

2014香港資優教育雙年會議

Hong Kong Biennial Gifted Education Conference

全體會議

Plenary Session

學校經驗分享暨論壇 - 基督教女青年會丘佐榮中學

School Experience Sharing Cum Forum -

The YWCA Hioe Tjo Yoeng College



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<http://geconference.hk/2014/en/resource.php>



Since 1971

Gifted Education at HTYC

Deep approach to learning Commitment to serving

The Y.W.C.A. Hioe Tjo Yoeng College

Think critically and be moral

Let everyone fly ...



HTYC: Brief Profile

- Founded in 1971
- Christian Context
- EMI Co-educational Aided School
- 2012-2014: Over 90% continue tertiary education
 - average 53% in degree programmes
- Mainstream Grammar School

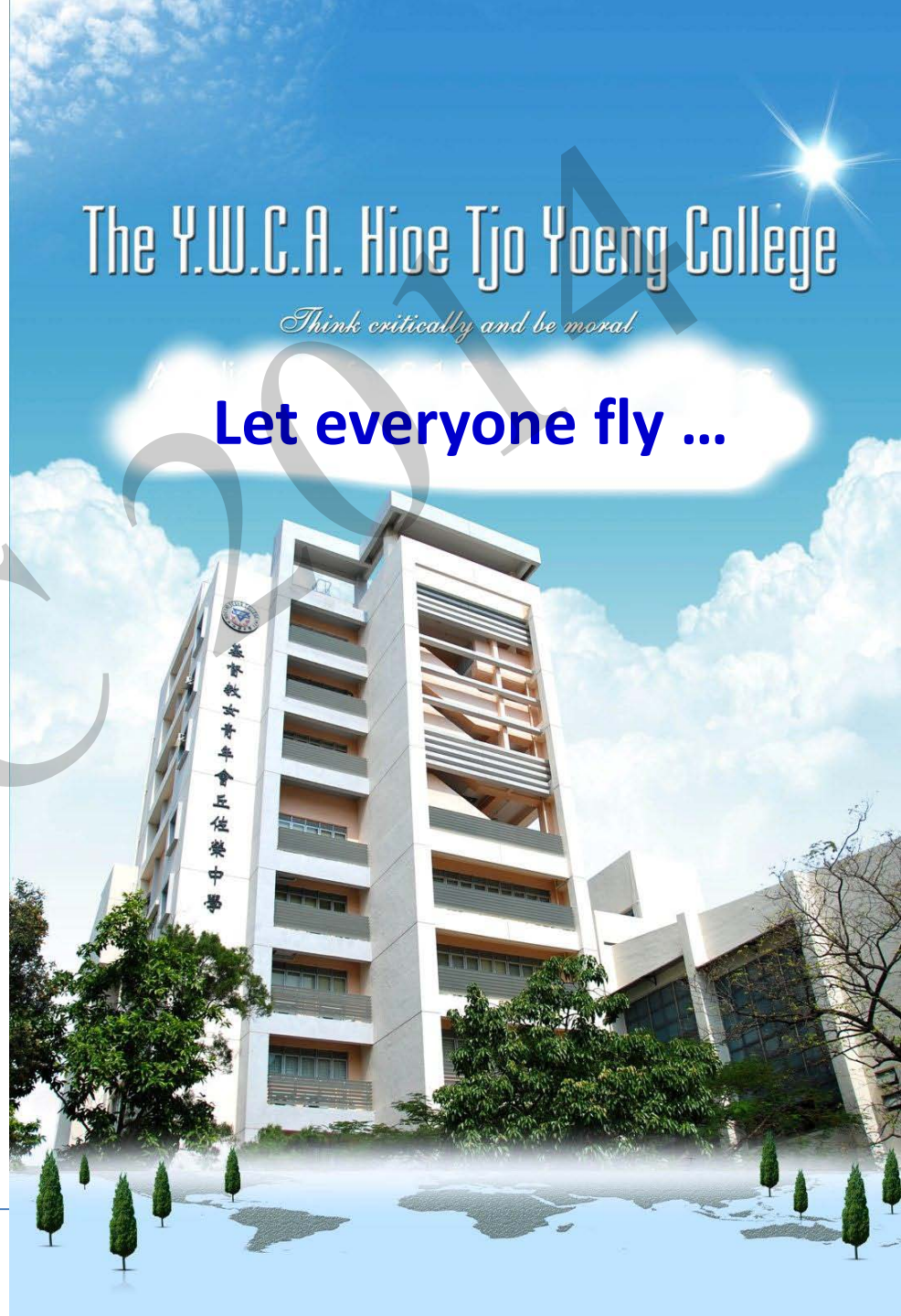
- No streaming classes
- Before 2009: 3 classes each level
After 2009: 4 classes each level
Current student population: ~800
- About 25% students: SES low
- Student intakes: from varied primary schools (basically CMI)

