

School-based Gifted Education: Learning & Teaching Resource Package



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As the Chinese proverb says, “It takes 10 years to grow trees but 100 years to develop people.” In light of today’s ever-changing environment with rapid technological advancements, it is important that education keeps abreast with the times and provides equal learning opportunities for those with different backgrounds and abilities to explore multiple pathways. Although gifted students may be perceived to have an advantage, they also have special education needs.

To cater to diverse educational needs and fully unleash the potential of students, **The Hong Kong Jockey Club Charities Trust** approved a donation of HK\$48.5 million in 2016 for The Chinese University of Hong Kong to launch the evidence-based **Jockey Club “Giftedness Into Flourishing Talents” Project**. For the past three years, the initiative has strengthened support at Levels 1 and 2 of the three-tier School-based Gifted Education framework by offering enrichment programmes and differentiated curriculums for all students, developing a school-based talent research model, and delivering pull-out programmes for more abled and talented students. A total of 20 primary and secondary schools have been provided with on-site support to establish a student portfolio, while nearly 2,600 educators have been trained through workshops, sharing sessions and overseas trips to widen their horizons and enhance their professional capacity.

Recognising that parents play a crucial role, the project has implemented an array of parent-education activities to help over 1,200 parents understand and learn how to develop their children’s interest and potential. Thanks to a holistic, multi-pronged approach, more than 15,000 gifted and non-gifted students have been nurtured inside and outside the classroom based on their individual talents, characteristics and learning abilities, so that their potential can be fully realised alongside whole-person development. This is consonant with the principle of “enabling students to thrive by teaching in line with their abilities”.

In addition to this project, the Trust has supported the **Jockey Club “Gifted in Bloom – Harmony in Heart & Mind” Programme** to help gifted learners tackle issues regarding their emotions and social skills via affective education, so as to maximise their talents. In early 2019, we supported the **Jockey Club “Diversity at Schools” Project**, which aims to create a meaningful learning experience through the cultivation of a diverse and learning-friendly environment for students of different abilities. The project also aims to enhance teaching practice.

As one of the world’s top ten charity donors, the Club spares no efforts in promoting development of local education. In recent years, we have placed top priority on four major educational areas. They include projects to equip our younger generation with 21st century skills; students with diverse learning needs; promoting innovation in education and technology education, as well as early childhood education. As always, the Club is dedicated to addressing different social needs and benefiting as many citizens as possible with Youth, the Elderly, Sports, and Arts, Culture and Heritage as its strategic areas of focus.

On this encouraging note, I would like to extend my sincere thanks to The Chinese University of Hong Kong and the inter-institutional team for their steadfast commitment, together with all participating key and network schools, teachers and parents, for their enthusiastic support for the **Jockey Club “Giftedness Into Flourishing Talents” Project**. I hope this education kit supports the long-term development of gifted education in Hong Kong to help nurture our future leaders and innovators for a better Hong Kong.

Leong Cheung
Executive Director, Charities and Community, The Hong Kong Jockey Club

In Hong Kong where intense competition takes place, students are exhausted with tests and teachers are busy catching up with the curriculum progress. Despite this norm in our education sector, when an educator remembers his or her very beginning mind, academic achievement is by no means the only pursuit. We believe students are all unique, and schools should be a place to unleash their potential.

This explains the importance of the School-based Gifted Education. Learning activities are designed according to the characteristics and needs of students, enabling them to acquire knowledge, enjoy the learning process and make good use of talents at the same time. Over the past three years, the **Jockey Club “Giftedness Into Flourishing Talents”** Project has entered the campuses of 20 Project Schools and worked closely with frontline teachers. The collaborative effort aimed at tailor-making teaching programmes, based on the uniqueness of every school and every class of students.

The effort of the Project Schools in creating and putting the innovative teaching programmes into practice is highly appreciated. From the class observation and feedback from teachers, as gifted education starts to take root in the schools, students became remarkably engaged in learning and showcased different talents and potentials. Teachers in turn gained a sense of satisfaction.

It is just the beginning. In order to reach more beneficiaries, particularly local teachers and students, School-based Gifted Education needs to be further promoted. This is also the main reason for the publication of *“School-based Gifted Education: Learning and Teaching Resource Package”*.

For each of the 32 teaching units published, theoretical background is provided with the introduction of the school and student characteristics in each participating school, supplemented by lesson plans and learning resources. The discussion part gives a reflection on the effectiveness as well as difficulties in practical implementation. Users of the resource package can thus have a better planning to overcome the possible difficulties and further improve their lessons.

