

Enhancing Equality in Learning Opportunity –
Develop effective school-based enrichment programmes
for under-achievers with high ability in low social
economic status

Prof. SIN, Kuen Fung Kenneth

Prof. Dr. Lianne Hoogeveen

Dr. Patrick LAM Hak-chung

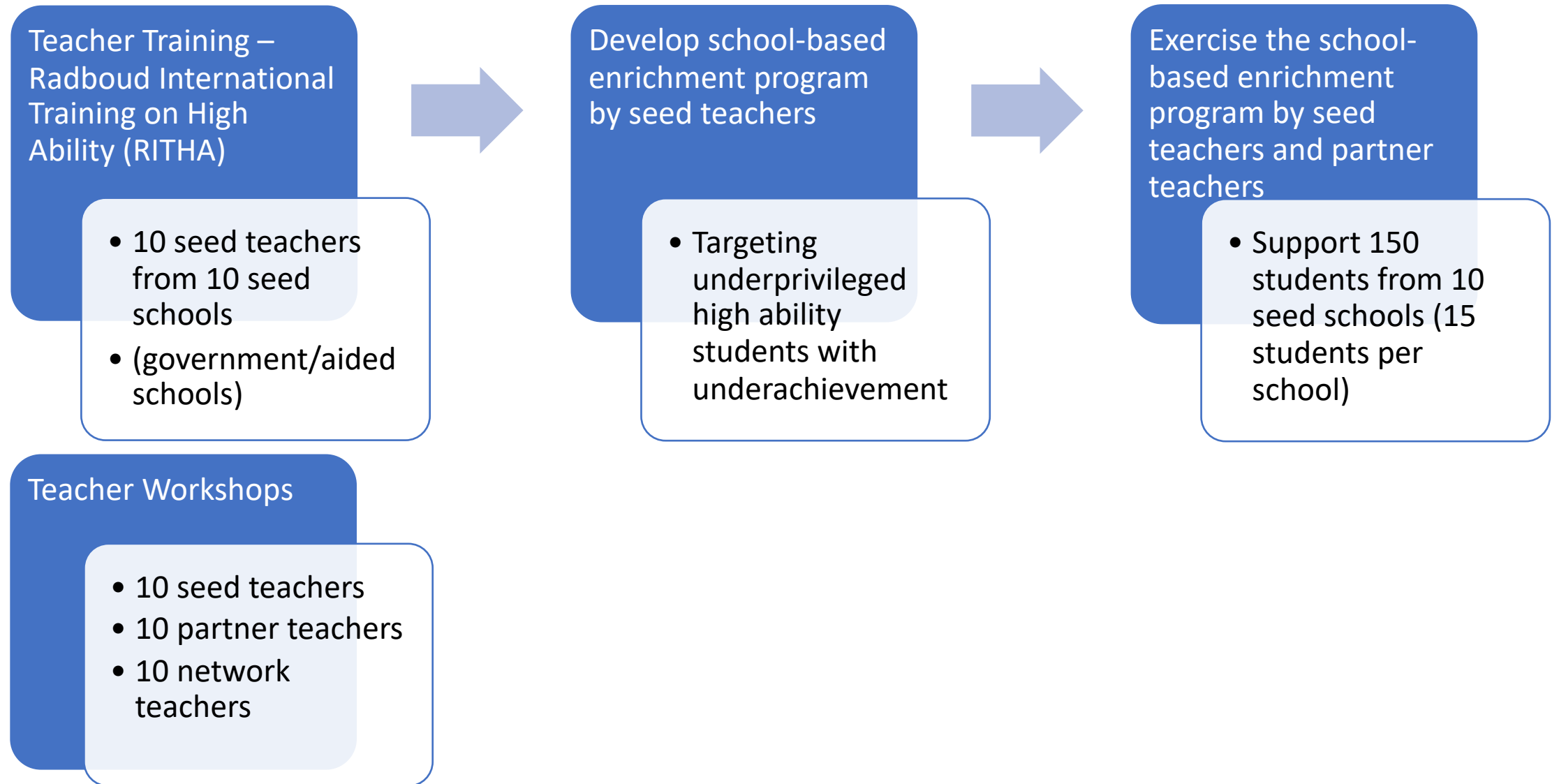
Project Background

- High ability students have their special education needs to develop their talents
- **Families** of underprivileged students with high ability **do not have extra resources** for children's talent development.
- Hong Kong is **lacking a systematic specialist training in gifted education** for teachers to identify and support the high ability students.
- Underprivileged students with high ability is **underrepresented**
→ have **risk to be underachieved**

Project Aims

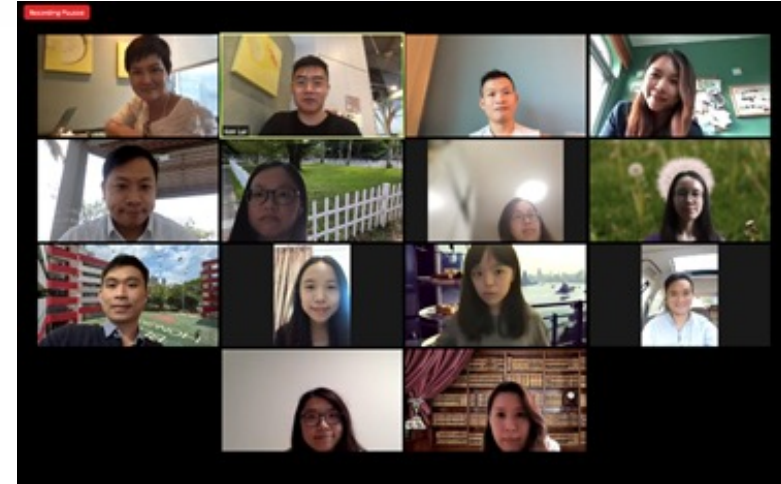
1. To provide **suitable education for the children** to develop their talents in school
2. To provide an opportunity for **teachers to gain insights** of their students' talents and **receive guidance** on their talent developments
3. To assist Hong Kong schools to map the stronger and weaker capacities of the underprivileged students by **providing training** to them in the **basic knowledge of education** for high ability students
4. To develop a **local community of talent development** experts in long run
5. To **change the perspective** the general public in **gifted education**

Project Logic Model



Project Details

- 10 Seed teachers participate in :
 - (1) RITHA Specialist Training (Block 1)
 - (2) Seed teachers learning community
 - (3) School-based enrichment program development
 - (4) Individual consultation on designing the enrichment program
 - (5) Teacher workshops
- 10 Partner teachers and 10 Network teachers participate in :
 - (1) Teacher workshops
- After the development of school-based enrichment program, seed teachers conduct the program at schools with the help of partner teachers.





Mid term Project
Activities and Outcomes
(Until 30 November
2022)

RITHA Specialist Training (Block 1)

- RITHA Specialist Training Block 1: **Foundations of Gifted Education**
- Provide **professional training** for seed teachers
- **Scientifically based framework** of gifted education
- Critically review new information for purposes of shaping and building teachers **own personal views and practices.**
- Ten weeks training with 80 study hours, including 32 hours of self-study, 21 hours of assignments, 24 hours of online learning and a three-hour final exam.

RITHA Specialist Training (Block 1) Outcome

- Comments from seed teachers to RITHA Training**

“First of all, I would like to say thank you to all our lecturers and administration. There’s a lot of resources and they really like the discussions. Level of the topics is appropriate. Balance between theory and practice. They match the learning goals. The seminar is a way for them to express their ideas. They love the lecturers and the feedback they receive. They like the flexibility and the solutions the lecturers are suggesting regarding the work schedule.”

Questions	Average score (out of 5)
During the online course, I was able to further develop the required competencies	3.8
The content ties with the learning objectives for the online course	4
I put into practice what I have learnt	3.6

RITHA 2021-07 Hong Kong - Educating Gifted and Talented Youth

Report composed on 05-11-2021

Subject name	Educating the Gifted and Talented Youth (EGTY)
Evaluation name	RITHA 2021-07 Hong Kong - Educating Gifted and Talented Youth
Evaluation start- and end date	03-10-2021 t/m 31-10-2021
Amount of respondents	5 from a total of 10 (50%)

Average scores

Below are the average scores. These averages are composed of all results on all questions, with the exception of the questions with the scales 'Yes / No' and 'Open question', and questions in which the set of questions states that they may not be included in the average.

Average score total	Average score subject	Average score teacher
7.3	7	7.6

Development of school-based enrichment program



香港教育大學
The Education University
of Hong Kong

- Seed teachers develop school-based enrichment program based on the student's need at their schools
- 1 to 1 consultation with the project consultant to revise the lesson plan

Outcome of the development

- 10 well-developed school-based enrichment program
- Will be published in the resources book at the end of the program



香港教育大學
The Education University
of Hong Kong

「促進平等學習機會—為才華未展的學生制定有效的校本增潤課程計劃」
課程目的、活動目標、內容大綱

活動名稱：P.4 STEM UP Reading Fun

負責老師：馬錦廷、高慧慧

適合學生：小四才華未展學生

挑選學生準則：

1. 去年期未評估中的英語成績與去年期未評估中的STEM科目成績比較，在STEM科目中獲得A或B級但在英語中獲得B級或以下成績的學生將被提名。

原因：這些學生的英語語言或閱讀能力影響他們未來在以英語授課的STEM科目中的表現，希望預早發掘他們和幫助他們建立閱讀科學文本的習慣和能力，熟悉有效的閱讀策略。

2. 有參加STEM校隊選拔，老師認為有潛能或有高於平均水平的能力，但因名額已滿，不被挑選的學生將被提名。

原因：這些學生有創造力，或對有熱情任務或工作的承擔，希望提供平台給他們發展才能和加強英文閱讀水平和習慣，能夠預早發掘自己。在STEM中取得優異成績需要大量的跨課程閱讀，英語對於在STEM科目或學業中取得成功至關重要。