Deep approach to learning Commitment to serving

The Y.W.C.A. Hioe Tjo Yoeng College

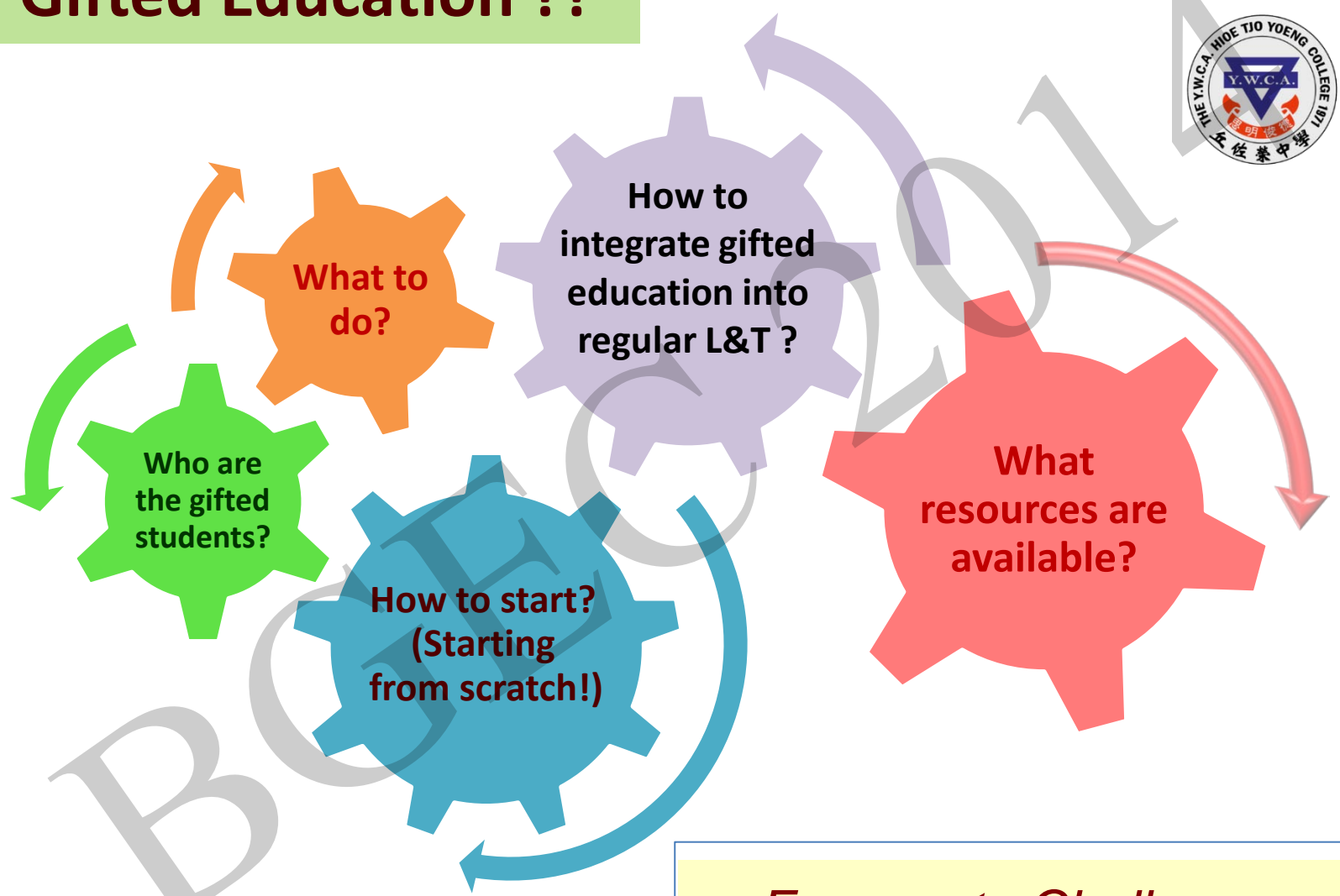
Think critically and be moral

Let everyone fly ...





