

2014香港資優教育雙年會議

Hong Kong Biennial Gifted Education Conference

P202

資優教育教師網絡

Gifted Education Teachers Network



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

P202

資優教育 教師網絡

Gifted Education Teachers Network

Date: 5 Dec 2014 (Fri)

Time: 2:00-3:15 pm

Venue: WP01

教育局 資優教育組

2014/15年度

共提供9個 資優教育 教師網絡：

- 常識科-人文學科範疇(小學)
- 常識科-科學與科技範疇(小學)
- 科學教育學習領域(初中)
- 中國語文科(小學)
- 中國語文科(中學)
- 英文科(中、小學)
- 數學科(中、小學)
- 人文學科(中學)
- 人才庫(中學)

資優教育從何做起？

以『資優教育教師網絡』為切入點的校本教師專業發展模式

九龍塘天主教華德學校

5-12-2014

分享重點

1. 推行「資優教育」的原因
2. 校本「資優教育」的發展歷程
3. 參與資優教育教師網絡的得着
4. 對「資優教育」未來的展望



推行資優教育的原因

配合教育局發展重點

配合辦學團體理念

配合校情及校本需要

校本資優教育發展歷程

階段

醞釀及
構思

推行
課程

反思及
自我改善

提升至
校政層面

推廣及
優化課程

2008-2009

2009-2010

2010-2012

2012-2015

2015以後

重點

- 檢討學校現況
- 建基於學校已有的基礎

• 試點推行課程

- 鞏固經驗
- 凝聚力量
- 逐步提升至校政層面

- 不斷改良、優化及擴闊課程

醞釀及構思階段

如何籌辦/開展資優教育

檢視校情

人力資源

經費

教師培訓

課室的佈置

教學參考資料

The background is a lush green field of grass. Scattered around are various nature-themed items: a silver and black camera, a small compass, several Polaroid-style photographs of flowers and nature, a ladybug on a leaf, and a monarch butterfly. A large, light green rectangular area with a subtle floral pattern serves as a backdrop for the text.

建基於學校已有的基礎

多元智能課程表

試點推行資優課程階段

· 領導才能課程





反思及自我完善階段

- P.5小領袖課程
- P.4創意思維課程
- P.3,P.4創意思維課程

教師專業發展

校本培訓

- 「創意教學」
- 「如何識別資優生」
- 「高階思維策略十三招」
- 「高階思維的評估與照顧學習差異的教學策略」

校外培訓

- 「資優教育基礎課程(網上)」
- 「資優教育進階課程」
- 「資優教育深造課程」
- 「資優教育的專題講座」
- 「資優教育增益課程」

參考書目



反思及自我完善階段

如何有效推展資優教育

學校的關鍵人物

- 校方 / 校長
- 副校長 / 課程統籌主任 / 教師專業發展小組
- 科主任 / 科任教師



推展至校政層面階段

管理與組織方面

1. 成立資優教育小組



資優教育小組核心成員分工安排

職位	職責
教育心理學家	本計劃顧問
副校長	安排教師進修資優教育培訓課程 人力資源調配 與統籌主任共同策劃、統籌及監察資優課程內容、形式及推行情況
課程統籌主任	本計劃主席 策劃、統籌及監察資優課程內容、形式及推行情況 舉辦校本專業培訓課程
學務主任	本計劃副主席, 協助統籌主任策劃、統籌及監察資優課程內容、形式及推行情況 提供所需數據, 管理學科「人才庫」
活動主任	安排及監察校本抽離式/校外支援資優課程(體藝)的實施 提供所需數據, 管理體藝「人才庫」 安排及協調資優學生的活動及比賽
中/英/數/常科主任	推展校本資優課程 協助管理「人才庫」 聯絡校外支援
輔導主任/學生輔導主任	推展及處理情意方面的資優計劃 開發校外支援 家長課程
圖書館主任	開發、管理、提供有關資優教育的學習及參考資源

課程組分工安排





教師專業培訓

留意教育局、資優教育學苑及有關機構的資優課程

訂定教師出外進修優次
鼓勵及推薦教師參加

推展至校政層面階段

管理與組織方面

2.訂立資優教育政策



訂立資優教育政策

1. 理念
2. 政策聲明
3. 資優學生的定義
4. 識別資優學生的準則及方法
5. 資優教育專責人員(角色、職責)
6. 課程安排(校內、校外、合作夥伴)
7. 教學與學生支援策略
8. 檢視



推展至校政層面階段

學與教方面

- 一.將資優教育作為學校發展關注事項之一

參加常識科資優教育教師網絡

科主任的心聲



參加常識科資優教育教師網絡的得着



- 1.課程規劃-備課、觀課及評課的模式
- 2.教師層面-透過教師工作坊，加深認識資優教育及高層次思維技巧十三招
- 3.學生層面-運用高階思維十三招於課業
(常識筆記簿、工作紙)
- 4.期望-學生能靈活運用高階思維十三招幫助學習、整理資料及解決問題

A decorative border surrounds the text. It features stylized books with red and blue spines. A large yellow star with a black outline is positioned in the top-left corner, and another similar star is in the bottom-right corner. The background is white.