3. 老師透過觀察、平日的學業評估、或學生其他表現，提名於STEM科目才華未展的小四學生。

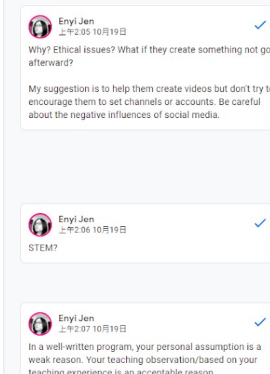
原因：選擇小四學生是因為之前一至三年級STEM相關的增益性或校本增潤課程較少，有才華的小四學生過往欠缺平台，有機會導致才華未展。高小有更多以英文教授有關科學的修習課程，這課程可促進這些學生



Teaching plan for FK Youtuber

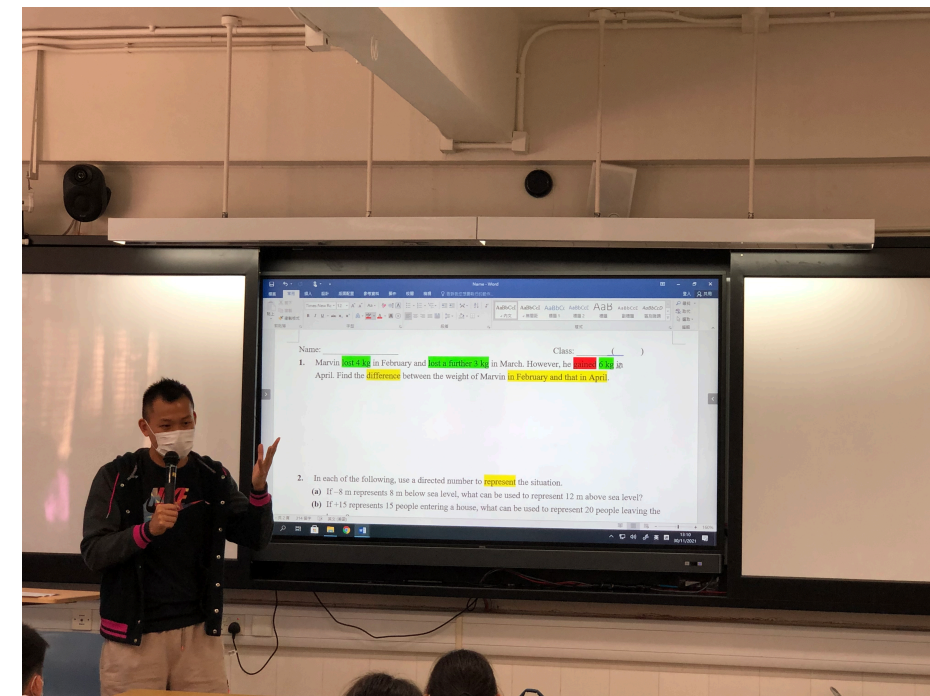
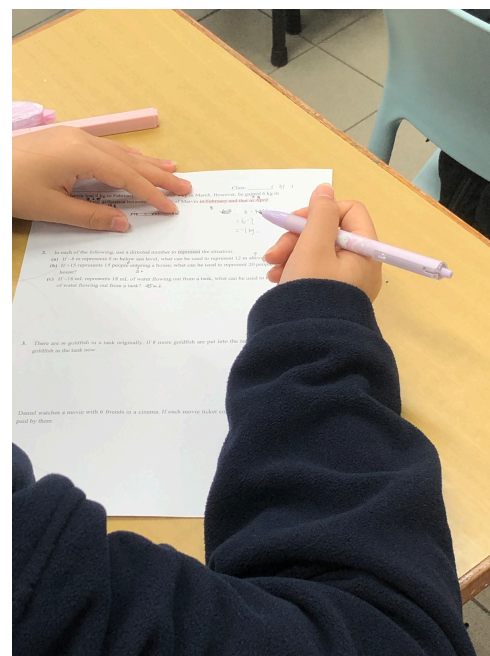
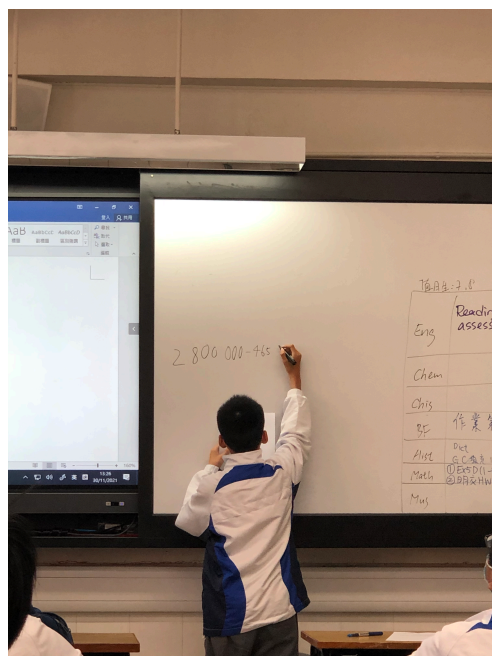
Theory behind FK Youtuber

FK Youtuber is an enrichment program for students to further develop the use of language (English) and skills of information technology. Creativity, problem solving skills as well as students' motivation in learning will also be nurtured in the program. It is expected that after the program, students are able to create their own Youtube channel by using English as the language media. The differentiated model of giftedness and talent by Gagne in 2010 is used as it matches our school missions towards students. It is believed that every student has their unique natural abilities. By providing environmental inputs in the developmental process, students are able develop competencies including fields of technology, arts, social service etc. On the other hand, cognitive approaches for studying information processing can also be applied to tasks with series problems, which we found can nurture students' skills of problem solving (Sternberg, 1977). Our schools put great efforts on creating healthy learning environment to peak students' potential in multiple aspects, Stem is one of the largest paths in students' development. However, the selection of students to those programs often depends on their academic performance. Since high intelligence is commonly assessed through IQ tests (Dai, 2010; Newman, 2008; Sternberg, 1997), and academic performance, only students with excellent grade can opportunities for further development. It is my assumption that there are a lot of kids who are gifted in creative, social and perceptual domains that are under-achieved because their gifts are not seen academically. The enrichment program FK Youtuber, under the concerns of having underachiever, aims to provide opportunity for



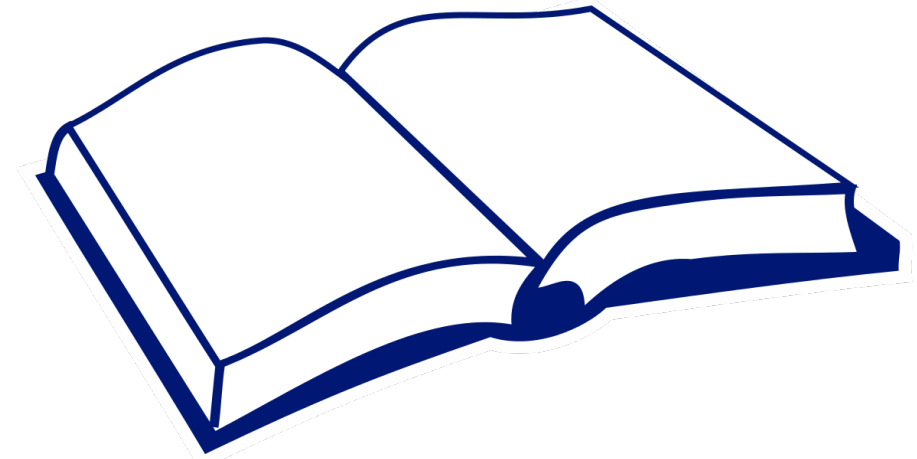
Practice school-based enrichment program

- Ongoing school-based enrichment program to support gifted underachiever at school (started from November)
- Mathematics, Sciences, STEM, English language and Art



What's next?

- Continue to run school-based enrichment programs at seed schools
- Evaluate the effectiveness of the school-based enrichment programs
- Dissemination Seminar on March 26, 2022
- Publish resource book





Say **NO!** to gifted underachievement

謝絕『高能_低分』

Actual performance

Ability/ Potential

Dr. Patrick Lam (Dr. P)
Principal
ELCHK Lutheran Academy

基督教香港信義會宏信書院
林克忠校長

2021 – 12 – 09



Dr. Patrick H.C. LAM 林克忠

B.A, PGDE (Distinction, CUHK), M.Sc. (Distinction, HKU), Doctor of Education (HKU)

30 years of services (aided, DSS, PIS, Governments)

- ❖ High school teacher (A-Level, IBDP, IBMYP)
- ❖ Founding Vice-principal of HKUGA PS and establishment of the College
- ❖ 14 years of principalship (Aided, DSS and PIS schools)
- ❖ Associate Director of The Hong Kong Academy for Gifted Education
- ❖ External School Review Manager @ New Zealand



- ❖ Part-time Lecturer @ HKBU, CUHK currently
- ❖ Programme Consultant @ EdUHK, HKBU currently
- ❖ Yuen Long District Civic Education Committee Member currently
- ❖ Board of Directors, advisor, collaborator of various charities (Uganda, China, HKG)
- ❖ International Projects for other secondary & primary schools (2004-now)
- ❖ Learning experience designer & instructor of programs across 7 continents (1995-now)



Famous people with the gift of dY2L3XIA

George Washington John Kennedy Muhammad Ali
Winston Churchill Ann Bancroft (Arctic Explorer)
Tom Cruise Oliver Reed Tommy Hilfiger George Patton
Keanu Reeves Thomas Edison Richard Branson
Rex Ryan Henry Ford Walt Disney Patricia Palacco
Magic Johnson Whoopi Goldberg Michael Farady
John Lennon Nelson Mandela Scott Adams
Sir Peter Leitch John T Chambers Bob Weir
Jorn Utzon (Architect for Sydney Opera House)
Danny Glover Jay Leno Christopher Lowell
Pierre Curie George W. Bush