Gifted Education ?!



Deep approach to learning Commitment to serving

Face up to Challenges

Territory-wide / International Competitions



2011 Oxford University
Math in the City
(Space Museum)
Highly Commended



2011 HKU + K11
Ecology studies in
Madagascar
**3 representatives
from HK**

Territory-wide / International Competitions



- 2008-09 HK Budding Scientists – **2nd Runner-up**

- 2011-12 HK Budding Scientists – **2nd Runner-up**

- Chinese Elite Programme – **GOLD AWARD (11-12)**

- Chinese Elite Programme – **BRONZE AWARD (13-14)**

「中國語文菁英計畫2011/2012」中學組得獎與得主
王詠詩@基督教女青年會丘佐榮中學



Territory-wide / International Competitions



YMCA Youth Leadership Development Award

- ✓ 2014 Championship (7th time)
- ✓ Most Creative Presentation
- ✓ Best Cooperation Award



Territory-wide / International Competitions



2004 <Easy-Buy Chicken> Asia Pacific Information & Communication Technology Awards - **Winner (Sec School Projects)**

2013 Android Applications Design Competition (HKUST)
2nd Runner-up
Most Favoured Application,
Best Presentation
Best Application in Practice

Territory-wide / International Competitions

Argued with emotion

Forceful Hio Tjo Yoeng speakers sound like rights activists in defeating motion that animal shows are beneficial

Better presentation and more convincing arguments helped YMCA Hio Tjo Yoeng College edge out the other Alliance Cheng Wing Gee College in the third round of the 20th Hong Kong SCMP Debating Competition.

The schools debated the motion "Animals, per forming animals shows are beneficial."

Cheng Wing Gee took the affirmative side and Hio Tjo Yoeng the negative.

The debate took place last month at Cheng Wing Gee, under the guidance of Petera Kinley, English teacher from Hio Tjo Yoeng College, and David Kinley, English teacher from Hio Tjo Yoeng College.

They gave the edge to Hio Tjo Yoeng's debaters because their delivery was better and it was more convincing.

Kinley said, "Speakers from the negative side spoke with facts, they sounded like animal activists, they provided evidence and getting the message across that animal shows are not beneficial."

From Four debater Gloria Chang was the first speaker from the negative side, she was named Best Speaker, Kinley said. "Gloria has

Gloria has lots of firepower. She rebutted arguments from the affirmative side clearly, point by point

DYMOCKS
debate.com.hk



Christian Alliance
Cheng Wing Gee College



- NESTA-SCMP English Debating Competition ... **Champions (in 4 heats), Best Debaters**
- Hong Kong Secondary Schools Debating Competition – Kowloon Junior **Champion**, Kowloon & NT Senior **Champion**, & **Best Debaters**



Territory-wide / International Competitions



Winning entry of Wong SC (S.5)



學生組 亞軍

Who can jump the highest? 誰跳得最高?

Photograph by Gabe Wong Wong Si Choi 王思趣



- 2013 National Geographic Channel Photo Contest ---
S.5 Wong SC : 1st Runner-up
- 2012 2nd 「尋·影·自然新角度」Hong Kong Students Video Clips Competition –
2nd Runner-up (Senior)
- 2011 「社企短片及徵文」(Social Enterprise Video Contest) –
1st Runner-up

Territory-wide / International Competitions



2013 “Let’s
Colour It” Dulux
Hong Kong
Schools Mural
Competition -
Champion





Food for Thoughts

Two different questions:

Q1. Who are the gifted students?

Q2. What is the giftedness of the student?

The wide spectrum of students' achievements assures us that Q2 would be more valid and more worth-pursuing...

What to do? How to start?