We hope that the Project Schools, with the establishment of a good foundation of School-based Gifted Education, do not only continue but also extend it to other grades and subjects. Other schools can flexibly adapt and use the teaching materials, break the existing teaching framework, so as to enhance students’ learning effectiveness.

We must express our deepest gratitude to **The Hong Kong Jockey Club Charities Trust** for the generous funding support, under which the **Jockey Club “Giftedness Into Flourishing Talents”** Project could be successfully completed and *“School-based Gifted Education: Learning and Teaching Resource Package”* is published. The resource package is both useful and valuable as an outcome of the three-year collaboration, proving the significance and feasibility of School-based Gifted Education. We eagerly anticipate that the elements of gifted education will widely appear in local classrooms, bringing new and rewarding learning and teaching experiences.

Alan C. K. Cheung, PhD
Convener & Co-Chief Principal Investigator,
Jockey Club “Giftedness Into Flourishing Talents”

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Introduction

The issue of this *School-based Gifted Education: Learning and Teaching Resource Package* was the fruitful outcome of the professional collaboration between the **Jockey Club “Giftedness into Flourishing Talents” Project** (Project GIFT) and 20 local Project Schools (15 primary and 5 secondary schools) in 2017/2018 and 2018/2019. The Project was launched by the Centre for University & School Partnership, Faculty of Education, The Chinese University of Hong Kong (CUHK) with funding from the Hong Kong Jockey Club Charities Trust to promote school-based talent development and gifted education in Hong Kong. It was a cross-institutional effort by research investigators from CUHK, the Hong Kong Polytechnic University, the City University of Hong Kong, and the Education University of Hong Kong.

To enhance readers’ knowledge of gifted education implementation and school-based professional collaboration with Project Schools, this chapter serves four main purposes. First of all, the primary focus will be on the contemporary perspectives on giftedness. To this end, the conception and theoretical models of giftedness will be examined. Then, to nurture children with giftedness and talents, gifted education strategies will be elaborated. Following this, the development of gifted education in Hong Kong, together with a three-tier implementation model and the core elements of gifted education will be discussed. After that, the background of professional collaboration, the purposes and major components of this *School-based Gifted Education: Learning and Teaching Resource Package* will be introduced.

With this resource package, we aim at providing local primary and secondary schools with an effective platform for dissemination and sharing of learning and teaching resources. Most importantly, we look forward to providing educators, teachers, curriculum leaders, and school administrators who are interested in gifted education with a rich source of good practices of school-based enriched curriculum and talent development (L1) as well as pull-out programmes for high ability and gifted students (L2).

Contemporary Perspectives on Giftedness

What is giftedness?

Giftedness has long been defined by intellectual intelligence or the psychometric IQ score. It was no surprise then that western IQ tests were considered as indicators to identify giftedness (Chan, 2018). Nevertheless, over the years, the conception of giftedness and intelligence has undergone remarkable changes. IQ score is no longer regarded as “an adequate measure of giftedness” (Chan, 2018, p.73). Rather, a broad definition of giftedness using multiple criteria is adopted.

Based on the U.S. Marland’s Report (1972), which supported a multi-faceted or multi-dimensional

nature of giftedness, the Education Commission Report (1990) identified the definition of giftedness and addressed the educational needs of gifted children in Hong Kong. Accordingly, gifted children are those who show exceptional achievement or potential in one or more of the following.

- (a) A high level of measured intelligence;
- (b) Specific academic aptitude in a subject area;
- (c) Creative thinking showing high ability to invent novel, elaborate and numerous ideas;
- (d) Superior talent in visual and performing arts such as painting, drama, dance, music, etc;
- (e) Natural leadership of peers showing high ability to move others to achieve common goals; and
- (f) Psychomotor ability demonstrating outstanding performance or ingenuity in athletics, mechanical skills or other areas requiring gross or fine motor coordination (Education Commission, 1990, p.47).

Theoretical Models of Giftedness

Two main theoretical models are relevant and consistent with the Asian cultural conception of giftedness. The first one is Renzulli's (1978) Three-Ring Model (Figure 1). The second one is Gardner's (1983) Theory of Multiple Intelligences (MI) (Figure 2). They will be examined as follows.

The Three Ring Conception of Giftedness holds that gifted behavior is an outcome of the interaction of three basic clusters of human traits, namely, above average general and /or specific abilities, high levels of task commitment (motivation), and high levels of creativity.