Famous people with the gift of ADHD

Ansel Adams Michael Phelps Agatha Christie Terry Bradshaw
George Burns Hans Christian Anderson Beethoven Prince Charles
Andrew Carnegie Dwight D. Eisenhower Jim Carrey Bill Cosby
Albert Einstein F. Scott Fitzgerald Malcolm Forbes Lewis Carroll
Thomas Edison Leonardo da Vinci Salvador Dali Tom Cruise Henry Ford
Benjamin Franklin Michael Jordan John Denver Walt Disney
Georg Frideric Handel Danny Glover Milton Hershey Galileo
Ernest Hemingway Dustin Hoffman Bruce Jenner John Lennon Meriwether
Lewis "Magic" Johnson Carl Lewis Abraham Lincoln
Wolfgang Amadeus Mozart Edgar Allan Poe Nelson Rockefeller
Sir Isaac Newton Napoleon Bonaparte Pete Rose Steven Spielberg
Nostradamus General George Patton Babe Ruth Sylvester Stallone
Pablo Picasso John D. Rockefeller Nolan Ryan Vincent van Gogh
Louis Pasteur George Bernard Shaw Jules Verne Woodrow Wilson Socrates
Anna Eleanor Roosevelt Robin Williams F. W. Woolworth
Orville Wright Henry David Thoreau Henry Winkler William Wrigley, Jr.
Wilber Wright Frank Lloyd Wright Stevie Wonder William Butler Yeats

Famous people with the gift of ASD

Julian Assange, computer hacker and founder of WikiLeaks

Yelena Isinbayeva

Dan Aykroyd, comedian and actor

Vincent van Gogh



Richard Borcherds, mathematician specializing in group theory
and Lie algebras

Craig Nicholls, frontman of the band The Vines

Gary Numan, British singer and songwriter

Dawn Prince-Hughes, PhD, primate anthropologist, ethnologist,
and author of Songs for the Gorilla Nation

Judy Singer, Australian disability rights activist

Vernon L. Smith, Nobel Laureate in Economics

Satoshi Tajiri, creator of Pokemon

Daniel Tammet, British autistic savant

Liane Holliday Willey, author of *Pretending to be Normal*

潛能未展兒童

Underachieving Children

學習上的特徵 Characteristics in Learning

有豐富常識 Good common sense	測驗考試成績差 Bad results at tests / exams
對感興趣的課題表現出超卓的理解力和熱情 Excellent comprehension & passion at interested topics	學習動機弱、學習態度消極 Low in learning motivation
口語表達能力比文字表達能力強 Perform better in verbal than written tasks	學習或做事不專心 Weak at sustaining attention
充滿想像力及創意，喜歡問問題 Full of imagination, always ask questions	未能完成功課、或課業水準低 Uncompleted / low-quality assignments
能自發地完成自己喜愛科目的課業 Motivated to finish assignments of subjects they are interested in	常討厭反覆練習或背誦 Hate drilling exercises / reciting
不滿意已完成的功課 Dissatisfied with completed assignments	欠缺良好的讀書習慣，未能打好 穩健的學業基礎 Lack of learning of good learning habits, do not have good academic foundation

潛能未展資優兒

Underachievement in Gifted Children

性格及行為上的特徵

Characteristics in Personality / Behaviour

對自己的弱項採取逃避態度 Avoid tasks they are weak at	反叛 Rebellious
自信心不足，覺得自己不能達到 父母及師長的期望 Lack of confidence. Feel not living up to their parents' / teachers' expectation.	情緒較不穩定 Emotionally unstable
有學習無助感 Learned helplessness	目標不是訂得太高就是太低， 不設實際 Goal setting is either too high / impractical
自我概念低，認為自己比別人差 Low self-concept	人際關係欠佳，較少朋友 Bad at inter-personal relationships, few friends
容易自責，失敗時認為是自己能力 不逮；成功時則認為出於幸運 Self-blaming. Internalize reasons of failure / Externalize reasons of success	在小組活動中不能和其他組員有良好的協調 Cannot cooperate well with other group mates at group activities

順從的支配者

4. Dominant conformers

fear of success due to collegiality ;
intense outside interests;
mismatch of strengths and study

3. Dependent conformers

self-critical;
fear of failure;
low perseverance

順從的倚賴者

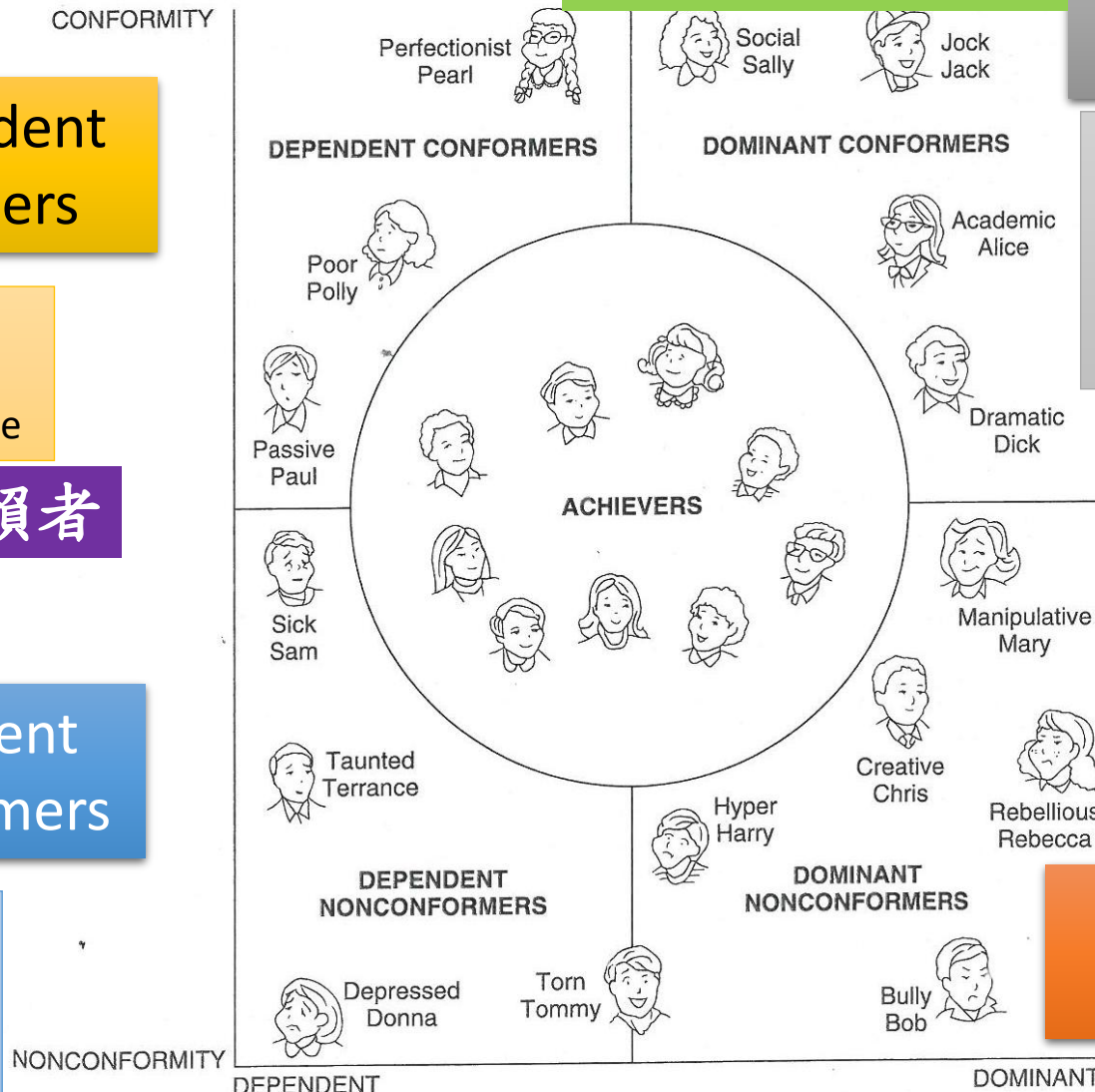
2. Dependent non-conformers

low self esteem;
withdrawn;
pessimistic;
dependent;
poor coping skills;
low perseverance

不順從的倚賴者

1. Dominant non-conformers

不順從的支配者



Dominant non-conformers不順從的支配者

- The Test - Answer these questions as accurately as possible.
1. In which battle did Napoleon Die? His last one (F)
 2. Where was the Declaration of Independence Signed?
on the bottom of the page.
 3. River Ravi, flows in which state?
Liquid State
 4. What is the main reason for Divorce?
MARRIAGE
 5. What is the main reason for Exams?
FAILURE
 6. What can you never eat for Breakfast?
Lunch & Dinner
 7. What looks like half an apple?
The other HALF
 8. If you threw a red stone into the Blue Sea, what will it become?
simply, A wet stone
 9. How can a Man go 8 days without sleeping?
EASY, sleep at night.
 10. How can you lift an elephant with one hand?
you can never lift an elephant that has 1 HAND
 11. If you had 3 apples and 4 oranges in one hand and 3 oranges and 4 apples in the other hand, what would you have?
VERY Large HANDS
 12. If it took, eight men 10 hours to build a brick wall, how long would it take four men to build it?
No time at all, the wall was already built.
 13. How can you drop a raw egg onto a concrete floor without cracking it?
Any way you want, because a concrete floor is very hard to crack. :-)

A+ for Creativity
Mrs D



PETER

1.21

4b) Expand

$$(a+b)^n$$

$$= (a + b)^n$$

$$= (a + b)^n$$

$$= (a + b)^n$$

etc...