Key Milestones of Gifted Education Development in HTYC:



- Enrichment Programmes Unit



- Recognition of diverse talents



- Modeling & building aspirations



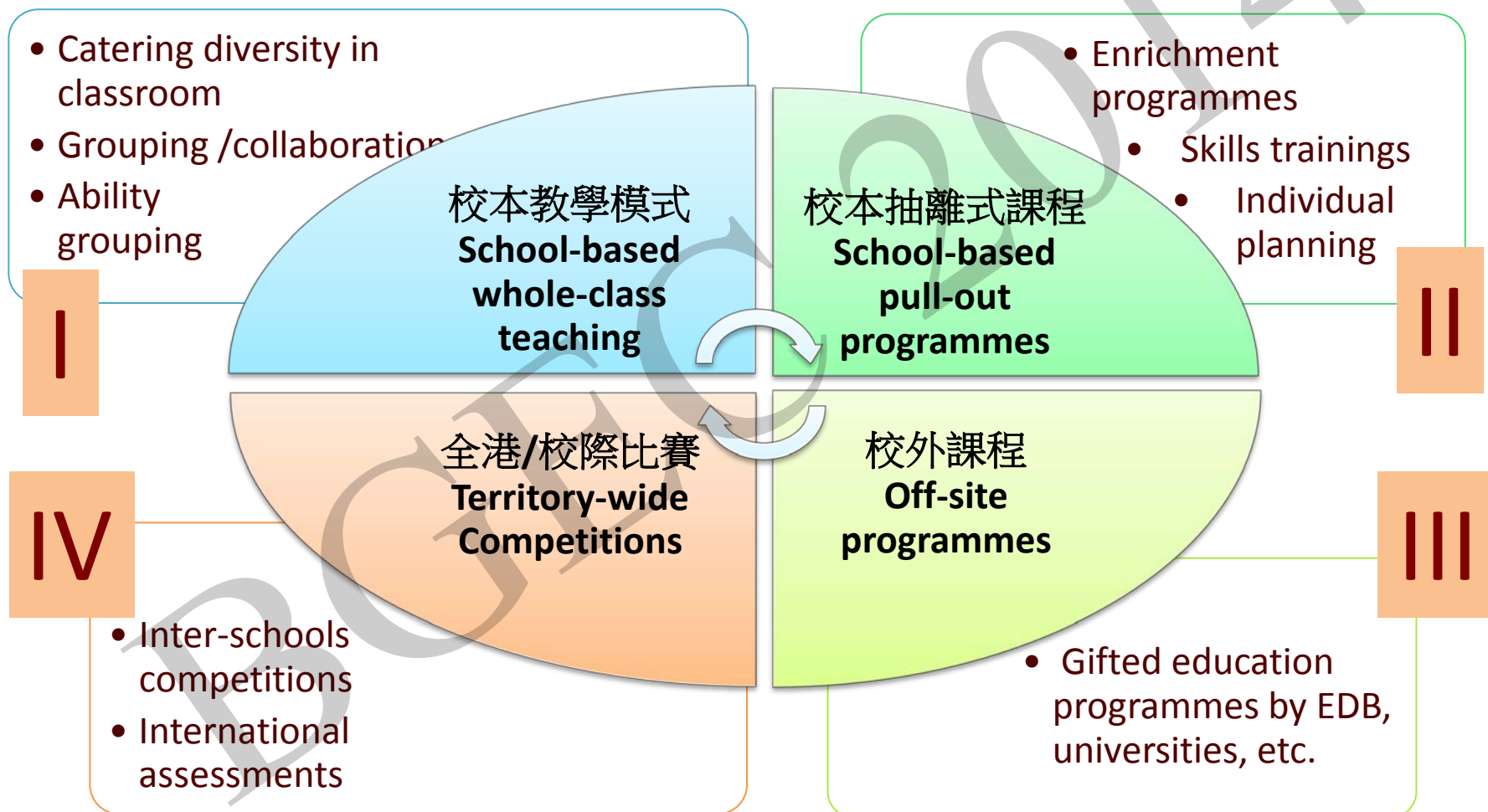
- From diversity to giftedness

Milestone I : Enrichment Programmes Unit



Enrichment programmes to promote advanced learning

4 Strategies to promote holistic whole school direction



Enrichment Programmes Unit (EP)

- Set up in 2010-2011 (a young unit with 6 members)
- Mission: To enrich HTYC students with good learning experiences to fully develop the students' giftedness, potentials, and to enhance the performance and competitiveness of **ALL STUDENTS**.
- Our main duties are to plan, promote, coordinate, support and implement **enrichment programmes** strategically and systematically. **(initial stage: Strategy III & IV)**

Enrichment programmes to promote advanced learning

Strategy 3: Off-site Programmes

Four domains: Humanities, Leadership, Mathematics and Sciences

- HKAGE Programmes
- HKU: Junior Science Institute
- HKUST Gifted Education Dual Programmes (Seed School)
- Study tours for student leaders
- Leadership training programmes
- EDB Web-based Learning Courses
- Fung Hon Chu Gifted Education Centre (poetry, science investigation, drama, forensic science, Math...)

