香 港 資 優 教 育 學 院
The Hong Kong Academy for Gifted Education

School Nomination 2011-12

Identification Guidelines

Background

Every year, the HKAGE invites all secondary schools to nominate students with outstanding performance/great potential in Humanities, Leadership, Mathematics or Sciences to join the HKAGE so as to further nurture and develop their potential. This year, school teachers are asked to **submit an appropriate number of nominations from S1 to S7 level,** and are recommended to nominate around TWELVE students (around 4 for a single domain). The number of students nominated by school social workers and school educational psychologists is excluded from this suggested quota.

Mission

1. To raise public awareness of gifted education
2. To facilitate systemic support (support across different systems) to nurture the gifted
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**

School teachers, school social workers and school educational psychologists are invited to participate in this nomination. Schools. teachers are kindly requested to submit an appropriate number of nominations from S1 to S7 level, and are recommended to nominate around TWELVE students (around 4 for a single domain). The number of students nominated by school social workers and school educational psychologists is excluded from this suggested quota..

(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. This nomination does **NOT** affect the quota for the yearly school nomination, and the HKAGE will screen nominations by reviewing the information submitted by nominees. Students are, in general, not required to attend written tests. However, the students might be interviewed by the HKAGE if it is considered necessary.

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.

In view of the above, identification of gifted students should not be relied solely on the result of IQ tests. Nominators are advised to consider the following identification guidelines:

- Based on the multi-facetted definitions of giftedness, different perspectives should be adopted to understand the potential, outstanding performance, strengths and weaknesses of the gifted students;
- Paying more attention to students' interest and their learning styles, attitude and performance. Be aware of students' learning process and outcomes so as to know more about their individual learning needs and development opportunities;
- Using flexible and appropriate assessment methods and mechanism to assess fairly and accurately students' learning needs, progress and achievement. Phased, summative and multi-perspective assessments should be adopted;
- Both quantitative and qualitative identification tools should be employed. Avoid applying "single test" or "one-off" identification method to students gifted in different domains;
- Schools are advised to set up a team of teachers responsible for the nomination and identification of students and encourage teachers to recommend students to the HKAGE. Clear identification goals, criteria and follow-up actions may be drawn up with consideration of teachers' views and judgement;
- Schools may consider inviting parents to nominate their children or students to nominate themselves to join the HKAGE. The schools will make overall consideration on the nomination;
- During the process of collecting students' information, schools should maintain close co-operation, good communication and mutual support with parents so as to enhance their understanding of students to ensure more accurate identification.

In fact, quite a number of academics on gifted education believe that identification of gifted students should not be just confined to their exceptional academic performance, e.g. "Three-Ring Conception of Giftedness" of *Joseph Renzulli (US)*: gifted students have three key characteristics which affect the development of their gifted behaviours. These characteristics are:

Above Average Ability:

(General Abilities): processing information, integrating experiences, and abstract thinking

(Specific Abilities): the capacity to acquire knowledge and perform in an activity

Creativity:

Fluency, flexibility, and originality of thought, an openness to experience, sensitivity to stimulations, and a willingness to take risks

Task Commitment:

Perseverance, endurance, hard work, self-confidence, perceptiveness and a special fascination with a special subject

Gifted behaviours can only be developed under the interaction between the three characteristics.

"Triarchic Theory of Human Intelligence" of *Robert Sternberg (US)* holds that the gifted demonstrate excellent performance in their analytical, creative and practical skills, etc.:

Analytical Skills:

Metacomponents: control, monitor and evaluate cognitive processing. These are the executive functions to order and organise performance and knowledge acquisition components.

Performance Components: execute strategies assembled by the metacomponents. They are the basic operations involved in any cognitive act.

Creative Intelligence:

This involves insights, synthesis and the ability to react to novel situations and stimuli. This he considers the experiential aspect of intelligence and reflects how an individual connects the internal world to external reality.

Practical Intelligence:

This involves the ability to grasp, understand and deal with everyday tasks.

Source of reference:

1) Joseph S. Renzulli (2008). *The Three-Ring Conception of Giftedness*, Retrieved August 19, 2008, http://www.gifted.uconn.edu/sem/semart.html

2) Sternberg, R. J. (1985). *Beyond IQ: A Triarchic Theory of Intelligence*. Cambridge: Cambridge University Press

For details about the traits of gifted students' creativity and leadership, please refer to the 3rd and 4th parts of the "Survey on the Traits about Gifted Children's Behaviours" compiled by the EDB (http://www.edb.gov.hk/FileManager/TC/Content_3647/selection_11.pdf).

Characteristics of giftedness

Like most students, gifted students also need proper nurturing and guidance to enable them to fully and positively develop their potential. Otherwise negative attitude or behaviour may emerge. According to the studies by academics on gifted education around the world, gifted students have the key characteristics as listed in the following table (the table is for reference only and not all gifted students exhibit the characteristics and they should not be used as a checklist for the identification of giftedness):

Cognitive abilities*	Emotional and social behaviour
Good expressive skills	Overexcitabilities: psychomotor, sensual, emotional *(Pazimierz Dabrowski, 1980)*
Quick in thinking	Positive and optimistic *(Franks & Dolan, 1982; Goleman,1995, 1998)*
Good common sense	Emphasis on justice and fairness *(Karen Rogers and Linda Silverman, 1997)*
Good at grasping abstract ideas	Enthusiastic and responsible *(Renzulli, 1978,1994)*
Highly curious and persistent to explore	Aggressive *(Galbraith & DeLisie, 1995)*
Creative and imaginative	Prefer to the company of more mature friends *(Dunn & Griggs, 1985)*

**Clark (1997), Davis and Rimm (1994), Martinson (1974), Renzulli, Smith, White, Callahan and Hartman (1976), and Whitmore (1980)*