Challenge



**“I don’t want to be challenged 挑戰.
I want to be intellectually stimulated 刺激.”**



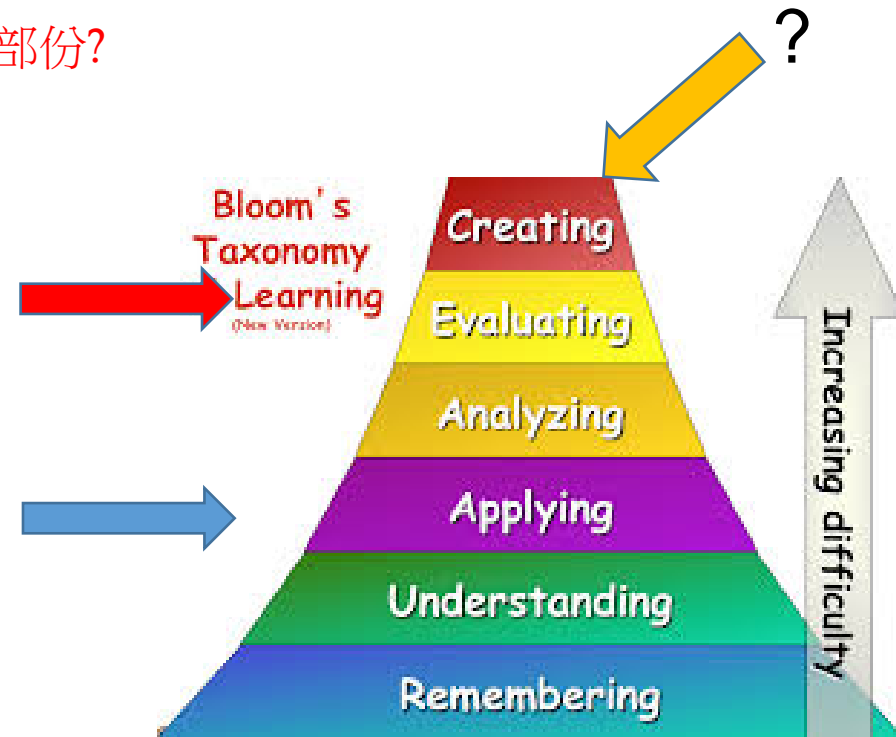
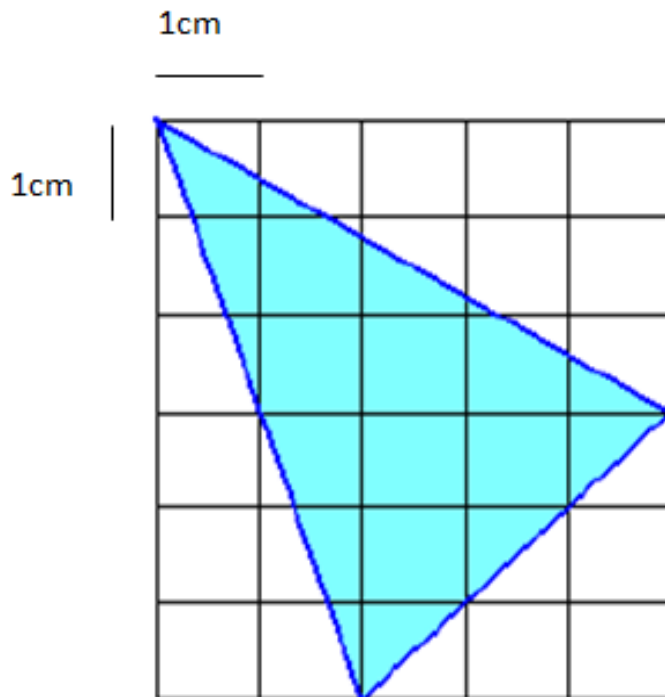
Mainstream class: Calculate the shaded triangle.

主流學生：計算塗色部份。

Gifted student(s): **How many ways** can you find the area of the shaded triangle?

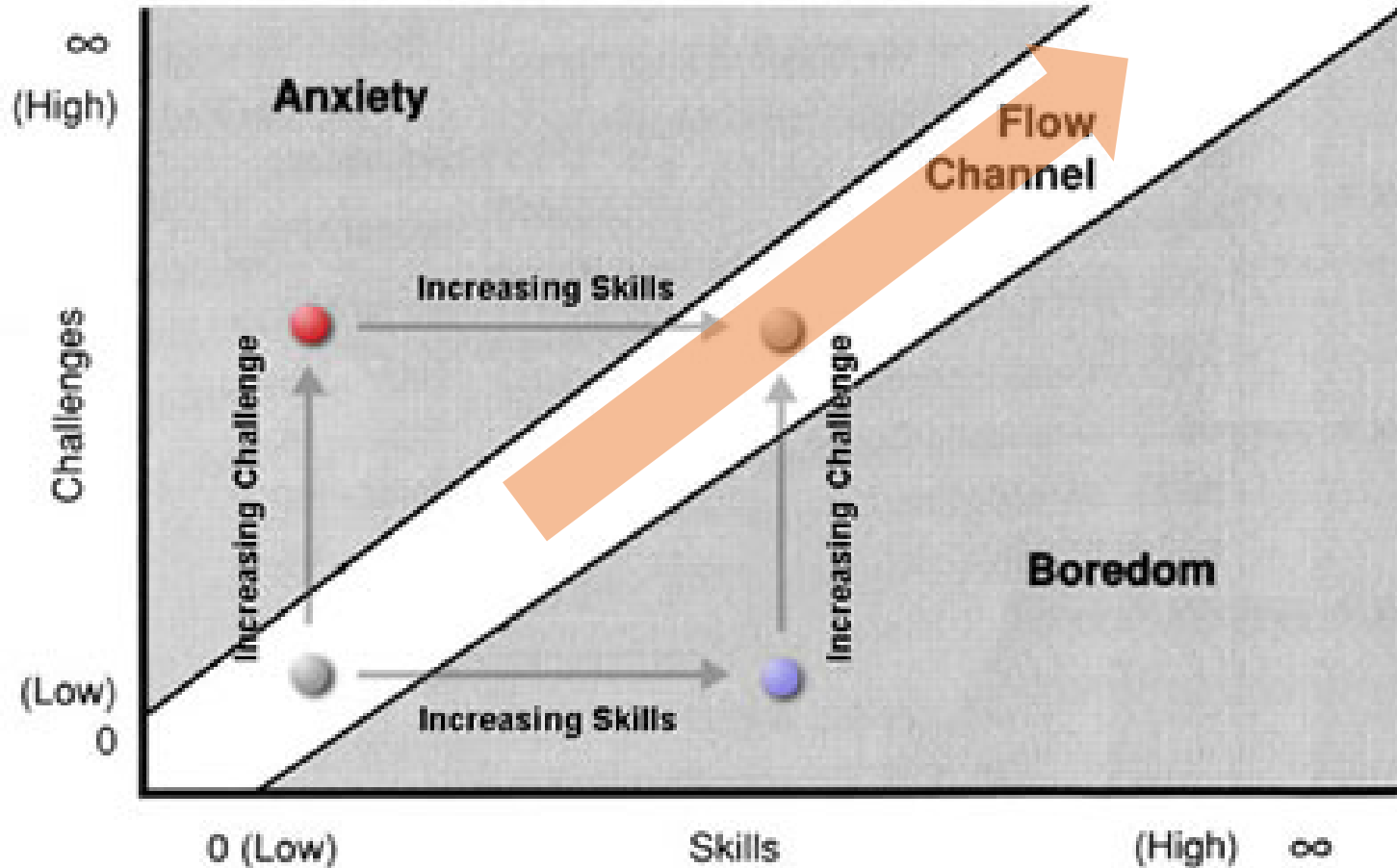
Which one is the best?

資優學生：共有多少方法計算塗黑部份？
那個方法最佳？



Optimal flow experience

心流 / 神馳



Online food web game



← → ↻ Not Secure | d3tt741pwxqm0.cloudfront.net/WGBH/conv16/conv16-int-oceanfoodweb/index.html

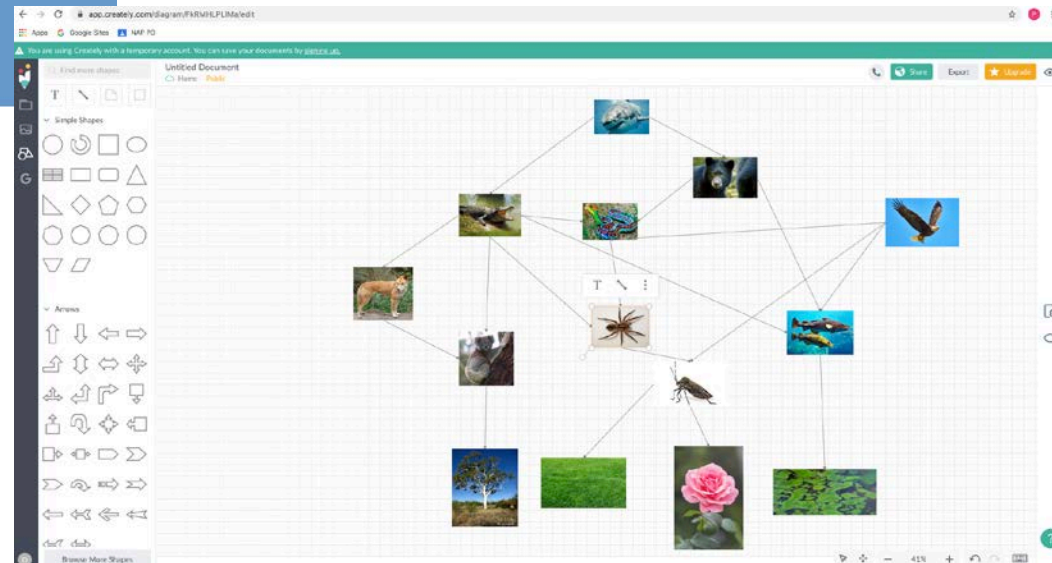
Apps Google Sites NAP PD

..... Introduction ... Food Chains/Webs ... Trophic Table ... **Food Web Game**

Drag each organism on the left to its correct location in the food web. Refer back to the Trophic Table for clues. Remember that the arrows show the direction of matter and energy flow. The "Check Answers" button will appear once everything is in place. Click "Try Again" to reset wrong answers.