Enrichment programmes to promote advanced learning

Strategy 3: Off-site Programmes

EDB Web-based Learning Courses

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Participants	30	41	25	40	60
Performance	Level 1 : 2 Level 2 : 3 Level 3 : 5	Level 1 : 4 Level 2 : 3 Level 3 : 6	Level 1 : 1 Level 2 : 1 Level 3 : 2	Level 1 : 14 Level 2 : 2 Level 3 : 8	In progress

Still work on pull-out school-based programmes
(only for **some selected students**) – initial attempts

A. Chinese Gifted Education Programme (2011)

(中國語文科抽離式資優培育計畫 - 思維與時事評論)

A collaboration with EDB to develop high-quality school-based Chinese gifted education programme



Still work on pull-out school-based programmes (only for **some selected students**) – initial attempts

B. Enhancement Education Programmes (Path to Further Studies & Effective Study Skills) for S4 and S5 (2012-13)

60 S4 – S5 Elite Students with Outstanding Academic Performance / Leadership have completed the course in April 2013



Still work on pull-out school-based programmes (only for **some selected students**) – initial attempts

- **S1 and S2 English Enhancement Classes**
- **S1 and S2 Mathematics Enhancement Classes**
- **S2 Mathematics Enrichment Programme**
- **S2 and S3 Mathematics Olympiad Training courses**





Food for Thoughts

5Ps: Policy Place
Program Process
People

Conflicts:

Talents development & Academic achievements



Talents development

- Linguistic
- Logical-Mathematical
- Musical
- Spatial
- Interpersonal
- Intrapersonal
- Bodily-Kinesthetic
- Naturalist

(Ref: Howard Gardner's
Multiple Intelligences)

VS

**Academic
Expectations
& long-standing
conceptions**

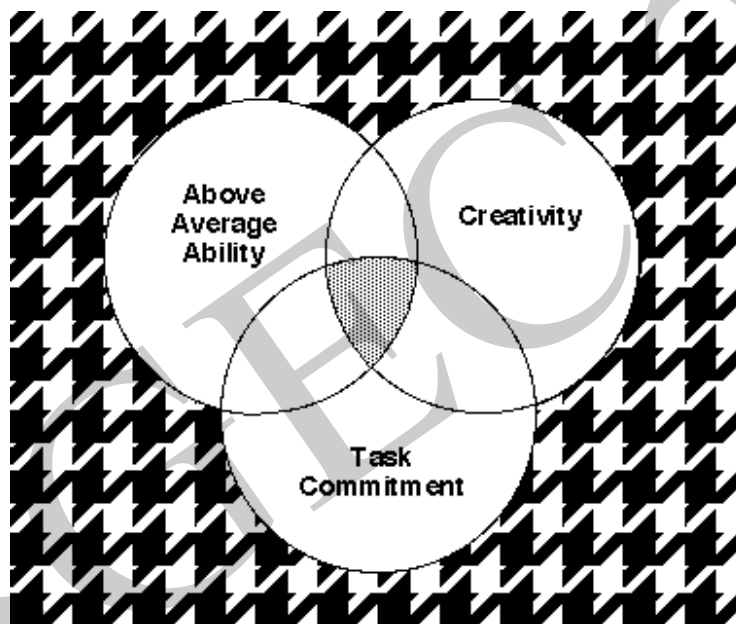
*Note: The need to
recognize diversity &
plurality*

The need for a nurturing environment to boost autonomous development of diverse talents



Renzulli (1978)

Three-Ring Model of Giftedness +



Co-cognitive elements
[Renzulli (2006)]



Important supportive elements:

- **Encouragement** by important others (parents, close adults...) (A lot of research)
- **Self-determination Theory** (Deci & Ryan, 2002) – **motivation**
 - * **Competence - autonomy – relationship**
- **Intrapersonal & Environmental Catalysts:** health, **motivation, will power, self-esteem ...** (Francoys Gagne, 1999)



嚴中有愛

High Expectations with Love



Environment
Atmosphere
Opportunities



Deep approach to learning Commitment to serving

Face up to Challenges



High Expectation: learning attitude

Be **SMART**

Serious in learning

Meticulous at work

Appreciative of goodness

Reflective for improvement

Tenacious in goal pursuit



Deep approach to learning Commitment to serving

Face up to Challenges

Encourage reading

HTYC



Library



Encourage investigation

HTYC

All laboratories renovated

Chemistry



Encourage interactions







From remedial work to enrichment From conflict to understanding

Initially:

- ✓ Remedial Classes
 - ✓ Enhancement
 - ✓ Honour outstanding achievements
 - ✓ Bright students working well on their own
- ✘ multipronged efforts to anchor a conceptual change

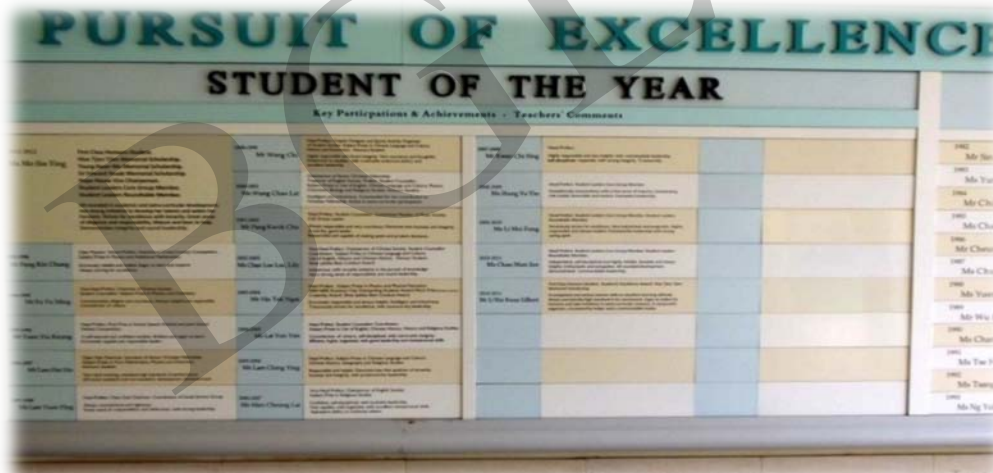


Food for Thoughts

Quantity change
↓
Quality change

Milestone II : Recognition of diverse talents

- ✓ No Streaming (Every student can fly)
- ✓ HTYC Balanced Development Award Scheme
- ✓ AD/PD policy / service policy
- ✓ Student of the Year
 - Artist of the Year
 - Athlete of the Year



The image shows a display board for the 'STUDENT OF THE YEAR' award. The board is titled 'PURSUIT OF EXCELLENCE' and 'STUDENT OF THE YEAR'. It features a table with columns for 'Key Participations & Achievements' and 'Teachers' Comments'. The table contains several rows of student names and their respective achievements and comments. The board is displayed in a school setting.

**Recognize &
Develop
Talents in
ALL students**

Milestone III : Modeling & Building Aspiration

Recognition/Sharing/Modeling

Hong Kong Budding Scientists Award Winners (2011-12 - 2nd Runner-up)



Recognition/Sharing/Modeling

Elite Chinese Gifted Education Programme

Gold Award - Top 10 students out of all HK competitors

(2011-12 中國語文菁英計畫-菁英大賽：金獎)



Recognition/Sharing/Modeling

Madagascar



Recognition/Sharing/Modeling

Sharing with schoolmates experiences and exciting moments in a science credit-bearing course at HKBU with merit



Recognition/Sharing/Modeling



Two elite girls shared in the School Hall on their challenging experiences in Earth Science Enrichment Programme

EDB Web course on Earth Science

Progress:

→ Level 1

→ Level 2

→ Level 3

→ Interview

→ Earth Science Enrichment Programme

→ HKU experiences & field trips

→ Research Project (supervised by a professor at HKU)



Food for Thoughts

3s' for inducing changes

safe

small

savvy

Note: Talents development requires Sense of Competence, Autonomy, & Relationship.