One of the major components is well-above average ability. On the one hand, general ability consists of traits that can be applied across all or broad domains. It is the "capacity to process information, to integrate experiences that result in appropriate and adaptive responses to new situations, and the capacity to engage in abstract thinking" (Renzulli, 2010, p.259). Therefore, verbal and numerical reasoning spatial relations, memory as well as word fluency are examples of this general abilities. On the other hand, specific abilities range from "the capacity to acquire knowledge, skill, to the ability to perform in one or more activities of a specialized kind and within a restricted range" (Renzulli, 2010, p.260).

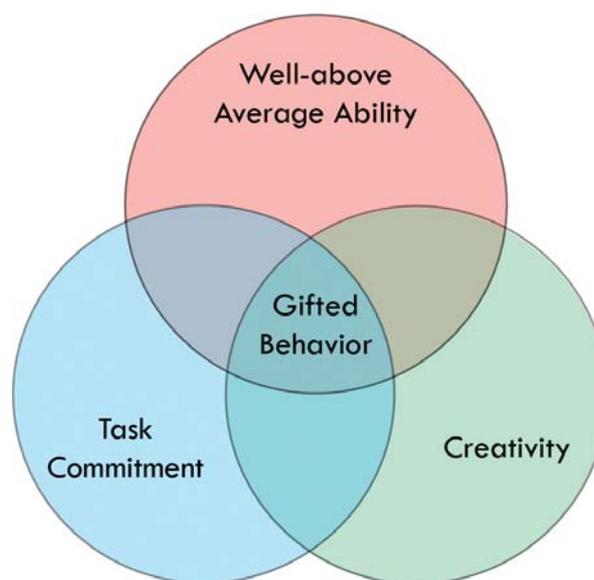


Figure 1. Three ring conception of giftedness
(Adapted from Renzulli, 1978, p.83)

Task Commitment is the second feature. It represents energy brought to bear on a particular problem or specific performance area. Task commitment has been found to be strongly associated with one's perseverance, endurance, hard work, dedicated practice, self-confidence, belief in carrying out important work, and action applied to his/her area of interest. In general, task engagement can be either intrinsically or extrinsically motivated (Renzulli, 2010).

Creativity is the third of the cluster of traits that characterize one's giftedness. Its vital role in the cognitive process has been supported in the revised Taxonomy of Anderson et al. (2001). In their model, six levels of cognitive domains are stipulated, namely Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Among them, creativity belongs to the highest level of the cognitive hierarchy.

In brief, gifted children possessing the above-mentioned traits are "capable of developing and applying themselves to any potentially valuable area of human performance" (Chan, 2018, p.74). It is interesting to note that the focus on one's ability and task commitment shares the same mindset

of "effort and hard work" with Confucian ideology. According to Confucian teaching, one's ability is highly regarded especially in Chinese communities. As regards creativity, however, it is commonly agreed that the collectivist values of Confucianism such as conformity and obedience are not conducive to the nurturing of creativity. As such, to cultivate giftedness in children, researchers find that the promotion of creativity is always a top priority in many Asian countries, notably China, Hong Kong, Singapore and South Korea (Chan, 2018; Hui & Lau, 2010).

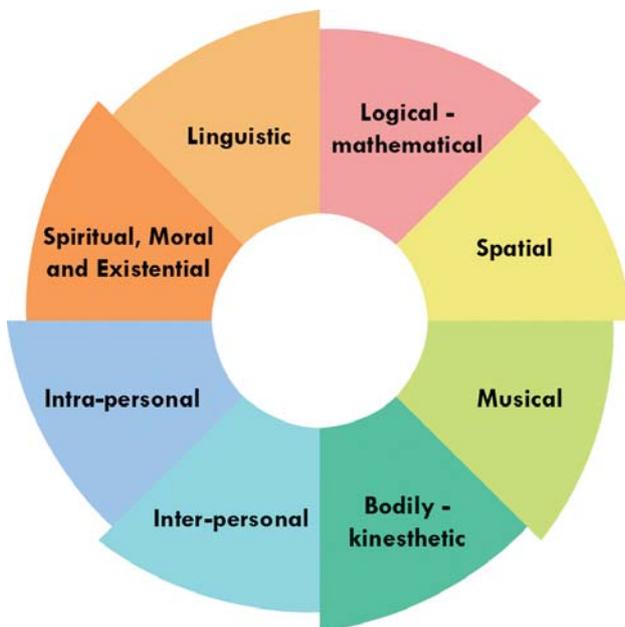


Figure 2. The theory of multiple intelligences

While most studies correlate giftedness with intelligence, some theorists have developed new models of intelligence. To Gardner (1983), intelligence is not a unitary concept.