參加常識科資優教育教師網絡

教師的心聲

參加常識科資優教育教師網絡的得着



教師

在資優教育組課程主任帶領下，網絡成員互相交流，加深對研習課題的認識
拓闊教學視野

學生

提升學生的思維能力
(如：多角度思考問題)
對課題有更深入的了解
學生的參與度更高



推展至校政層面階段

學與教方面

二.共同備課及同儕觀課加入資優元素

三.高階思維策略小冊子

落實資優教育

課程小組會議

分科會議

科級小組會議

考績觀課、查簿

同儕觀課

檢視教學成效

共同訂定及推動資優教育發展



推行資優教育遇到的困難

人手安排

(邀請友好/志同道合的老師/行政老師作試行者)

教師對資優教育的看法

(分科會議/校務會議分享成功經驗)

家長及教師對資優教育的認識不深

(舉辦工作坊/培訓課程/參加資優教育網絡)

訓練時間

(利用課外活動的時間/導修課)

學生參與

(人才庫)

未來的展望(推廣及優化課程)

靈活運用課時

- 加強教師專業培訓
- 加強家長教育
- 加強與外間聯繫，優化資優課程
- 優化人才庫的管理

資優教育普及化

普及教育資優化

Thank
You!



九龍塘天主教華德學校
楊說梅主任、梁秀梅主任、張德明老師



Gifted Education Teachers Network

資優教育教師網絡

Using BSCS 5E Model and Differentiated Instruction for the Gifted & High-achievers in Primary 3, 4 & 5 General Studies (Science Topic) Lessons

在小三至小五常識課堂以**BSCS 5E**模式及適異性教學照顧資優及高能力學生

Dec 5 2014
Ms Vicky Lui
Marymout Primary School

Gifted Education Teachers Network 資優教育教師網絡



Set up by Gifted
Education Section, EDB

Mr. Joseph Leung
Mr. Issac Tsang

Participants:

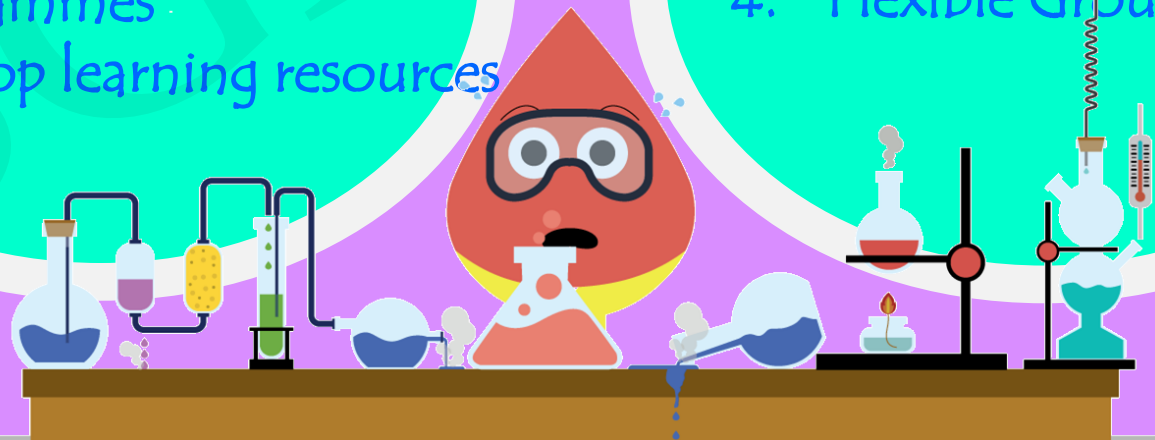
11 Primary Schools
19 Teachers

Function:

1. Sharing on lesson design
2. Inter-school visits
3. Professional development programmes
4. Develop learning resources

Strategies:

1. BSCS 5E Model
2. Tomlinson Model
3. Tiered Assignment
4. Flexible Grouping

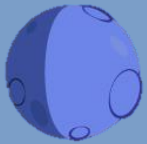


BSCS 5E model in
P.5 General Studies
五年級常識科
Earth's Revolution &
Rotation
地球公轉及自轉



Engage

StarLab – Observe the Sun



- a. Different places on Earth
- b. Duration of day and night

Exploration
&
Explanation

Elaboration

Introducing ecliptic and zodiac



Student be the teacher!

