



Guidelines for School Nomination 2009 - 10

Background

Every year, the HKAGE invites Secondary School principals and teachers to nominate students with outstanding performance or potential in Humanities, Leadership, Mathematics or Sciences to join the HKAGE so as to further nurture and develop their potential. This year, schools are asked to nominate **up to 10** students overall for years S1 to S7 (*not more than 3 for a single domain) but the HKAGE recognises that there may be instances when schools may have more suitable students than this. In such cases, schools may make further nominations (not restricted by above domain limit*). Last October, the HKAGE set up an independent Professional External Selection Board with academics, principals, educational psychologists and parents who are experienced in the field of gifted education. Students who have successfully passed the related selection activities, are eligible to enroll in all activities and programmes offered by the HKAGE.

Mission

1. To raise public awareness of gifted education.
2. To facilitate systemic support (support across different systems) to nurture giftedness.
3. To provide pull-out programmes for gifted students appropriate to their learning needs.
4. To encourage their engagement with the gifted learning community.

Target Nominees

All local secondary schools (including government schools, aided schools, schools under DSS and ESF, non-profit making private schools and international schools) are invited to join the School Nomination.

Suggested Nomination Procedure

(a) Yearly school nomination

Schools are asked to nominate **up to 10 students overall** for years S1 to S7 (***not more than 3 for a single domain**) with further nominations possible if schools have more suitable students than this (not restricted by above domain limit*).

(b) "Nurturing the Gifted" nomination

In order to broaden the channels of nomination so that more gifted students can be identified, the HKAGE invites students who perform well in local or international competitions to become members based on the advice of the school and the independent Professional External Selection Board. This nomination does **NOT** affect the quota for the present school nomination, and the HKAGE will screen nominations by reviewing the information submitted by nominees and comments by the independent Professional External Selection Board. Students are not required to attend written tests. However, the students will be interviewed by the Professional External Selection Board if it is considered necessary.



Nomination Timeline

Events (2009)	Nomination and Selection Procedures
1. Informing all secondary schools (26 Aug.)	The HKAGE issues a circular memorandum to invite all secondary schools to nominate students to join the academy. Nomination guidelines, leaflets and nomination forms etc. to be attached to the circular memorandum.
2. Briefing session (19 Sept.)	The HKAGE to launch a briefing session to enable school heads and teachers to understand the details of the nomination procedure, domains, methods, criteria and deadline of nomination, arrangements of nomination / assessment activities etc.
3. Nomination of students by teachers (Sept. - Oct.)	Teachers to nominate their students in accordance with the "School Nomination Form" using the guidelines provided by the HKAGE. Nominating teachers to obtain more comprehensive and accurate information by communicating with the students concerned, parents and other teachers.
4. Deadline of nomination (23 Oct.)	Schools to return the completed "School Nomination Forms" to HKAGE.
5. Screening of students (Nov. - Dec.)	Nominees of Yearly school nomination will be invited to attend the selection activities of their relevant domains, selection activities include written tests group interviews etc.
6. Announcement of result (Early Dec.)	The HKAGE informs schools of the selection result in written and ask them to inform the students and parents concerned.
7. Orientation day (30 Dec.)	The HKAGE invites new student members, their parents and teachers to attend the orientation day to familiarize them with the program.

Note:

- **School teacher(s) in charge of the nomination can duplicate the School Nomination Form (Part B) and distribute to nominated students and**
- **The School Nomination Form (Part C) with Identification Guidelines can be shared with teachers(s) for each student nominee.**

Use of Identification Guidelines

The Education Commission, referring to the definition of giftedness by the U.S. Department of Education, affirmed in the Education Commission Report No.4 that a broad definition of giftedness using multiple criteria should be adopted. Generally, gifted children have exceptional achievement or potential in one or more of the following domains:

- ◆ A high level of measured intelligence;
- ◆ Specific academic aptitude in a subject area;
- ◆ Creative thinking; high ability to invent novel, elaborate and numerous ideas;
- ◆ Superior talent in visual and performing arts such as painting, drama, dancing and music etc.;
- ◆ Natural leadership of peers; highly capable of urging others to accomplish their aims; and
- ◆ Psychomotor ability - outstanding performance or ingenuity in athletics, mechanical skills or other areas requiring gross or fine motor coordination.