Rather, there are various dimensions of intelligences. In his initial model, Gardner formulated the seven dimensions of intelligences, namely linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, inter-personal, and intra-personal. Later, he added an eighth one named spiritual, moral and existential intelligence (Gardner, 1999). This new conception has marked a great difference from the traditional notion of giftedness, which pays great attention to intellectual intelligence.

In sum, the MI theory matches well with the Confucian educational ideal of promoting students' balanced development in the ethical (de), intellectual (zhi), physical (ti), social (qun) and aesthetic

(mei) domains (Chan, 2008). Similarly, Sternberg and Reis (2004) hold that giftedness involves more than just IQ. Instead, it has both non-cognitive and cognitive components. Sternberg and O'Hara (1999) suggested that intelligence is simply one of the six forces that generate creative thought and behavior. It is the confluence of intelligence, knowledge, thinking styles, personality, motivation, and the environment that forms gifted behavior as viewed from a creative-productive perspective. In addition, Renzulli (2010) also supported an expanded conception of giftedness. Instead of adopting a purely academic definition, he reiterated the value of “multiple talent” and “multiple criteria” in understanding the characteristics of high potential and gifted students.

Approaches to Differentiated Education

Gifted and talented children demonstrate distinct learning styles that call for a diversity of educational offerings. Gifted learners generally demand rich “learning experiences which are organized by key concepts and principles of a discipline rather than by facts” (Tomlinson, 2019, p.1). Compared with their non-gifted counterparts, gifted children are inclined to master advanced material in a complex and abstract manner earlier and more consistently than their peers (Brody & Benbow, 1987; Little, 2018).

Given the unique characteristics and needs of gifted learners, the adoption of differentiated instruction is in alignment with the Confucian value of “yin-cai-shi-jiao” (teaching according to one’s abilities). As such, differentiation allows instructors to teach in accordance with each one’s abilities and needs.

Differentiation

Differentiation is “the process of making educational expectations match individual students’ different learning needs” (Matthews & Foster, 2009, p.112). This strategy is proved to be effective in serving gifted learners especially in heterogeneous classrooms. At the curriculum level, adaptations can be made by removing unnecessary or repetitive chunks of content, reorganizing or intensifying content, and connecting a unit of study to other subject areas or disciplines. At the classroom level, teachers may adopt flexible grouping based on students’ strengths, interests and weaknesses, and extend the breadth and depth of learning experiences (Wan, 2016).

Differentiated provisions are typically essential to the gifted or talented individuals who exhibit differential abilities and multi-level talents. Their educational needs can be appropriately satisfied with accelerated, compacted and advanced learning content, and enriched learning experiences, which help develop convergent and imaginative abilities, and pursue higher goals and independence (Feldhusen, 1982; Griggs & Dunn, 1984; Tomlinson, 1994; VanTassel-Baska & Stambaugh, 2005). In the discussion below, differentiated curriculum, instruction as well as assessment will be examined.

Differentiated Curriculum

To start with, in the regular curriculum, the Schoolwide Enrichment Model (SEM, Renzulli, 2003; Renzulli & Reis, 1994, 1997; Renzulli & Renzulli, 2010) (Figure 3) proposes differentiation of

textbook contents, processes and products to accommodate the diverse needs of individual learners. In particular, teachers should adopt curriculum modification techniques that can (a) adjust levels of required learning so that all students are challenged, (b) eliminate boredom and increase challenge and engagement for all learners, and (c) introduce various types of enrichment into regular curricular experiences (Renzulli & Reis, 2014, p.48). Other researchers also recommend using the unique characteristics of the students as criteria for decisions on how the curriculum should be adapted and differentiated (Feldhusen, Hansen, & Kennedy, 1989; Maker & Nielson, 1996).