Evaluation


Curriculum
Differentiation in
P.3 General Studies

三年級常識科
Heat & Cold 冷與熱







experiment and write the answer on the _____




(1) Place the candles evenly on a metal rod.




(2) Fix the metal rod and heat one end of the rod.



(2) Fix the metal rod and heat one end of the rod.



Result:
Candle A is the first to drop.
Candle D is the last to drop.



Result:
Candle A is the first to drop.
Candle D is the last to drop.

Note:
Heat is transferred from the hotter / cooler part to the colder / warmer part.

Core group: To learn that heat is transferred from a hotter part to a cooler part



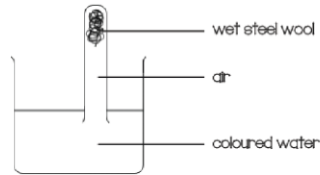
BSCS 5E model in
P.4 General Studies

四年級常識科
Air 空氣

Students' performance

Activity 5.4 Rusting

Set up:



1. Draw the original water level in the set up above.
2. Observe and note the original colour of the steel wool.
3. What will happen to the colour of the steel wool and the water level after one day? Predict.

Predict



Colour of steel wool after one day: _____
Water level after one day: _____



Observe



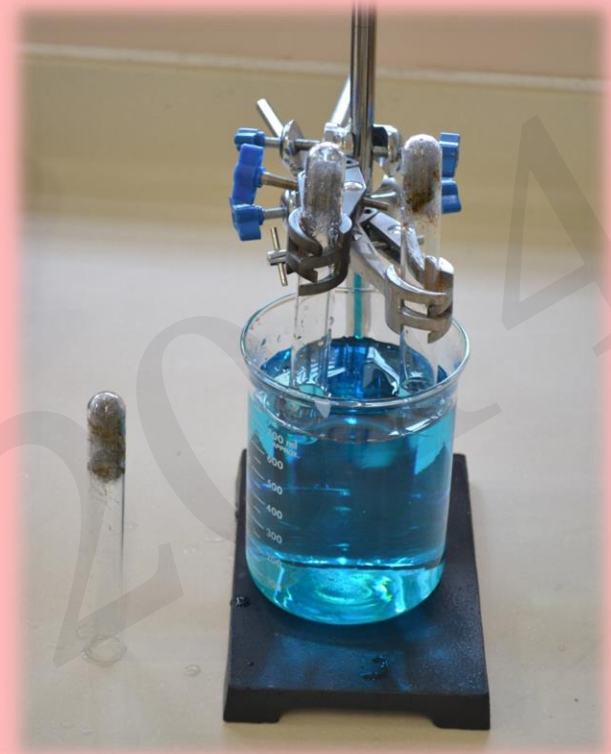
Colour of steel wool after one day: _____
Water level after one day: _____



Explain



8



Explain

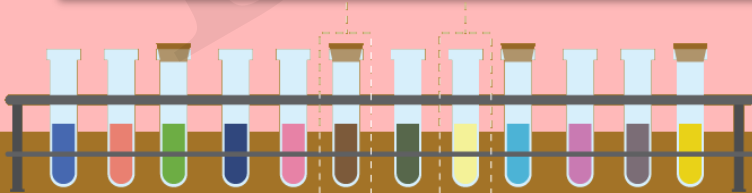


It is because the steel wool comes into contact with oxygen and water.



Explain

There is air (oxygen) in the tube so the steel wool (iron) get rust. At first, there is no water because the air in the tube takes space. But after the steel wool rust, the oxygen in the tube uses up so the water level get in the tube (water level rises).



Introduction of the Gifted Education Teachers Network (Mathematics)

教育局 資優教育組

資優教育 教師網絡 (數學)簡介

Gifted Education Teachers Network (Mathematics)

Theme:

How to develop students' higher order thinking

Format:

Monthly sharing by members on their strategies in developing students' higher order thinking in math.