Algae
Birds
Blue Whales
Fish
Killer Whales
Krill
Bacteria
Seals

Creation of a food web



Year 4



How We Organise Ourselves Unit (6 weeks)

Maths:

Central idea: There are many systems involve in the production and supply of food.

Data handling: inquiring into the popularity of food through conducting survey

Lines of inquiry:

- 1) Origins of food
- 2) Food production systems and processes
- 3) The choices we make as consumers of food

Measurement:

- Length: food miles
- Area and Perimeter: designing a rooftop organic farm

Numbers: Four operations, Money used to purchase food, concept of decimals in terms of money

Language:

Procedural texts:

Recipe, directions, manual instructions, bossy verbs

Learning episode ...

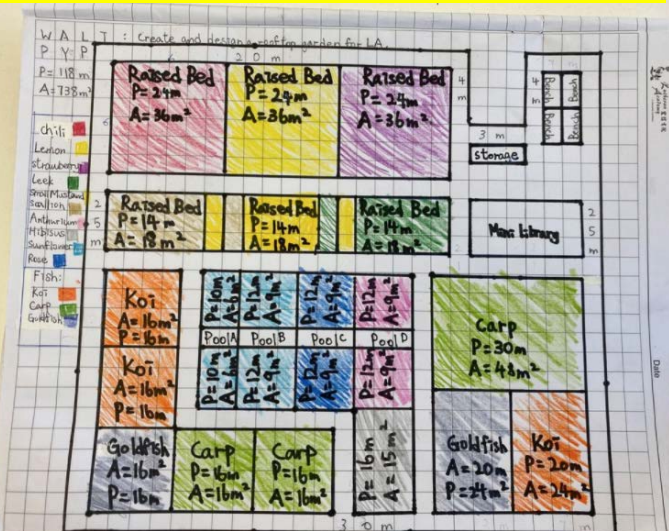
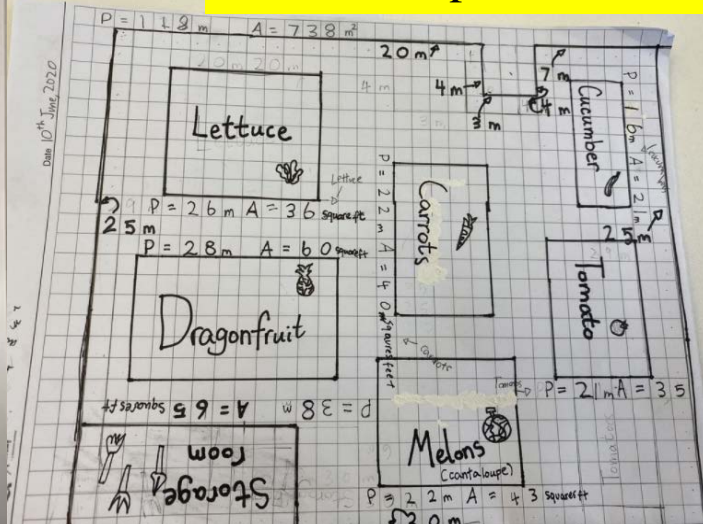


understanding of different combinations of money. Then, answer the following questions.

Students and the amount of money they collected	\$500	\$100	\$50	\$20	\$10	\$5	\$2	\$1	50 cents	20 cents	10 cents
E.g. Isaac (\$823.50)	1	3	0	1	0	0	1	1	1	0	0
Tiona (\$1564)	3	0	1	0	1	0	2	0	0	0	0
Paris (\$2041.90)	4	0	0	2	0	0	0	1	1	1	2
Angel (\$798.30)	1	2	1	1	1	1	1	1	0	1	0
Alvin (\$1650)	3	1	1	0	0	0	0	0	0	0	0
Chandler (\$1937.60)	3	4	0	1	1	1	1	0	1	0	1

- How much did the girls collect in all? \$4439.10
- How much more did Paris collect than Chandler? \$104.30
- Did the girls collect more money than the boys? Explain.

When inquiring into lines of inquiry 3, students came up with an idea of *planting or farming on the rooftop*. Therefore, students designed the rooftop organic farm where they also showed their understanding of the concept of area and perimeter.



My hobby

By Kaitlyn Wee 5 Hope (27)

A hobby is a favourite pastime; a life without a hobby would be exceedingly dull. My favourite hobby is cooking. My mother first taught me to cook when I was five years old. I still remember that the first thing I learned to cook was scrambled eggs. When they came out, the eggs looked so burnt that I thought they would be horrible to eat!

I think cooking is a great hobby because it enhances your knowledge of food and it can also be very satisfying when you cook a truly delicious dish. Normally I cook in my family kitchen but I might sometimes cook on a barbecue. I simply love to browse through cooking magazines as well!

Buying groceries; spot the difference!



When I cook, I wear my favourite denim apron, which my mother made for me, and cooking mittens!



I will also need a stove, pan, knife, chopping board and cooking ingredients.

One of my most memorable experiences was when my brother and I cooked breakfast for our parents. It was a success! When you start cooking, I suggest you start with learning the basics like cutting and preheating a pan. Then you can start to cook eggs. I hope you take up this hobby as it is an important life skill and it is also fun!

My Favourite Pastime

By Nicolas Leung 5 Love (14)

I have a lot of hobbies, but the pastime I love the most is playing basketball. I have played basketball for one year, so I am still considered as a beginner. I will keep on practicing to get better.

Most people think that playing basketball only has physical benefits. But NOT! Playing basketball can train our mental and social skills. Some examples are training our brains to work fast in a fast-paced environment and helping us to communicate with other players. Most importantly, playing basketball can build character. It can make us gain more confidence and learn to be a better team player.

The gear for playing basketball is quite simple. We only need basket jerseys, shorts and shoes. Basketball jerseys and shorts are made to be loose, so we can move more flexibly. The equipment needed for playing basketball is a



basketball court with two hoops and backboard. And of course, a basketball!

There are two types of basketball courts: indoor and outdoor courts. We can find them in parks, schools, and sport centres.

Basketball was invented by a Canadian physical education teacher called James Naismith. Now, basketball is a worldwide popular sport. There are a lot of famous athletes who play basketball well, such as Michael Jordan, LeBron James and Magic Johnson.



the final product. What Mum said was really true! I stopped wailing, stomping and shrieking. I used some tape to fix the model. Now it's still safe and sound on my shelf. I have learnt not to give up when I have difficulties.

Model building can be a difficult task for beginners but practice makes perfect. Although I sometimes make mistakes and I am not an expert, you can still ask me for help if you have any problems in building models. I hope you can enjoy model building as your hobby.

avoid mistakes. It also needs to be a big place with enough space so you won't get mixed up with the parts.

If you are a beginner or minor, you are suggested to wear gloves and an apron just to protect you when you are using cutters. You should also use the following equipment: scissors, cutters, tweezers or nippers for getting the parts out, toothpicks for getting glue, glue and tape for sticking the parts together. Be careful of the sharp tools you may use. Remember to wash your hands every thirty minutes to remove the oil and dirt that begins to accumulate on your fingers to keep your model clean.

Even though I am experienced, not every model I made was a success. Once, I made a mistake when I was building a Gundam model. His waist was broken. I was really upset. I cried and cried. I was like a water fountain, blasting tears out of my eyes. A moment later, I started to get mad. I had a fiery temper. I wanted to throw it into the trash dump. After I calmed down, Mum reminded me to enjoy the process, not to focus too much on



My Favourite Pastime

By Kyle Chan 5 Hope (4)

I have lots of different pastimes. My favourite one is building models. Model building is to assemble several pieces from a kit to make a final model.

I have built models for three years. I have made over fifty models, mainly Gundam and Dragon Ball ones. I usually play with them with Dad after I finish my homework. We have some fake figure fights. It is so much fun.

I am a fan of building models since it helps me relax and brings me joy and happiness. Besides, it trains my observational skills and improves my fine motor skills. It also enhances my creativity and concentration. Looking at the final products always makes me feel proud.

You can build models in any place like at home or at school as long as the place is bright enough so you can see the details in your model clearly to



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TIME

THE ME ME ME GENERATION

Millennials are lazy, entitled narcissists who still live with their parents

Why they'll save us all

BY JOEL STEIN



TIME.COM

CANDY RUSH!

Description:

This is a game which uses candy as a theme.

Number of players:

2-4 players

Materials and Equipment:

a game board, a die, purple cards, counters, candy cubes

Purpose:

This game is designed to bring joy and excitement.

Goal:

This game's goal is to have the most points.

Steps & Rules:

- 1) Put all the counter in the start of the board.
- 2) Each player "takes turns" to roll the die.
- 3) If you rolled "six" you can have a chance to roll again.
- 4) If your counter lands on "Juicy Jump" (green), you can get two extra steps forward.
- 5) If your counter lands on "Badstep Bus" (orange), you have to go back two steps.
- 6) If your counter lands on "Dark Dream" (dark blue), you have to skip the "Castle" area.
- 7) If your counter lands on "Slipping Snakes" (red), you have to skip a round (red).
- 8) If your counter lands on "Lucky License" (purple), you have to pick a card and go to the end of your turn.
- 9) If your counter lands on "Grey Statistic" (grey), you can get a candy cube.



Work Life

Number of player: 2-4 player

Description

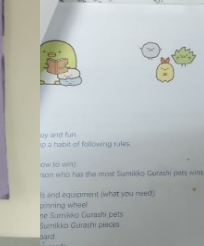
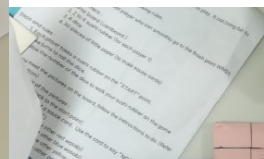
Work Life is a board game to train you to use money properly. We will use the paper money to play the game.

Purpose

the game is designed to bring joy and fun, train thinking skills, develop a habit of following rules, train how to use money properly.

Goal

The player who earns the most money wins.



Steps and rules:
1. Each player can spin the wheel once.
2. The player who spins the biggest number can be the first one to go first.



Can we accept these assignments? 我們能接受這些作業嗎?