Traditionally, students who have an Intelligence Quotient (IQ) scores over 130 are regarded as gifted students and those who have reached 150 are said to be exceptionally gifted. However, the target participants of the nomination are not confined to those with an IQ over 130 or even 150. Students with excellent potential in certain domains are admitted via specific routes (i.e. territory-wide competitions or school nominations) though these may provide a starting point for schools in their identification process.

It is suggested that as well as using the results of IQ tests, teachers also look at the behavioral characteristics of gifted students such as applying the attached Identification Guidelines for respective domains as one of the identification tools. It is suggested that schools set up a team of teachers responsible for the nomination and identification of students. Teachers are recommended to use the Identification Guidelines to construct their talent pool and perform a preliminary selection of their students. We rely on the professional judgment of teachers.

Note : Teachers are encouraged to attach the Identification Guidelines with Part C as a supporting evidence for nomination. Or, teachers can use these guidelines as a supporting document to grade the student.



Overview of Programmes

The HKAGE will offer programmes in the four domains: Humanities, Leadership, Mathematics and Sciences. Programmes include: university-based credit-bearing courses, thematic Olympiad training programmes, mentoring programmes, exchanges and studies etc. The major differences between our programmes and the regular ones in school are: **Deepening** (More advanced content learning by going beyond the subject discipline and level and deepening their understanding); **Enriching** (Broadening gifted students' horizon and breadth of learning); **Accelerating** (Facilitating gifted students' earlier enrolment for advanced/university programmes).

Activities covering four domains in the 2009 - 10 school year are as follows:

	Humanities	Leadership	Mathematics		Sciences
Introductory	- An Introduction to Linguistics - Chinese Creative Writing Workshop	- Workshop on Debating Skills	- Mathematics Enrichment Course (Mathematics in 24 lessons) - Thematic Mathematics Programmes		- Biomedical Engineering Seminar
Intermediate	- Future Curator Training Course - Certificate in Banking and Financial Services - Workshop on Rational Thinking and a Meaningful Life	- Leaders for the New Generation	- Intensive Training Camp - Cross-territory Exchange Study Activities	- *International Mathematics Olympiad (IMO) Training - *International Physics Olympiad (IPhO) Training	- Summer Science Camp and Exchange Programme
Advanced	Credit-bearing Course - Film Art and Culture - Creative and Critical Thinking - English Creative Writing - Chinese Creative Writing	- Government Study and Leadership Training - Effective Leadership and Social Services Project	Credit-bearing Courses - Mathematics Enhancement Programme	(3-tier courses + Pre Olympiad Training)	Credit-bearing Course - Multi-disciplinary Science - Marine Science
Personal Growth and Development Series	Mentorship Scheme Personal Growth Workshop Social Development Workshop Positive Family Relationship Study Skills (Brain-based Learning workshop for gifted students)				
Multi-disciplinary	Harmonies In Nature: A Dialogue Between Mathematics and Physics University-based Multi-disciplinary Study Projects				
Thematic Talk	Academic Talks in each domain are held regularly				

*Remarks: *Students who achieved outstanding performance in the territory-wide competition(s) can be selected to join training programmes.*

Acknowledgement

The Professional External Selection Board for the Gifted Student Programmes of The Hong Kong Academy for Gifted Education (2009 - 10) is made up of:

Prof CHENG, Shiu Yuen	Dean of Science, HKUST
Ms CHENG, Veon	Ex chairperson, Parent Association for the Exceptionally Gifted
Ms CHOW, Jessie	Educational Psychologist, the HKAGE
Mr LAU, Hor Keung	Principal, Sha Tin Methodist College
Ms WONG, Kit Lin	Principal, Baptist Lui Ming Choi Primary School
Dr WONG, Pui Ling Linda	Associate Professor, Department of English Language and Literature, HKBU
Ms YEUNG, Ching Han	Principal, HKMLC Queen Maud Secondary School
Dr. YUEN, Man Tak	Associate Professor, Faculty of Education, HKU