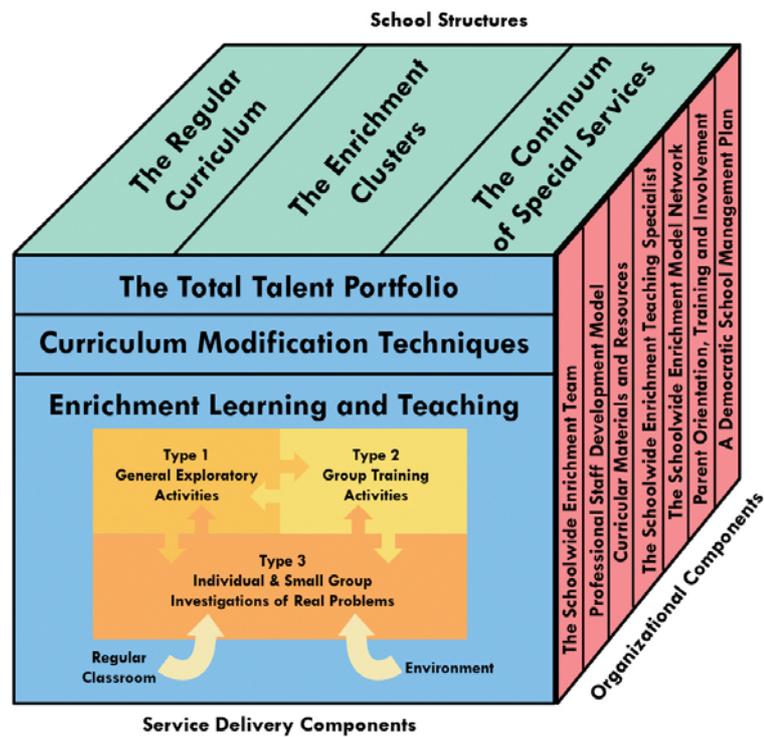


Figure 3. The schoolwide enrichment model
(Adapted from Renzulli, 2003, p.6)

It is believed that effective teaching of gifted students happens at a higher degree of difficulty, independence and competency than for most students their age. Gifted learners are more likely to engage with a different level of challenge during instruction as compared with their average peers. In VanTassel-Baska’s (1986) view, advanced content is essential to provide gifted children with advanced stimuli so that they have extended opportunities to experience new learning and challenges. Therefore, to challenge the gifted and talented, teachers are recommended to adopt learning content, process and products that are more complex, more abstract, more open-ended, more multi-faceted than would be appropriate for many peers (Tomlinson, 2019).

Beyond the capacity for more advanced learning content, gifted children showed strong preference for more challenging learning experiences. At the classroom level, challenge may be defined by pace, depth and opportunities to engage with higher-order thinking and to pursue greater depths of difficulty around their own interests (Kanevsky & Keighley, 2003; Little, 2018).

The following will discuss key instructional practices and teaching strategies for promoting effective learning by addressing the intellectual characteristics and learning needs of learners with giftedness.

Curriculum Compacting

One of the most widely used SEM differentiation strategies is curriculum compacting. It plays an essential part in incorporating content, process, products, classroom management, and teachers’

commitment to accommodate individual and small-group differences. Most importantly, it improves instruction by streamlining and provides more challenging learning opportunities for high-potential and talented learners. What is more, when formative assessments demonstrate that gifted learners have already mastered the teaching content and skills, instruction can skip over some content and move on to other advanced material. As a result, compacting curriculum facilitates the implementation of other instruction strategies in the classroom for gifted learners (Reis & Purcell, 1993; Rogers, 2007).

Differentiated Instruction

Another unique feature of the SEM is differentiated instruction. It suggests the incorporation of a variety of within-classroom strategies in classrooms. Differentiation is an attempt to address the variation of learners in the classroom to match the individual needs of students (Tomlinson, 2000). In her view, “good teaching for gifted learners is paced in response to the student’s individual needs” (Tomlinson, 2019, p.1). Gifted and high ability children learn faster. On the one hand, they desire a more compact curriculum with accelerated instructional pace than their peers. On the other hand, they expect a faster learning pace that allows them to achieve a depth or breath of understanding, and to satisfy a bigger appetite for learning.

VanTassel-Baska’s (1986) Integrated Curriculum Model (ICM) (Figure 4) has laid down a framework to address the curricular needs of gifted learners. In the model, six main differentiation features are identified, namely abstractness, depth, complexity, creativity, acceleration, and challenge (VanTassel-Baska, 2003).

Acceleration and challenge are included to serve the target of advanced content. Using acceleration, “teachers pre-assess students to determine their readiness relative to certain skills, and may compact or compress new material at more advanced levels”. As an effective strategy, acceleration “encompasses a wide variety of approaches to intervention to gifted learners” (Little, 2018, p.374). Accelerated pace and content are made feasible by moving students into different grade levels, introducing advanced content earlier, as well as moving students faster through content (Assouline, Colangelo, & VanTassel-Baska, 2015).

