

Thematic Course:

Project Horne

Course Code	Date and Time	Target Group
TC/AE/011112E1	Info Session 6 January 2012 (Friday) 2 p.m. – 5 p.m. Project Horne 9 January– 14 April 2012	School Social Workers, School Counsellors, Guidance Teachers and Teachers (with basic knowledge in Gifted and Affective Education)
Medium of Instruction	Cantonese	

6 January 2012

Info Session + Knowledge Building
 Rm 1026, 1/F, Hong Kong Productivity Council Building,
 78 Tat Chee Avenue, Kowloon Tong, Kowloon.

Venue

: **9 January – 14 April 2012**
 Online learning platform (virtual learning)

14 April 2012

Project Presentation (face-to-face): To be confirmed

Mrs. Eva Sum (Speaker and Mentor)

Registered Educational Psychologist

Speaker and Facilitator

: **Ms. Jo Ng (Project Coordinator and Mentor)**
 Professional Development Officer, Teacher Professional Development Division, HKAGE

Course Description

: **Project Horne** seeks to promote and support participants' professional development through providing helpful and practical guidance. It provides an opportunity for participants to develop professional knowledge and master strategies to cater for the affective needs of gifted / highly able learners through a short practicum in the school setting.

The assigned mentor will assist participants to walk through the planning, implementation and evaluation stages. The e-learning community is created for participants to share their ideas and learning process which facilitates collaboration and empowerment.

An info session of **Project Horne**, which highlights the rationale, content and arrangement, will be conducted on **6 January 2012**.

One of the **Knowledge Building** courses, **Healthy Psychological Well-being of Gifted Students**, will also be held on **6 January, 2012**.

- Course Objectives** : Upon completion of **Project Horne**, participants should be able to:
- Understand the affective needs of gifted / highly able learners and common issues faced by them
 - Acquire knowledge and practical strategies related to their chosen topic
 - Identify and cater the affective needs of gifted / highly able learners
 - Plan, apply and evaluate the effectiveness of the strategies employed

Upon completion of **Knowledge Building (Healthy Psychological Well-being of Gifted Students)**, participants should be able to:

- Understand the unique psycho-emotional profile of gifted students
- Acquire knowledge and skills of early identification of gifted students with suspected mental health concerns
- Employ the preventive and early intervention strategies to enhance psychological well-being for gifted students
- Know the channels for referral and assessment

- Course Outline** : The contents of the **Project Horne** should include:

- **Knowledge Building**
To deepen and consolidate the professional knowledge about the affective needs of gifted learners, face-to-face workshops are organised on the following dates:

2011 Dec 15: [Understanding the Social Emotional Issues of Gifted Learners](#)

2011 Dec 20: [Unleashing Perfectionism](#)

2012 Jan 7: [Mentoring Gifted Students](#)

- **Practicum**
Write a short and precise proposal for a school based gifted education programme or a case study to cater for the affective needs of gifted / highly able learners.

Try out selected aspects of the proposed programme or case study which is no fewer than 2 hours in your school. A written final report is required to facilitate evaluation.

Participants can choose to work individually or in pairs.

- **Mentoring**
The mentor will provide guidance and feedback on the project proposal, process and final report through the e-learning platform.
- **Learning Community**
A forum will be established on the e-learning platform to encourage communication and idea sharing among participants and mentor.

The contents of the **Knowledge Building (Healthy Psychological Well-being of Gifted Students)** should include:

- The uniqueness of the psycho-emotional profile of gifted students and its relation to mental health concerns
- Importance of early identification of gifted students with suspected mental health concerns
- The preventive and early intervention strategies that can be applied to enhance the healthy psycho-emotional well-being of gifted students
- Case sharing to show how to apply the strategies to real situations
- What resources in the community can educational practitioners seek for, including referral and assessment services?
- Question and Answer
- Concluding remarks

- Certificate/CPD Hours** : Certificate of Participation and **18** CPD hours will be awarded to all participants after completion of the **Project Horne**.
- Course Fee** : Free of Charge (funded by the Hong Kong Academy for Gifted Education)
- Number of Nominees** : At most 2 from each school
- Registration Information** : Please apply online from the website of The Hong Kong Academy for Gifted Education at http://hkage.org.hk/en/tz_programmes.html
Each registrant is required to obtain approval from his/her principal or supervisor of the school/organisation to attend this course by submitting a signed “**Nomination Form**” to the HKAGE through fax or email in order to complete the registration process.