Level:

Primary & Secondary Teachers together



To understand better the connection between Pri & Sec Curriculum & GE

Schedule of meeting for 2014/15:

3-5 pm

Date	Theme	
21 Oct 2014 (Tue)	The design and structure of a three-year whole class gifted programme	
9 Dec 2014 (Tue)	Developing students' inquisitive mind through math projects	
13 Jan 2015 (Tue)	Insight got from some foreign textbooks in developing students' higher order thinking	
10 Mar 2015 (Tue)	Integrating math ideas into students' everyday life experience	
14 Apr 2015 (Tue)	Using IT to develop gifted students' math talents	
5 May 2015 (Tue)	Inspiring students' higher order thinking through probability & statistics	

Sharing of Resources:

Resources related to the monthly sharing and the school tryout will be uploaded to the web platform of the GE Teachers Network (Math) for members' reference.

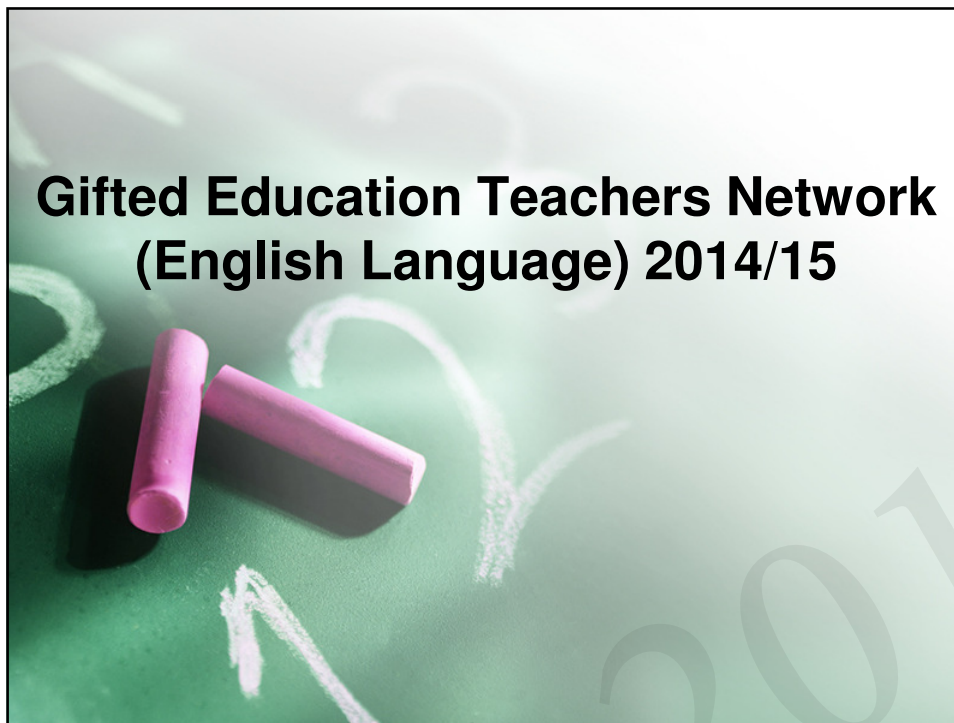
資優教師網絡(數學) 網上平台(for members)

<http://minisite.proj.hkedcity.net/getn-maths/cht/home.html>

Enquiry about the Gifted Education Teachers Network (Mathematics)

Officer-in-charge:

Andy TSE (Tel: 3698 3475; email: kotse@edb.gov.hk)





Goals (1)

- To enable the Gifted Education Teachers Network (English Language) (GETN) members to exercise **informed** choice in the planning, implementation and evaluation processes as they address the needs of all students, including those of the gifted
- To learn collectively and act **differently** for the high quality professional development and the development of gifted education
- To develop **reflective** culture

Objectives

- To collaborate with the Gifted Education Section (GES), Education Bureau to pilot strategies and develop exemplary tasks in the regular English classroom or in English pullout programmes based on curriculum models in gifted education to foster assessment as learning (AsL) for the gifted
- To develop good practices of gifted education in English and other domains based on the Three-tier Implementation Model
- To sustain ongoing focused staff development by receiving the continuous support from GES and the Network for professional exchanges through collaborative lesson planning, experience and resource sharing, inter-school programmes, and territory-wide events in gifted education

Structure

- **Network members**
 - Participating schools: 22 (18)
 - Primary schools: 11 (10)
 - Secondary schools: 11 (8)
 - Members: 35 (20)
 - Teachers involved: 62 (55)
- **Officers of the Gifted Education Section, Curriculum Development Institute, Education Bureau**

*() no. of schools in 2013/14

Roles and Expectations

Network members:

- have received **training**/contributed to teacher training in gifted education/have **strong interest** in gifted education;
- are **experienced in English teaching**;
- are experienced in **teaching or coaching gifted students**;
- are experienced in **collaborating with their colleagues** in curriculum planning and delivery to cater for the needs of **gifted and talented students**;
- are willing to **take the lead** to plan, initiate ideas for the development of the team;
- are willing to **share** resources and exchange experience/good practice.