Milestone IV : From diversity to giftedness

Strategy 1: School-based whole-class teaching

- Promote “deep approach to learning” (in School Development Plan) (e.g. challenging problem-solving exercises, effective questioning techniques, peer collaborations learning activities (pair work, peer book sharing, group discussion and project work))
- Integrate gifted education elements into the curriculum of regular classrooms for ALL students (e.g. higher-order thinking skills, creativity and personal-social competence)
- **Ability Grouping arrangements** (English, Chinese, Math)

Gifted Education – strength / talent development

I: School-based whole class teaching

Ability groupings (structural)

S.1	1A		1B		1C		1D	
	Chinese ability grouping				Mathematics ability adjustment			
	Group 1		Group 2		Group 3		Group 2	
S.2	2A		2B		2C		2D	
	English ability grouping				Mathematics ability grouping			
	Group 1		Group 2		Group 3		Group 3	
S.3	3A		3B		3C		3D	
	English ability grouping							
	Group 1		Group 2		Group 3		Group 5	

Gifted Education – strength / talent development

I: School-based whole class teaching

✓ Ability Groupings in the lesson (pedagogical):

1. Collaborative groups
2. Mixed-ability groups
3. Ability-based groups

Liberal Studies: 1,2,3

Physics: 2 and then 3

English: 1 and 2

.....

Gifted Education – strength / talent development I: School-based whole class teaching

- ✓ Differentiation:
 - differentiated materials
 - differentiated instructions (e.g. Math)

Note:
Lesson Observations -
Very constructive and motivating arrangements.
Chan WK



The Y.W.C.A. HIOE TJO YOENG COLLEGE

S2 MATHEMATICS WORKSHEET (Chapter 8 – Linear Equation in Two Unknown)

Name: Yung Yu Ki (34) S.2 C Date: 12/3/2014

Using Geogebra, solve the following problems.

1. $y = 2x + 3$ (1)
 $y = -2x + 3$ (2)

State some special features of the graphs

They are straight lines, they have the same y-intercept.

Solve the simultaneous equations (1) and (2).

(0, 3)

Gifted Education – strength / talent development

I: School-based whole class teaching

- ✓ Project Learning System (S.1-3...):
 - S.1 project: (Gp) personal / community
 - S.2 project: (Gp) career exploration
 - S.3 project: (Gp) cross-subjects
 - S.4 – IES / SBA / Others.....

inducing
mission in
future careers



Gifted Education – strength / talent development

II: School-based pull-out programmes

ALL STUDENTS are welcome:

- S.1-3 Enrichment programmes on Eng / Math
- S.3 English workshops on language arts
- S.3-5 Famous Chinese writer workshops (novels, poems)
- S.4-5 Applied Strategic Thinking
- S.4-5 Effective communication & presentation
- S.4-5 Effective study skills

Gifted Education – strength / talent development I/II: School-based pull-out programmes

For **WHOLE FORM:**
& fostering individual exploratory

S.1 Life planning programmes (I)

S.2 Careers exploration and **Careers Expo**

S.3 Life planning programmes (II)

S.4 Goal setting and strategic thinking

Supported by a prevailing self-reflection culture.

An Overview





Food for Thoughts

two points make a
straight line

Note: Confirm the core values, set the objectives, and then “GO FOR IT”.



What do we think / feel?



- Difficult at initial stage
- Workload is heavy, multiple roles and posts
- **Limited resources and support** – time, money, human
- Excessive administrative procedures and paper work
- Shared vision in EP
- Committed members
- Satisfaction from students' development and achievements
- Progressing smoothly

A small step by us, a giant leap for students.....

In 2011, Wong MK completed a HKUJSI Biology course and selected as one of the **BEST THREE** senior secondary students

free 14-day field trip to **study the ecology and biodiversity of Madagascar with academics** in HKU-K11 Eco-Leaders Training Programmes



Opening a window, others may be opened thereafter.....