Editorial 社論 Survey 調查 Drama/ script 戲劇/劇本
Individual/ Small group presentation 個人/小組報告
Web Page 網頁 Podcast 廣播 Sculpture/ Model 雕塑/模型
Written report 文字報告 Poetry 詩歌 Song 歌曲
Poster 海報 Leaflet 小冊子 A set of bookmarks 書簽系列
Design experiment 實驗設計 Lab report 實驗報告
Service learning 服務學習
Field work 實地考察 On-line discussion 網上討論
Solving an authentic problem 現實情境題 Debate 辯論
Performance-based assessment 實作評估



Lutheran Academy 宏信書院
— a character academy







Name: _____ ()

Year 1 Home Learning

25th September – 6th October, 2017

Home learning due on **Friday 6th October**. Parents, please sign the home learning grid after your child has completed all home learning.

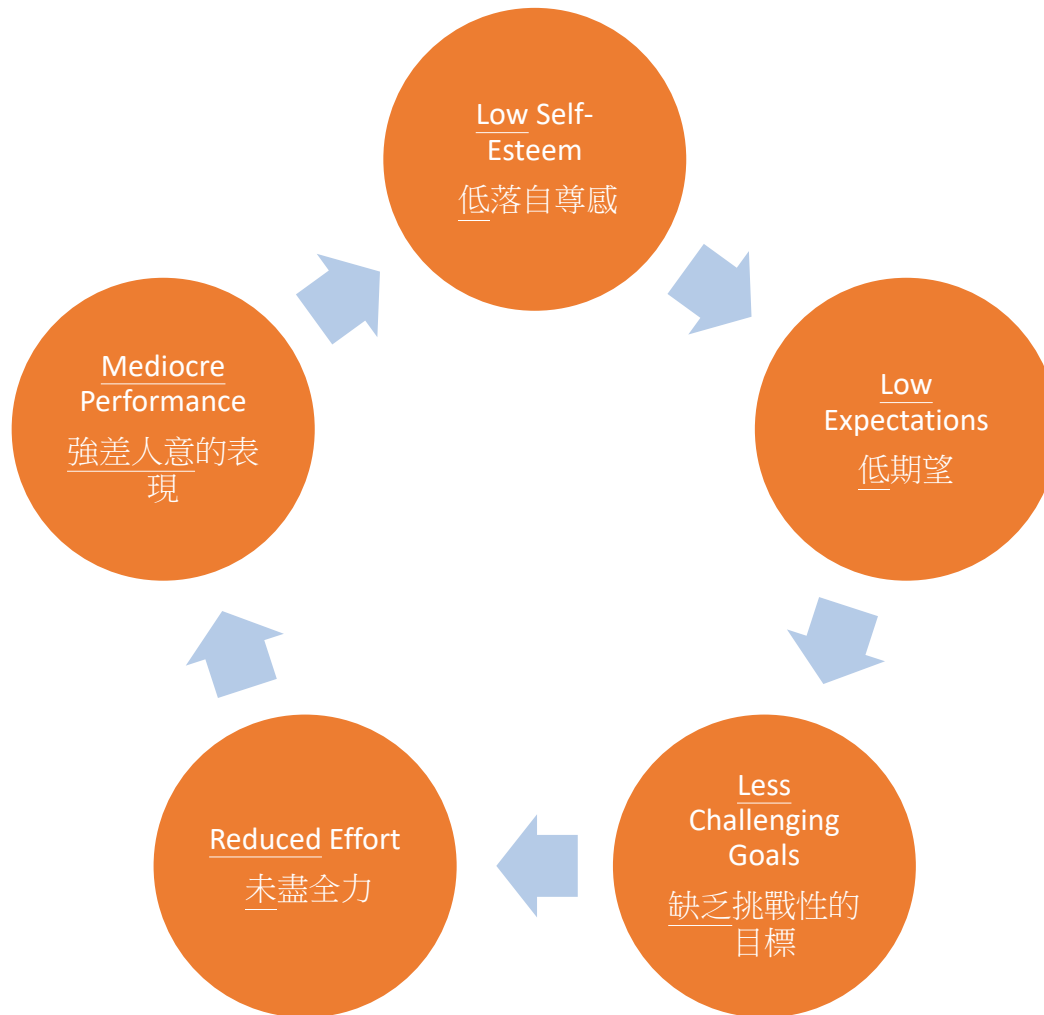
Homework Grids

To be completed every night of the week	Reading (10 mins) Students must read for 10 mins every day. Please record the books and amount of time you have read in your student organiser each day.		Spelling (10 mins) Students must learn their weekly spellings in preparation for their spelling quiz. Use the look, say, cover, write and check method to help you learn your spellings. Play some spelling games over the holiday! Spelling quiz will be on 6th October, 2017 (Friday)	
To be completed this week	Unit of Inquiry Explore the local community using the internet. Use a computer or tablet to access google maps: https://maps.google.com Once in google maps go into street view and take a tour of your own area or an area close to your home. <u>Talk about your community.</u> 1. What are the different places you notice in your area? (i.e. park, supermarket) 2. Why do you think these places are in the community? 3. What sort of people work in your community? 4. How do you feel being a part of this community? Completed ()		Maths Look at some Hong Kong money with an adult. Discuss which money is worth the most and which is worth the least. Can you think of five things that you need to use money for in your local community? Completed () 	Literacy Using the phonemes you have been learning at school, make as many words as you can. s, m, a, t, o, p, g, c <i>This can be completed on the back of the home learning sheet.</i> Completed () 
Your choice (Please choose 2 to complete during the week)	Art Design a new front cover for your favourite book. Completed () 	Kindness Do something kind for someone else this week. E.g. Help mum fold the laundry, carry something for another person or spend time with a younger sibling doing what they like doing. Completed () 	Invent a new game! Using numbers from 0-20, try to invent a new game. This could be a board game, card game, physical activity game or guessing game. Completed () 	GoNoodle (10 mins) Complete 1 or 2 GoNoodle activities. https://www.gonoodle.com/ Completed () 

Parent's signature: _____

Dependent non-conformer

不順從的倚賴者



Malhi, 2010

Malhi, R.S. (2010). Self-esteem and academic achievement.
http://www.tqm.com.my/web/05_bookArticle_11.html

TIPS

Make achievement visible

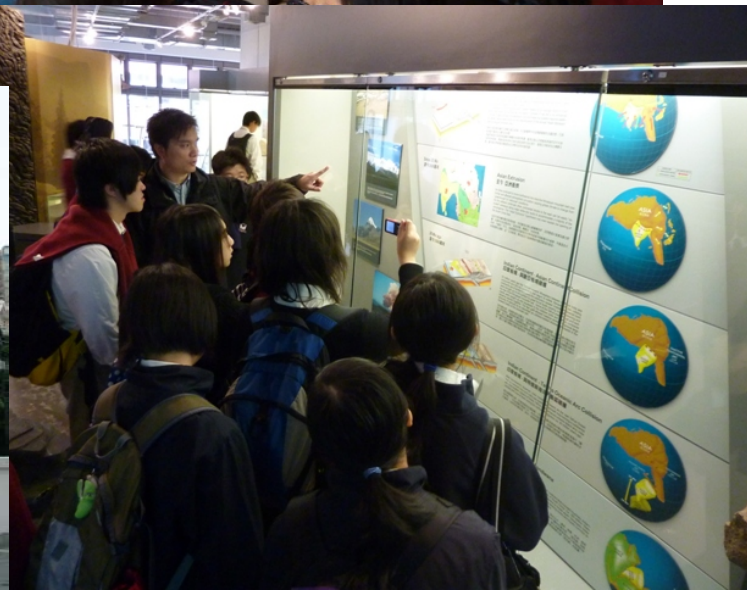
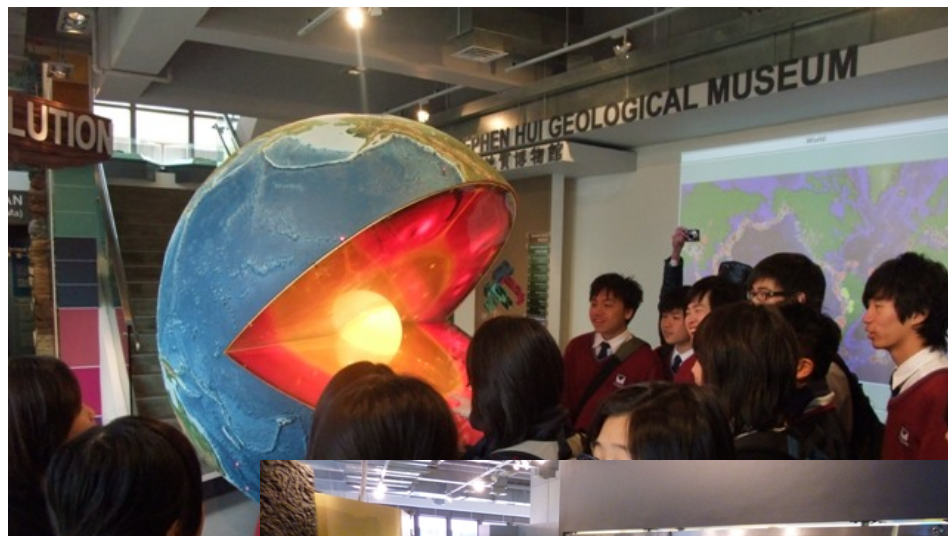


TIPS

暢遊大學校園、理想工作地點、安排啟導

Visit universities and workplace of their aspiration

Arrange mentorship → **aspiration**



成績或學習表現
中上的學生

Perfectionist
Pearl



Passive
Paul



Poor
Polly



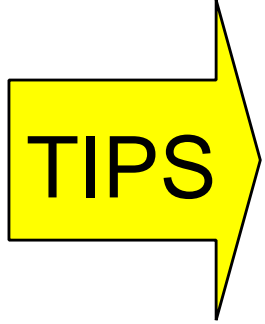
順從的倚賴者 Dependent conformer

特徵：內向、友善、容易灰心、過高自我要求、懼怕失敗、過度敏感

Perfectionist

行為反應：逃避新嘗試、選擇難度不高的練習、逃避競爭、害怕別人對他作判斷

外在因素：家長過高期望或過度保護、兄弟姐妹間比較、師長過度讚美



Acknowledge **effort** 欣賞付出的**努力**

Give **timely** and **specific** feedback.