Gifted Education Section Officers will:

- mobilise the teaching and community resources to facilitate the education of the gifted, including those in English, through the Network
- keep the network posted of the development of gifted education in Hong Kong, Asian regions and other parts of the world
- assist in focusing the work of the team on catering the needs of gifted students in the regular classroom and beyond the class
- discuss with the team meaningfully educational research and theories to model teaching practice

Tasks

1. To pilot **differentiation design and strategies** based on **curriculum models** e.g. Bloom's Taxonomy, Tomlinson's Equalizer, 5E Model and others, in the regular classroom or in English pull-out programmes to enhance the creative and critical thinking of the gifted in English
2. To experiment with an **online** platform, its materials and **related pedagogical strategies** to develop examples of using **IT** to facilitate the learning of the gifted in English and other domains
3. To pilot strategies in giving **feedback** and using rubrics to foster **assessment as learning** for the gifted
4. To participate in the adjudication as a **judge** for the 2014/15 Hong Kong Budding Poets (English) Award (**BPA**)

Task 1 (Example)

To pilot differentiation design and strategies based on curriculum models e.g. Bloom's Taxonomy, Tomlinson's Equalizer, 5E Model and others, in the regular classroom or in English pull-out programmes

Self-regulated Learning



Communication Gap?

Watch a clip at <http://www.youtube.com/watch?v=TD8BdaAPm>
(The clip is 2 minutes 4 seconds long.)

Food for Thought:

1. Do you think the communication gap in the conversation was serious? What caused the gap?

Suggested prompts for teachers:
Possible reasons for the communication gap:
• Lack of information

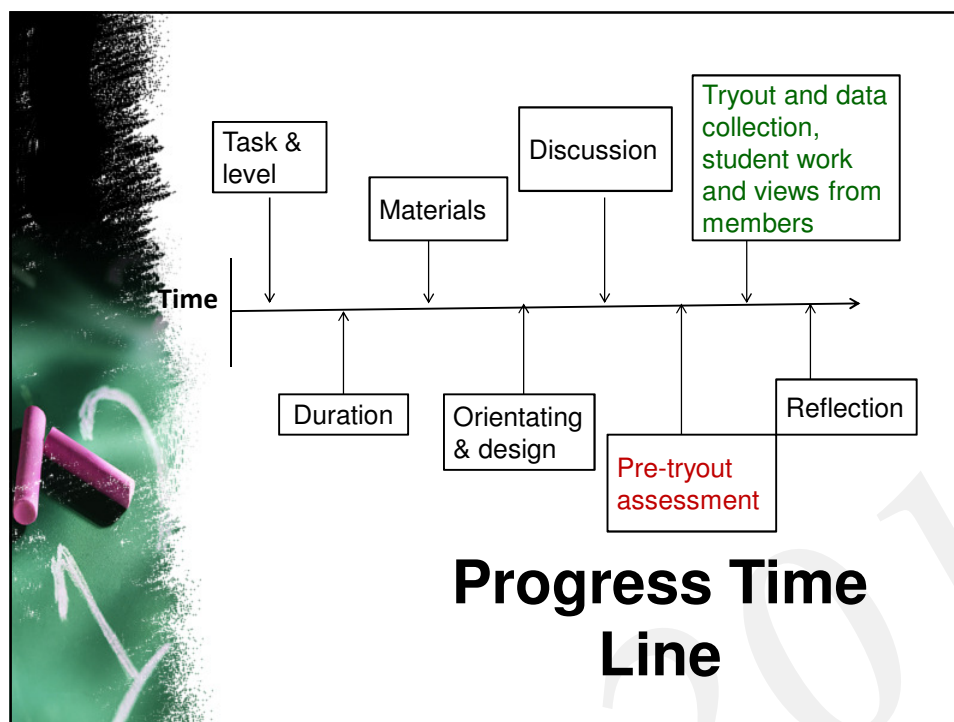
Goal Matrix

1. Select the communication skills that you plan to enhance.
2. They will become your goals to achieve through the tasks you are going to do in the lessons.
3. Prioritise your goals by numbering them in the boxes with '1' being the most important goal.