Education of the Gifted Students

VS

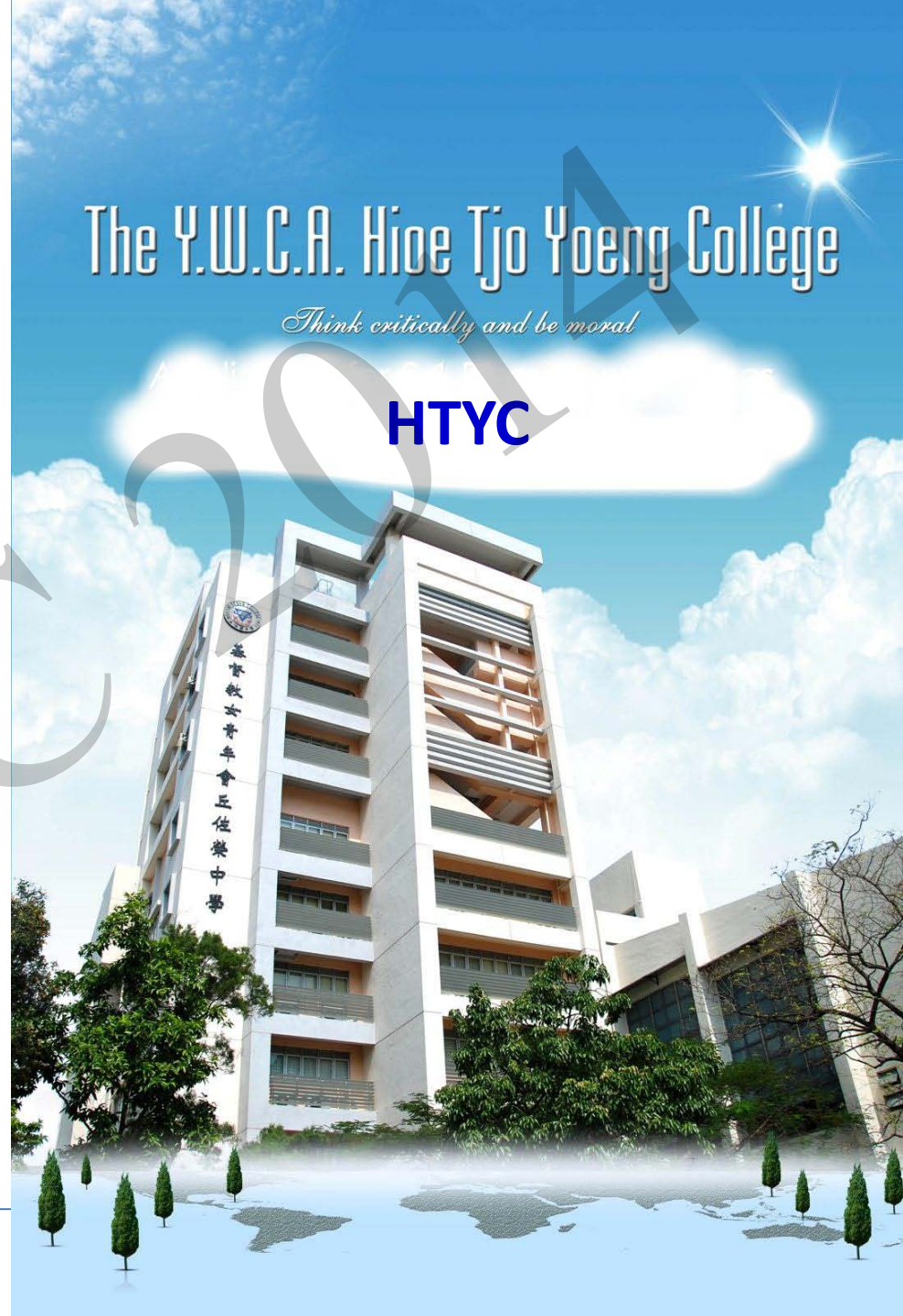
- ✓ **Gifted Education for ALL Students ...**

Deep approach to learning Commitment to serving

The Y.W.C.A. Hioe Tjo Yoeng College

Think critically and be moral

HTYC





Little stories

In HTYC, we go all out to support and guide our students to explore opportunities so that they can flourish in their talents.



Deep approach to learning *Commitment to serving*

Face up to Challenges



Visual Art
at CUHK



Talent
develop-
ment

Opera Singing at
Royal Academy of
Music, UK

Dream
catching



Persistence
in pursuit



Business
at HKU

Little stories

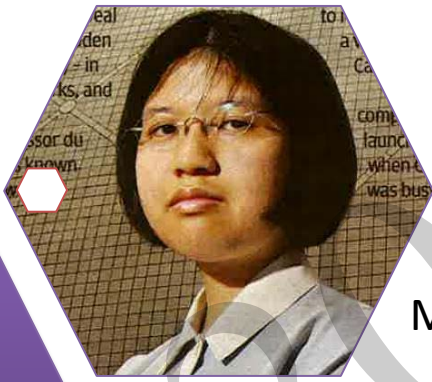
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Deep approach to learning Commitment to serving

Face up to Challenges



Mathematics, HK



Focused Efforts

Path finding

Building on strengths



Target: Chef



Target: Chinese Language

Deep approach to learning Commitment to serving

Face up to Challenges



Since 1971

Gifted Education at HTYC

Deep approach to learning Commitment to serving

The Y.W.C.A. Hioe Tjo Yoeng College

Think critically and be moral

Thank You