適時

具體

3 appreciations 1 area for improvement

3讚1彈



成績或特定範疇
有突出表現的學生



順從的支配者 Dominant conformer

特徵：受歡迎、具特殊或領導才能、
非學科或學科卓越成就，害怕失敗、
抑制自己、處處取悅他人



Masking

危機：過度著重別人對他的評價、
倚賴外在的動力來推動自己，
例如獲得獎賞和他人的肯定

Peer

**Intellectual
peer**



Mentor



3. Dependent conformers

self-critical;
fear of failure;
low perseverance

4. Dominant conformers

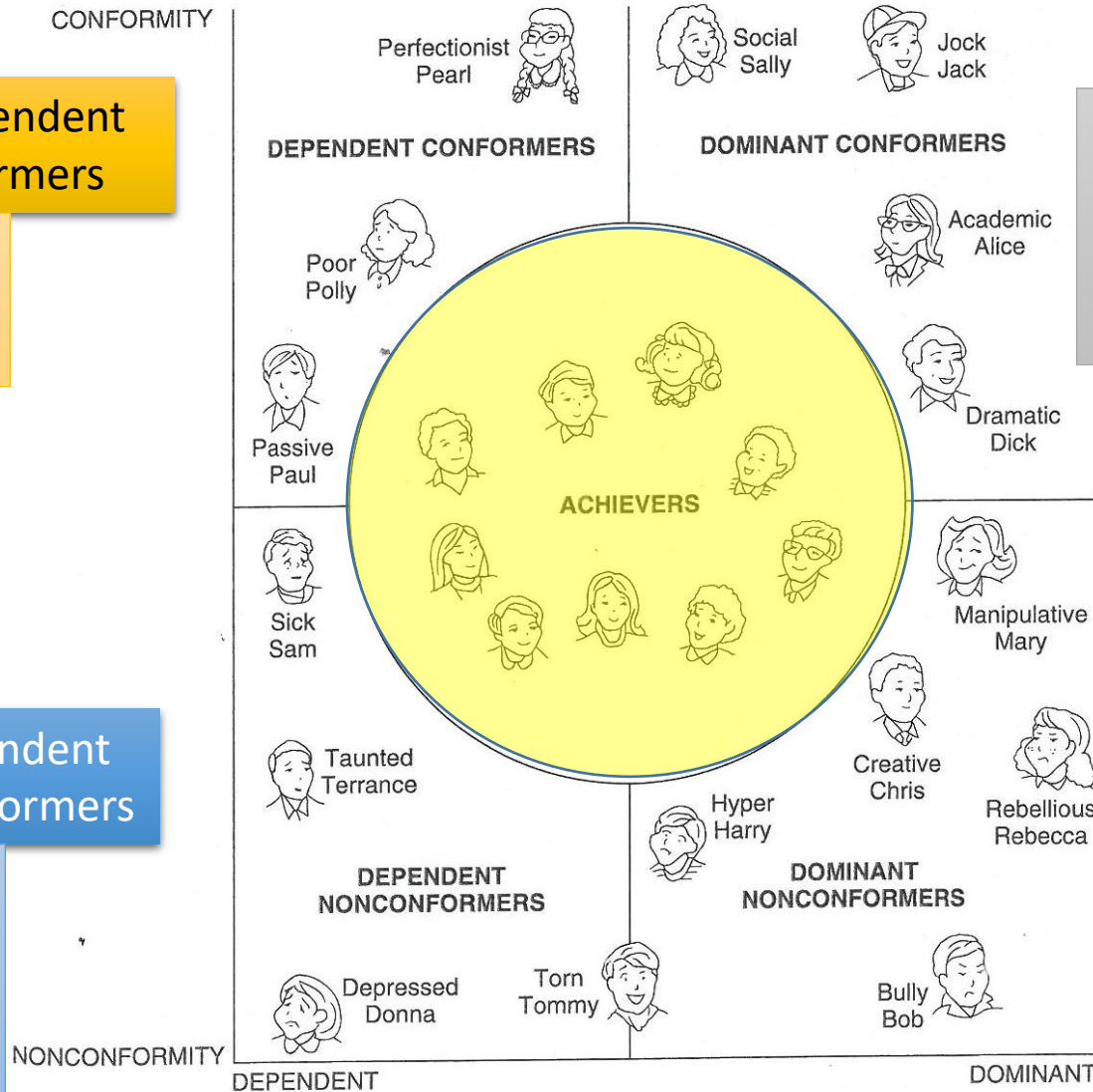
fear of success due to
collegiality ;
intense outside interests
mismatch of strengths
and study

1. Dominant non-conformers

-ve school attitude;
X directed behaviour;
X set realistic goals;
X self regulation;
creative

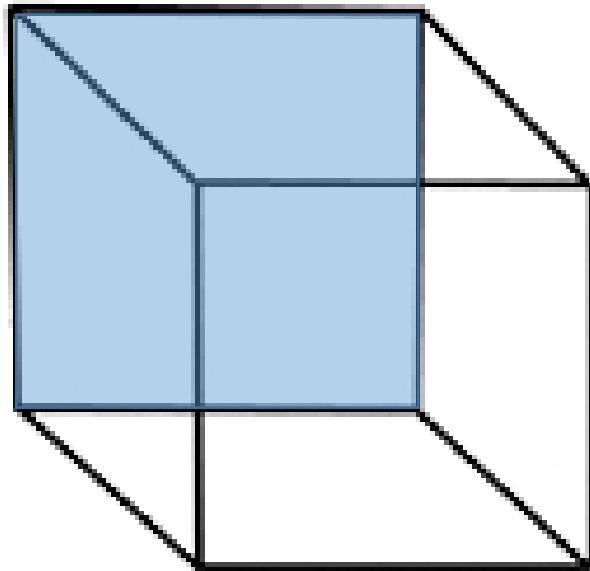
2. Dependent non-conformers

low self esteem;
withdrawn;
pessimistic;
dependent;
poor coping skills;
low perseverance





The shaded area: front or back?



Only 3% of people can find both !

Most people can do it !



THANK YOU
VERY MUCH

Walk together for a bright future.

Students with (very) high abilities - why they need well trained teachers

Prof. Dr. Lianne Hoogeveen

Radboud Centrum Sociale Wetenschappen
(RadboudCSW)
www.rcsw.nl

GIFTED?



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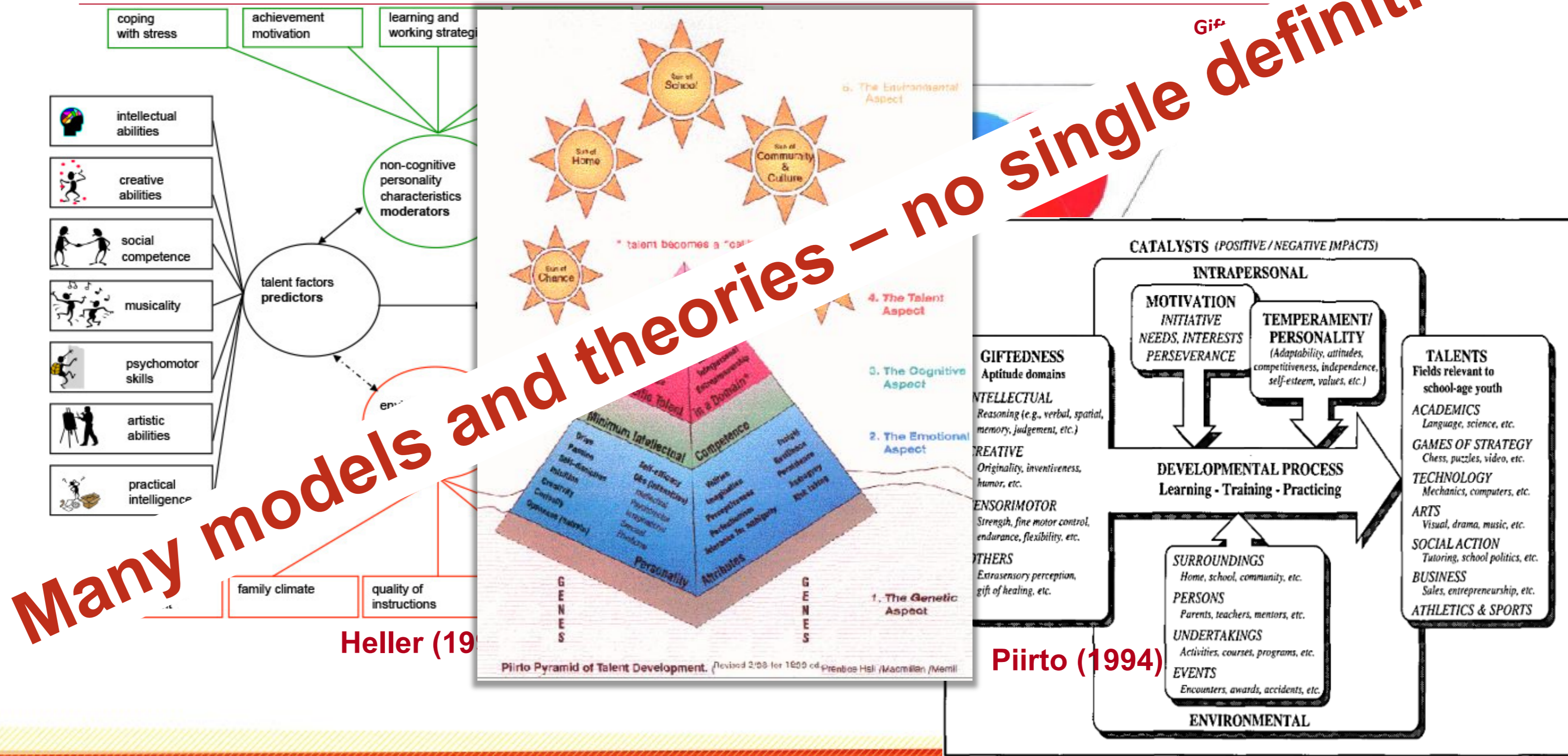


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Many models



Definition?