The “Nomination Form” will pop-up after the registrant has submitted the online registration form. The same form will also be sent to the registrant via email as a reminder.
- Deadline for Registration** : **4 January, 2012 (Wednesday) 5:00p.m.**
Note: Acceptance is on a first-come-first-served basis.
Registrants will be notified of the outcome by 5 January, 2012 (Thursday) through email. If school nominees do not receive our notification, please contact us at 3698 4025.
- Contact Person** : Miss Ng Tel: 3698 4036 or Email: tpd@hkage.org.hk
- Remarks** :
1. HKAGE reserves the right to cancel the course due to insufficient enrollment.
2. ALL online applications should be nominated and approved by the school authority. Prior application is required and walk-ins will NOT be entertained.
3. Applicants should check the enrollment results via their email accounts registered with The Hong Kong Academy for Gifted Education.
4. The course organiser reserves the right to reject those applications not submitting sufficient data.

5. The course organiser will take videos and photos of the activities during the course. The photos and materials taken may be used in print and electronic publications by the course organiser for educational purpose.
6. Car park arrangement: No parking spaces are available at KTESC. Please park at nearby car parks (such as Festival Walk).

Introduction to Speaker and Mentors:

Mrs. Eva Sum (Projects on twice-exceptionality, underachievement and general topics)

Mrs. Eva Sum is an experienced Educational Psychologist with extensive experience working with schools, especially on helping teachers and parents understand the characteristics and needs of gifted students.

Eva had been working as an Educational Psychologist at the Education Bureau for 15 years. She headed the working team at the Education Psychology Service Section and helped twice exceptional students. She had also worked as a Teaching Consultant training Educational Psychology trainees in the Psychology Department at the University of Hong Kong from 2006-2010. She is now the Director of a psycho-educational service centre which provides assessment, consultation and supportive services to help children realise their potentials and overcome any learning or emotional/behavioral difficulties.

Eva has delivered talks, conducted workshops and provided consultation services for teachers and parents to help them understand the social and emotional needs of gifted students and how teachers can employ effective strategies in the classroom to enhance students' motivation and stretch their innate potentials. Eva has been invited by the Education Bureau and our Academy for several years to deliver professional development programmes on giftedness and related issues.

Ms. Jo Ng (Projects on perfectionism, motivation and general topics)

Ms. Jo Ng received her Master of Arts in Special Education with Gifted Education Concentration at the University of British Columbia, Canada. Her research interests included perfectionism, social-emotional concerns, motivation and career planning of gifted learners. She used a qualitative methodology to complete her thesis *Exploring Teachers' Perceptions of Perfectionism and Giftedness*.

During her study in Canada, Jo worked as a program assistant of Shad Valley (UBC), a residential summer camp for talented teenagers to stretch their potential in Mathematics, Sciences and Entrepreneurship across Canada. She organised social-emotional related workshops for participants and worked collaboratively with the Pavilion Lake Research Project to implement a series of educational activities which met participants' interests and passion. To put theory into practice, Jo also volunteered as a classroom assistant at two private schools for gifted children in Vancouver where she obtained a lot of hands-on experience in daily classroom settings about multi-age grouping, differentiated curriculum and thematic activities which address gifted students' unique learning pace and social-emotional needs.

Jo had previously taught in three secondary schools in Hong Kong. Related to her bachelor training in Social Work, she integrated some counselling elements in her daily classroom teaching to facilitate the growth of students.