EC 1: Listening		EC 2: Nonverbal Communication	
1. Focus fully on the speaker	<input type="checkbox"/>	1. Practice observing people	<input type="checkbox"/>
2. Avoid interrupting	<input type="checkbox"/>	2. Be aware of individual differences.	<input type="checkbox"/>
3. Avoid forming judgmental	<input type="checkbox"/>	3. Look at nonverbal communication signals as a group	<input type="checkbox"/>

Step	Lesson Flow	Strategies
1	<p>CQ1: What goals am I aiming for in my learning?</p> <ul style="list-style-type: none"> Invite the students to respond to the questions in the Food for Thoughts of the flipped classroom materials. Focus the discussion on Q2 to guide the students to self-assess their communication skills, including listening, speaking, and observational skills. 	<p>SAC — Share, Ask and Clarify (Bloom's— Evaluation)</p>
	<p>Suggested Flow for Fishbowl Discussion (Peer Feedback and Commenting)</p> <p>currently in relation to those goals? (Also mention 'In what way do my classmates know well and not so well as we elaborate on comments from others?' to the class. Ask the about why we should think about this at we should do it to answer it. Prioritise their goals from the Goal Matrix</p>	<p>DAT—Do and Tell</p> <p>GAT (Give As we Take It)</p> <p>Goal Matrix</p>

Collaboration Example



Sharing Sessions

Date	Time	Nature	Venue
26/9/2014 3/10/2014	4 p.m.	Briefing cum general meeting	E304, East Block, KTESC*
11/12/2014 (Thurs)	3:30 p.m.	Focused Sharing	E303, East Block, KTESC
25/3/2015 (Wed)	3:30 p.m.	Focused Sharing	E304, East Block, KTESC
2/7/ 2015 (Thurs)	3:30 p.m.	Focused/End-of-year Sharing	E304, East Block, KTESC
10/7/ 2015 (Fri)	3:30 p.m.	End-of-year Sharing	E304, East Block, KTESC

Schedule for Primary School Team in blue
 Schedule for Secondary School Team in red
 Schedule in green for both teams

*Note: KTESC stands for Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong

Network Title	Gifted Education Teachers Network (English Language) 2014/15
Introductory Information	<p>Target participants:</p> <p>Primary and secondary English teachers who:</p> <ul style="list-style-type: none"> • have received training/contributed to teacher training in gifted education/have strong interest in gifted education • are experienced in English teaching, including teaching language arts • are experienced in teaching or coaching gifted students • are experienced in collaborating with their colleagues in curriculum planning and delivery to cater for the needs of gifted and talented students • are willing to take the lead to plan, initiate ideas for the development of the team • are willing to share resources and exchange experience/good practice <p>Tasks:</p> <ul style="list-style-type: none"> • Piloting differentiation design and strategies based on curriculum models e.g. Bloom's Taxonomy, Tomlinson's Equalizer, 5E Model and others, in the regular classroom or in English pullout programmes to enhance the creative and critical thinking of the gifted in English • Experimenting with an online platform, its materials and related pedagogical strategies to develop examples of using IT to facilitate the learning of the gifted in English and other domains • Piloting strategies in giving feedback and using rubrics to foster assessment as learning for the gifted • Participating in the adjudication as a judge for the 2014/15 Hong Kong Budding Poets (English) Award <p>No. of general meetings/sharing sessions in 2014/5: 5</p>
Contact information	<p>Name: Dorothy LI Wing-sze</p> <p>Tel: 3698 3476</p> <p>Email: dorothyli@edb.gov.hk</p>

Network Title	資優教育教師網絡(中國語文科)
Introductory Information	<ul style="list-style-type: none"> • 中文科的教師網絡分為中、小學兩組 • 今年研習的重點是：如何運用「適異性課程」在一般課堂上照顧資優生的學習需要 • 活動的詳情如下： <p>第一次：本組課程發展主任分享資優教育的教學策略 (已舉行)</p> <p>第二及三次：觀課活動(觀課和被觀課，全年分別最少參加一次) (約於明年 2 月至 4 月舉行)</p> <p>第四次：中期分享會——本組課程發展主任分享資優教育的教學策略(約於 5 月舉行)</p> <p>第五次：期終分享會——於網絡教師分享校內推行資優教育的經驗/進行試教的經驗 (約於 6 月舉行)</p>
Contact information	<p>Officer's email and/or tel no</p> <p>cdoge9@edb.gov.hk / 3698 3482</p>