The HKAGE Contacts

Enquires : (852) 3698 3498 / 3698 3494 (Enquires about the nominations)
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Name of Student Nominee : _____ Class (2009-10) : S_____

Identification Guidelines – Humanities

Please fill the appropriate circles in **BLACK**, with 5 is “Remarkable”, 4 is “Quite Advanced”, 3 is “Above Average”, 2 is “Average” and 1 is “Typical” for the same age group, which BEST describes the behavior of the student nominee with reference to teacher continuous observation.

e.g. : ①②●④⑤

Item	Score
• Enjoys accumulating knowledge by reading.	① ② ③ ④ ⑤
• Likely to be a collector/ visitor of museums etc.	① ② ③ ④ ⑤
• Displays intellectual curiosity, becomes interested in a variety of topics not required or assigned.	① ② ③ ④ ⑤
• Interested in social themes, complex public issues, explanations and theories of causation.	① ② ③ ④ ⑤
• Attracted toward cognitive complexity; enjoys puzzles, paradoxes, mysteries.	① ② ③ ④ ⑤
• Engages in intellectual play; enjoys puns, play on words, language games.	① ② ③ ④ ⑤
• Enjoys language, reading, conversation, listening and verbal communication.	① ② ③ ④ ⑤
• Has a wide vocabulary which is used precisely and appropriately.	① ② ③ ④ ⑤
• Asks questions and challenges knowledge.	① ② ③ ④ ⑤
• Skilled in analysing topics, finding the underlying problem, questioning, investigating.	① ② ③ ④ ⑤
• Begins to develop informed skepticism.	① ② ③ ④ ⑤
• Sensitive to social issues, sees ethical and moral questions.	① ② ③ ④ ⑤
• Suspends judgment, entertains alternate explanations or points of views while exploring a question.	① ② ③ ④ ⑤
• Ability to empathise.	① ② ③ ④ ⑤
• Is aware that statements about people depend for their validity on the authority and type of available evidence.	① ② ③ ④ ⑤



Name of Student Nominee : _____ Class (2009-10) : S_____

Identification Guidelines – Leadership

Please fill the appropriate circles in **BLACK**, with 5 is “Remarkable”, 4 is “Quite Advanced”, 3 is “Above Average”, 2 is “Average” and 1 is “Typical” for the same age group, which BEST describes the behavior of the student nominee with reference to teacher continuous observation.

e.g. : ①②●④⑤

Item	Score
• Demonstrates responsible behavior, can be counted on to follow through on activities/projects.	① ② ③ ④ ⑤
• Demonstrates a tendency to be respected by classmates.	① ② ③ ④ ⑤
• Demonstrates the ability to articulate ideas and communicate well with others.	① ② ③ ④ ⑤
• Is self-confident when interacting with age peers.	① ② ③ ④ ⑤
• Demonstrates the ability to organise and bring structure to things, people, and situations.	① ② ③ ④ ⑤
• Demonstrates cooperative behavior when working with others.	① ② ③ ④ ⑤
• Demonstrates a tendency to direct an activity when he or she is involved with others.	① ② ③ ④ ⑤
• Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed.	① ② ③ ④ ⑤
• Enjoys being with other people; is sociable and prefers not to be alone.	① ② ③ ④ ⑤
• Participates in most activities connected with the school; can be depended upon.	① ② ③ ④ ⑤
• Shows ability to inspire group members to meet goals.	① ② ③ ④ ⑤
• Persuades group members to adopt ideas or methods.	① ② ③ ④ ⑤
• Synthesises ideas from group members to formulate a plan of action.	① ② ③ ④ ⑤



Name of Student Nominee : _____ Class (2009-10) : S_____

Identification Guidelines – Mathematics

Please fill the appropriate circles in **BLACK**, with 5 is “Remarkable”, 4 is “Quite Advanced”, 3 is “Above Average”, 2 is “Average” and 1 is “Typical” for the same age group, which BEST describes the behavior of the student nominee with reference to teacher continuous observation.

