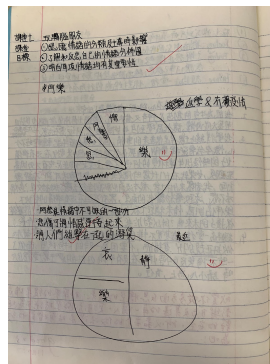
#### 4.6 Development of Multiple Intelligences - Interpersonal Intelligence

- Having the ability to motivate others
- Prefer to participate in group activities
- Solve problems skillfully



#### 4.7 Development of Multiple Intelligences - Intrapersonal Intelligence

- Aware of inner emotions, intentions, motivations
- Know your own personality
- Easy to understand the emotions of others



#### 4.8 Development of Multiple Intelligences - Natural Recognition Intelligence

- Ability to recognize plants, animals and other natural environments
- Interested in natural phenomena, often asking "how", "how" and "why"
- Commonly used creative methods to explore things



#### 5. Identification of gifted students

We believe that early identification of gifted students can help students to develop their potential. Therefore, our school has established a talent pool, which arrange students to participate in gifted programmes and top-notch and potential-inspiring activities, so that students can get more opportunities for active learning and improvement. The identification criteria are by:

- academic results
- performance in activities and competitions
- observations and recommendations from teachers and parents

#### 6. The implementation model of gifted education in our school

The three-tier development model is implemented in accordance with the "three-tier structure" model of the Education Bureau.

First tier:

A: using pedagogies that could tap the potential of students in creativity, critical thinking, problem solving or leadership, etc. in the regular classroom;

B: In regular classrooms, provide extended curriculum for more able students.

Second tier:

C : Pull-out programmes (such as creativity training, leadership training, etc.) are conducted for more able students within the school setting.

D: Extension courses in specialized/specialized areas (such as mathematics, art, etc.) are conducted outside the regular classroom lessons.

Third tier:

E: Provide enrichment and extended learning opportunities for exceptionally gifted students in the form of specialist training outside the school setting, e.g. recommend them to join programmes provided by the Gifted Education Section of the Education Bureau, the Hong Kong Academy of Gifted Education, various tertiary institutions and educational institutions outside school setting.

## 7. Gifted Education programmes participated by CCH students

- STEM Education - Creative Problem Solving Tasks
- 2022 RoboMaster Youth Championship
- Hong Kong Inter-school Flight Simulation Challenge
- English Musical – let students shine on stage
- City I&T Grand Challenge
- Themes: Environmental Sustainability and Staying Socially Connected
- Community Conservation Ambassador – Extending Learning and Serving the Community

## 8. The role of parents

To identify whether a child has gifted potential, parents should first observe the child's potential in different aspects from multiple perspectives and pay attention to the child's performance and behavioral characteristics inside and outside the school.

Parents can refer to the following link to learn more about giftedness:

[http://hkage.org.hk/b5/download/Parent\\_c/Publication/GNGC\\_What\\_is\\_Giftedness.pdf](http://hkage.org.hk/b5/download/Parent_c/Publication/GNGC_What_is_Giftedness.pdf)

## 9. Other resources and services

Education Bureau--Gifted Education

<https://www.edb.gov.hk/en/curriculum-development/curriculum-area/gifted/index.html>

Hong Kong Academy for Gifted Education

<https://www.hkage.edu.hk/#gsc.tab=0>

The Gifted and Talented Scheme, Faculty of Education, The Chinese University of Hong Kong

[http://www.fed.cuhk.edu.hk/pgt/Home/index\\_e.php](http://www.fed.cuhk.edu.hk/pgt/Home/index_e.php)

Gifted Program in Mathematics and Physics, Centre for Gifted Education

Development, Faculty of Science, Hong Kong University of Science and Technology

<https://cdgt.hkust.edu.hk/eng/index.php>

HKU ACADEMY for the TALENTED

<https://talented.hku.hk/>