資優教育組
資優教育教師網絡(常識科) 2014/2015

背景	<p>本網絡自 2010/2011 成立以來，教師成員與學校數目不斷增加，同工實踐高階思維的班級也越來越多，可見學校對於資優教育的教學策略實踐與課程設計的認識及信心日益增強。</p> <p>網絡在 2014/2015 年度的目標：</p> <ol style="list-style-type: none"> 1. 強化照顧學習差異的三大策略：分層提問、分層課業設計、靈活分組 2. 落實在學校三年/課程發展計畫中的資優三寶：高層次思考/創造力/社交情意 3. 開拓第一層全班式教學中對於學生情意（個人及社交能力）的培訓 4. 建立創意教學的校本教學模式與專業發展的共同語言
網絡運作方式與教師參與方式	<p>（由三至四間學校組成一個小組）</p> <ol style="list-style-type: none"> 1. 聯校共備課業（聯校的小組選定相同的試教常識科課業/主題，在教育局九龍塘教育服務中心進行一次備課會） 2. 跨校觀課交流（同組學校互相觀課與交流） 3. 凝聚專業團隊力量（使用課堂錄影片段，教材，學生佳作，資優教育組人員的回饋等作科組內 / 校內 / 網路聚會作經驗分享） 4. 資優教育組舉辦兩次全體網絡成員聚會（學期初的簡介會，學期末的總結分享會）。 5. [新增]按照學校需要，每個小組一次會議商討如何草擬學校三年計畫/課程發展計畫中有關落實資優教育元素的方案：高層次思考/創造力/社交情意，以及照顧學習差異/拔尖等
實踐校本資優教育	<p>提供專業交流平台，供常識科教師交流專業知識和高層次思維教學模式，並落實校本資優教育：</p> <ul style="list-style-type: none"> ➤ 第一層次（全班式教學中植入高層次思考、創造力與社交及個人情意發展元素，並且落實照顧學生個別差異的教學策略，例如靈活分組，多元化教材或分層課業） ➤ 第二層次（抽離式增潤課程）的資優教育服務的實踐
參加網絡的學校及人員	<p>常識科科任教師聯同科主任 / 課程主任/負責推動校本資優計畫的同工/ 學校領導參加則更有助持續發展</p>
資優教育組聯絡人：	<p>曾有娣女士 (Ms Mandy Tsang)</p>
聯絡資料及參加辦法：	<p>3698 3493 mandytsang@edb.gov.hk</p> <p>{請於 7 月 20 日前在此網上平臺 https://olrs.edb.hkedcity.net/cm01/填寫報名資料；若未能於該日期決定參加與否或有任何疑問，歡迎電聯 Mandy Tsang 洽談，謝謝!}</p>

Network Title	資優教育教師網絡(人文學科)(中學)
Introductory Information	<ul style="list-style-type: none"> • Composition of the network: <ul style="list-style-type: none"> -number of members: 21 teachers -number of schools: 15 -positions: panel heads and teachers of various humanities subjects, GE coordinators, heads of academic affairs etc. • Foci of development: <p>2014/15 主題: 發展資優生(人文學科)的批判思考能力和創造力</p> <ul style="list-style-type: none"> - 包括全班式教學(融入資優教育理念及教學策略的實踐), 和人文學科抽離式資優培育計畫之嘗試。 • Mode(s) of development: <ul style="list-style-type: none"> - 作為一個「平台」的角色, 匯聚志同道合、任教人文學科的教師交流資優教育方面的知識、專長和資源, 以滿足資優學生的學習需要, 並協助他們充分發揮潛能 - 舉行分享會, 成員交流如何在教學中融入資優教育理念及教學策略; 可參與試教 • Or any others, please specify. <ul style="list-style-type: none"> - 今年將有 8 位成員分享他們在教學中如何融入資優教育理念及教學策略的嘗試, 歡迎成員邀請同事或相關友好來參加 - 亦歡迎志同道合、任教人文學科的教師參加, 請聯絡以下課程發展主任 - 參考附件: 聚會時間表 (see page 2)
Contact information	卓惠芳 (Ms Fiona CHEUK) 課程發展主任 E: wfcheuk@edb.gov.hk T: 3698 3480

資優教育教師網絡(人文學科) (中學) 2014/15

聚會時間表

主題：發展資優生(人文學科)的批判思考能力和創造力

時間：5:00 p.m. -6:30 p.m. (負責教師的分享時間為 60 分鐘)