e.g. : ①②●④⑤

Item	Score
• Generalises Mathematical relationships, relates concepts in various applications.	① ② ③ ④ ⑤
• Organises data to discover patterns or relationships.	① ② ③ ④ ⑤
• Persistent in learning Mathematics, high concentration, hard working, motivated, interested.	① ② ③ ④ ⑤
• Analyses problems carefully, considers alternatives, does not necessarily accept first answer.	① ② ③ ④ ⑤
• Resourceful in seeking ways to solve a problem.	① ② ③ ④ ⑤
• Interested in numbers and quantitative relationships, sees usefulness or applications of mathematics.	① ② ③ ④ ⑤
• Learns Mathematics concepts and processes faster than other students.	① ② ③ ④ ⑤
• Good at verbalising mathematics concepts, processes, and solutions.	① ② ③ ④ ⑤
• Identifies and restates problems, good at formulating hypotheses.	① ② ③ ④ ⑤
• Reasons effectively.	① ② ③ ④ ⑤
• Enjoys trying to solve difficult problems, likes puzzles and logic problems.	① ② ③ ④ ⑤
• Visualises spatially, can create visual images of problems.	① ② ③ ④ ⑤
• Develops unique associations, uses original methods for solutions.	① ② ③ ④ ⑤
• Sometimes solves problems intuitively, then cannot always explain why the solution is correct.	① ② ③ ④ ⑤
• Recalls relevant information or concepts in solving problems, recognises the critical elements.	① ② ③ ④ ⑤



Name of Student Nominee : _____ Class (2009-10) : S_____

Identification Guidelines – Sciences

Please fill the appropriate circles in **BLACK**, with 5 is “Remarkable”, 4 is “Quite Advanced”, 3 is “Above Average”, 2 is “Average” and 1 is “Typical” for the same age group, which BEST describes the behavior of the student nominee with reference to teacher continuous observation.

e.g. : ①②●④⑤

Item	Score
• Good at verbalising science concepts, phenomena and solutions.	① ② ③ ④ ⑤
• Interested in science/ information technology books and television programmes, enjoys science fiction.	① ② ③ ④ ⑤
• Persistent in learning science, concentrates, works hard, motivated.	① ② ③ ④ ⑤
• Learns and practises science concepts faster than other students.	① ② ③ ④ ⑤
• Good at planning, designing, decision making.	① ② ③ ④ ⑤
• Organises data or analyses an observed phenomenon to discover patterns or relationships.	① ② ③ ④ ⑤
• Sees connections and relationship of science to real world.	① ② ③ ④ ⑤
• Generalises science relationships, relates concepts in various applications.	① ② ③ ④ ⑤
• Organises experiments/ writes computer programmes, capable of identifying and controlling variables.	① ② ③ ④ ⑤
• Comes up with good questions or ideas for experiments/ information technology-related issues.	① ② ③ ④ ⑤
• Good at observing, exploring, questioning, investigating things in detail.	① ② ③ ④ ⑤
• Good at visualising, able to see complex patterns in ideas.	① ② ③ ④ ⑤
• Interested in numerical analysis, good at measurement and data analysis.	① ② ③ ④ ⑤
• Understands scientific method, able to formulate hypotheses and conduct experiments carefully.	① ② ③ ④ ⑤
• Reasons effectively.	① ② ③ ④ ⑤
• Enjoys trying to solve difficult problems in science/ information technology by logic deduction.	① ② ③ ④ ⑤
• Persistent, sticks with investigations in spite of difficulties or problems, has high level of energy.	① ② ③ ④ ⑤
• Masters a lot of science/ information technology information.	① ② ③ ④ ⑤
• Uses relevant information or concepts in solving problems, recognises the critical elements.	① ② ③ ④ ⑤
• Skilful in using lab equipment, able to improve on experiments.	① ② ③ ④ ⑤