Giftedness

“
*There is not one definition of “gifted,” “talented,” or
“giftedness” that is universally accepted. Common usage of
the terms even by experts is ambiguous and inconsistent.*”

Davis, et al. (2014, p. 17)

- Multidimensional
- Dynamic
- Congenital capacities + environmental factors

Differentiated Model of Giftedness and Talent (Gagné , 2010)

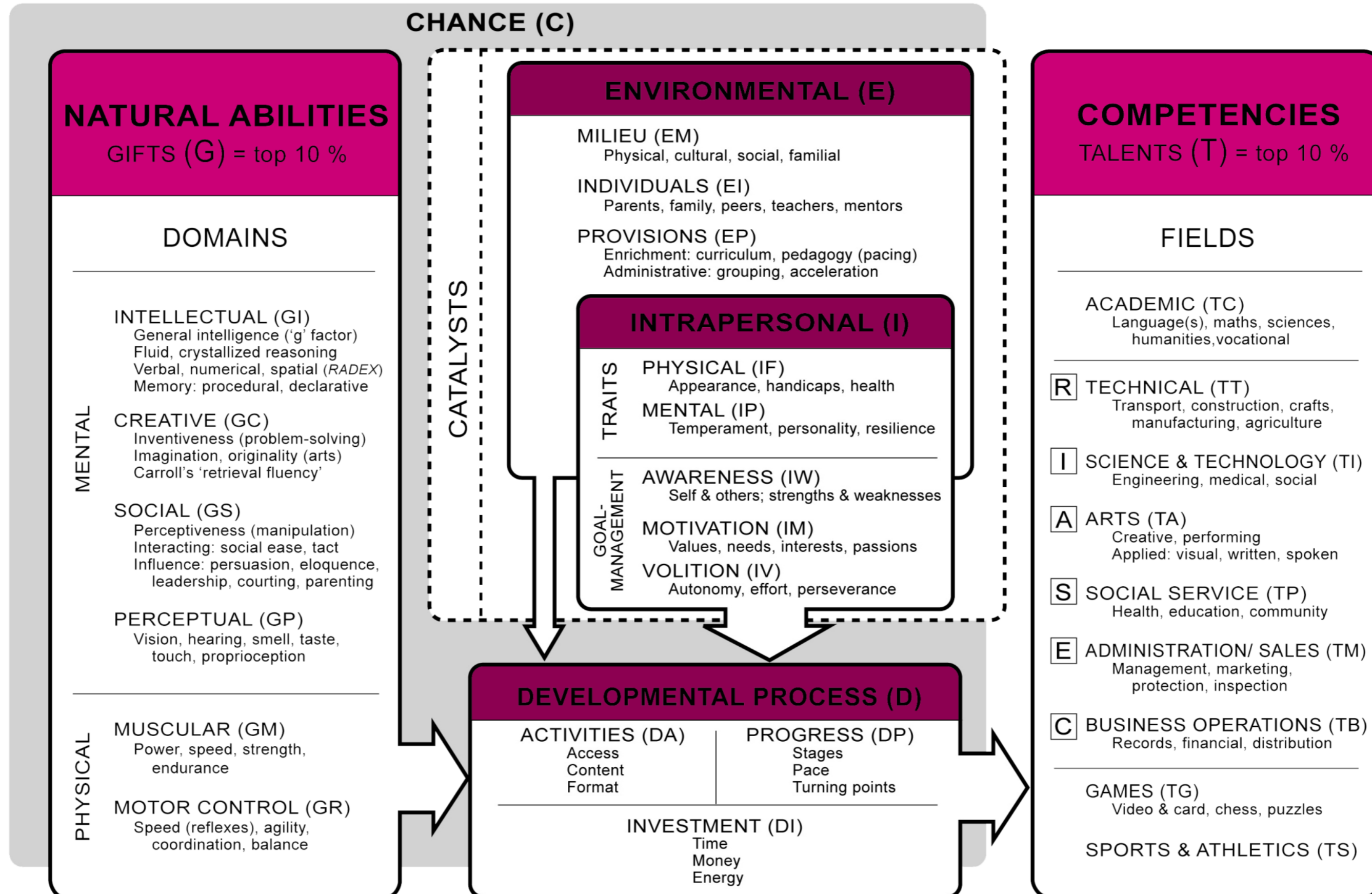




Photo by [Christina @ wocintechchat.com](#) on [Unsplash](#)

- The role of the teacher in motivating and encouraging the students is important (Siegle, Rubenstein & Mitchell, 2014; van Veen & Van der Lans, 2011)
- The quality of teachers seems to be crucial for students' achievements (Van der Steeg et al., 2011; van Elk et al., 2011; OECD, 2012)

Why train teachers and counsellors?

- We want tailored education and care for all students, including high ability students.
- Having high abilities does not lead to good achievements just like that
- Schools and counsellors need expertise concerning gifted education and talent development to identify and care for gifted and talented students
- Well trained teachers and counsellors can make a valuable contribution to better education and care for all students, including those with (very) high abilities.

- Needs



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Less privileged

RITHA
RADBOUD INTERNATIONAL TRAINING ON HIGH ABILITY



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Strengths and Weaknesses

RITHA
Radboud International Training
Hogeschool



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- Identifying
- Educating
- Counselling



Photo

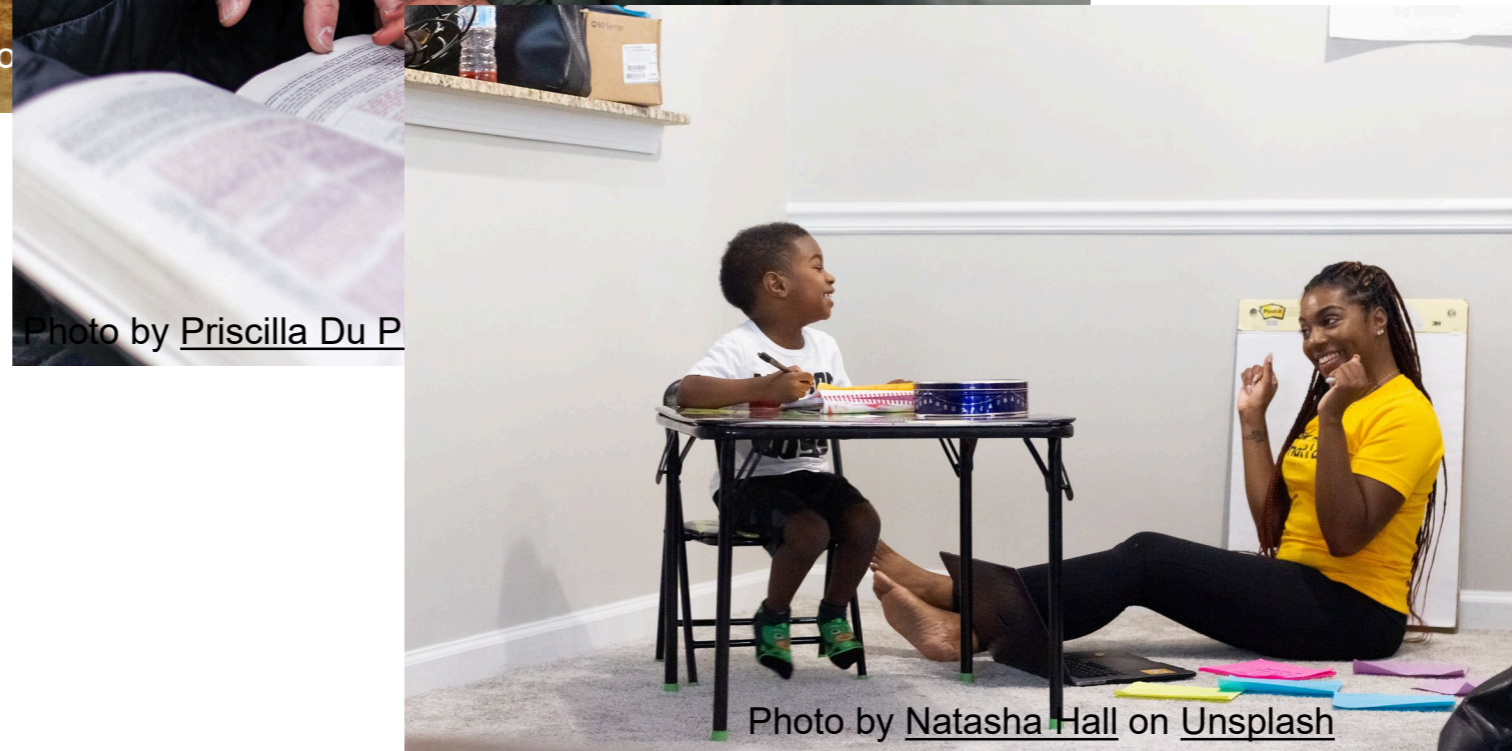


Photo by Priscilla Du P

Photo by Natasha Hall on Unsplash

Latest Scientific Insights



Photo by [Alina Grubnyak](#) on [Unsplash](#)

International Network



Photo by [NASA](#) on [Unsplash](#)

How can we meet the need of persons with (very) high abilities?

- Excellent (well trained!) teachers and psychologists
- Possibilities for differentiation in education
 - Time
 - Organization
 - Materials
- Societies that believes in (and are willing to do what is necessary for) excellent education for all students



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You want to know more?



RITHA

RADBOUD INTERNATIONAL TRAINING ON HIGH ABILITY

www.ritha.world

Ava.kam@ru.nl