地點：九龍塘沙福道 19 號 九龍塘教育服務中心 東座 3 樓 E312 室

負責人：卓惠芳 (Ms Fiona CHEUK)資優教育組課程發展主任 E: wfcheuk@edb.gov.hk T: 3698 3480

分享會/ *其他	日期	題目/內容	負責人/分享教師
1.	31Oct 2014, Friday	善用資訊科技翻轉課堂 - 促進資優生的自主學習 中三 中國歷史	尹紹賢 聖公會鄧肇堅中學
2.	21 Nov 2014, Friday	適異性教學(Differentiation) 試教分享: 「今日中國是一個體育強國嗎？」 (中三 生活與社會、歷史、中四 通識) - 探討如何在全班式教學融入資優教育理念及教學策略(如同質分組、分層課業等)	施卓凌 中華基督教會基智中學
*GE Conference	4-5 Dec 2014, Thur-Fri	香港資優教育雙年會議 2014 網上報名 http://geconference.hk/2014/b5/index.php	
3.	18 Dec 2014, Friday	以「平行課程模式」教案設計, 發展校本全班式資優教育計畫 科目: 中史 初中	莊偉倫 黃紫瑩 東華三院盧幹庭紀念中學
*Workshop	9 Jan 2015, 2:00-5:00pm Friday	翻轉課堂 - 善用資訊科技(Prezi)促進自主學習、加廣加深人文學科探究歷程 (中學)(修訂) <i>Course code: CDI020150135 (EDB 培訓行事曆)</i>	Issac Tsang & Fiona Cheuk 資優教育組
4	6 Feb 2015 Friday	從「衣、食、住、行」學歷史 - 抽離式資優計畫的設計與實施 初中 歷史/人文學科	梁偉傑 漢華中學
5.	27 Mar 2015 Friday	適異性教學(Differentiation) 設計及試教分享	楊利雅 余健祥 基督教聖約教會堅樂中學
*Workshop	9 June 2015, 2:00-5:00pm Tuesday	照顧人文學科高潛質學生的學習需要(以 Google Earth 探究香港議題) (中學) (新辦) <i>Course code: CDI020150137 (EDB 培訓行事曆)</i>	Issac Tsang & Fiona Cheuk 資優教育組
6.	11 June 2015 Thur, 3:00-4:30pm	城市規劃多面睇 - 校本抽離式資優培育計畫 (跨人文學科: 地理、歷史、中國歷史、通識) 設計及推行分享 初中	楊永成 保良局唐乃勤初中書院
7. (待定)	25 June 2015, Thur	2015/16 協作計畫 (待定)	Fiona Cheuk

*其他: 為方便各位參考, 也付上本年度相關的教師培訓活動,

歡迎在網上另外報名參加(請於相關課程舉行前一個月, 於 EDB 培訓行事曆網上報名

<https://tcs.edb.gov.hk/tcs/publicCalendar/start.htm>

Network Title	資優教育教師網絡(小學常識科-科學與科技範疇) 資優教育教師網絡(科學教育學習領域(初中))
Introductory Information	<ul style="list-style-type: none"> • 中、小學網絡的聚會分開進行 • 今年研習的重點是：如何運用「BSCS 5E 教學模式」在一般課堂上照顧資優生的學習需要 • 小學組：於 2013/14 學年開始，為期兩年 至 2014/15 學年。 • 中學組：於 2014/15 學年開始，為期兩年 至 2015/16 學年。 • 網絡聚會，約每兩個月舉行一次 • 活動內容： 參與教師於網絡聚會中，分組以「BSCS 5E 教學模式」設計教案(本組課程發展主任提供專業建議)，並由教師於學校中試行，及於網絡聚會中與其他同工分享試行心得。
Contact information	Officer's email and/or tel no: kintakleung@edb.gov.hk / 3698 3477 issactsang@edb.gov.hk / 3698 3474

Gifted Education Teachers Network (Talent Pool)

Theme: Development of a Talent Pool in Secondary Schools

Description: It is a 2-year pilot project which aims to set up a school-based Talent Pool in the network schools. The idea of having a Talent Pool is based on Renzulli Identification System and his Enrichment Triad Model (Renzulli, 1977).

Members: A total of 16 teacher members from 6 secondary schools

Phase 1 (2014/15 School Year)

Building up the infrastructure of a Talent Pool

- ♦ Development of an event-based data structure on WebSAMS to record a single event of students (Purpose: to identify students who have outstanding talents)
- ♦ Development of a web-based identification program for Talent Pool (Purpose: to generate a list of students who are of above average intelligence, creativity, leadership and have a high level of task commitment)

Phase 2 (2015/16 School Year)

Development of a school-based Talent Pool

- ♦ Trial run the 2 Talent Pool tools that have been developed in 2014/15 in the Network Schools
- ♦ Identification of students through Teacher nomination and Self nomination into the Talent Pool
- ♦ Development of a school-based Talent Pool that is based on the record of 2014/15 school year and the results of the nominations.
- ♦ Provision of suitable Type I and II programmes for the students in the Talent Pool
- ♦ Feedback on the process of identification and programming
- ♦ Overall evaluation of the pilot project