Challenge involves using sophisticated content stimuli and advanced resources for student exploration (VanTassel-Baska & Chandler, 2013). Depth, complexity and creativity are the key features of the Process-Product Dimension. These

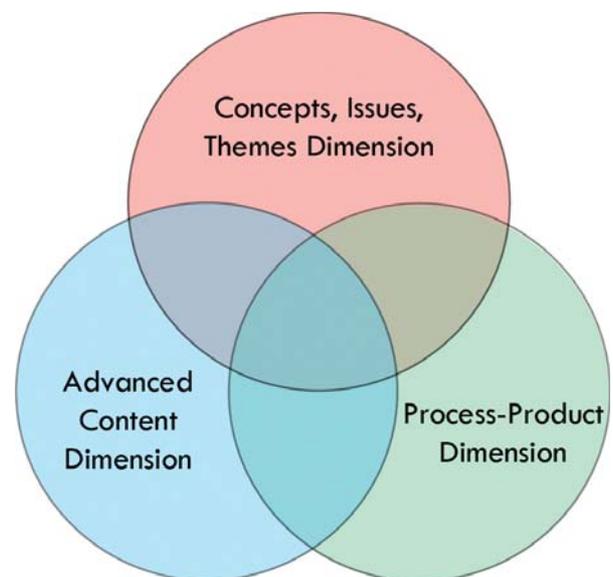


Figure 4. Integrated curriculum model

strategies help to address gifted students' characteristic of intensity, in terms of their ability to sustain focus of interest. Investigation in Depth demands one's original research and in-depth exploration from multiple perspectives. Similarly, complexity requires one's multiple higher order thinking skills and multiple variables to study a topic. Creativity addresses the intensity of the gifted learners through creative production for advanced learning.

One additional differentiation feature is abstractness. It is closely associated with the concepts/ issues/themes dimension of the ICM. By adopting abstractness in the curriculum, gifted learners are motivated to move from concrete examples to conceptual thinking skills and form generalizations independently.

In sum, the ICM provides a blueprint for structuring curriculum and planning instructional strategies for the learning and teaching of gifted students in a local context. It is particularly applicable in the Level 1 Gifted Education programmes (Three-Tier Model) which promote in-class differentiation in regular classrooms at local schools.

Grouping

Past research has revealed the usefulness of grouping strategy in supporting gifted students. In particular, flexible grouping in regular classrooms supported the achievement and valued outcomes of gifted students (Rogers, 2007, Tomlinson, 2005). It is an instructional strategy where students are grouped together to receive appropriate challenging instructions based on diverse academic abilities, learning styles and interests. As Tomlinson (2005) commented, flexible grouping fosters students to taste variant learning experiences based on learners' characteristics, intellectual potential and learning styles.

In summary, the SEM, being one of the most widely used and evidence-based curriculum models in gifted education, provides inspirations for educators to look at each student's strengths, interests, learning styles, and preferred modes of expression and to capitalize on these assets when developing challenging learning opportunities for superior learners and highly motivated students (Renzulli & Reis, 2014). It aims to maximize talents of all students by adopting a whole school approach to develop the learning potential of all students with a conviction that "a rising tide brings up all ships" (Renzulli & Reis, 2014).

In this view, to stretch the potentials and to address the learning needs of the gifted learners, schools should provide them with a wide variety of educational opportunities, resources, and encouragement above and beyond those ordinarily provided through regular instructional programmes.

Differentiated Assessment

It is worth noticing that curriculum, when differentiated, should be supplemented with diagnostic assessment, as proposed by the ICM. In addition to curriculum modifications based on the needs of gifted children, ongoing formative assessment ensures students are enhancing needed

competencies (VanTassel-Baska, 2018). Generally speaking, two models of assessment, namely performance-based assessments and portfolios, are recommended.

First, performance-based assessment requires students to demonstrate the qualities of higher level thinking, problem solving, creativity, as well as articulation in a task demand. Second, evaluation by portfolio asks students to select and present their best work. Most importantly, it is common practice that portfolios are showcased to parents and community. Further, this assessment tool allows gifted students to experience deeper insights into the learning process (VanTassel-Baska, 2008).

Gifted Education in Hong Kong

The Three-tiered Implementation Model

In the Hong Kong context, the Education Commission Report No. 4 (1990) stated that the vision of education is to cater for the learning needs of all students. The main targets of gifted education are to nurture and expand different potentials and to develop in every student his/her outstanding abilities through the provision of quality education. Therefore, all local schools should be committed to providing appropriate learning opportunities for talented and gifted students. School-based gifted education programmes and provisions are considered to be the most favorable approach to benefit gifted learners (Education Bureau, 2019).

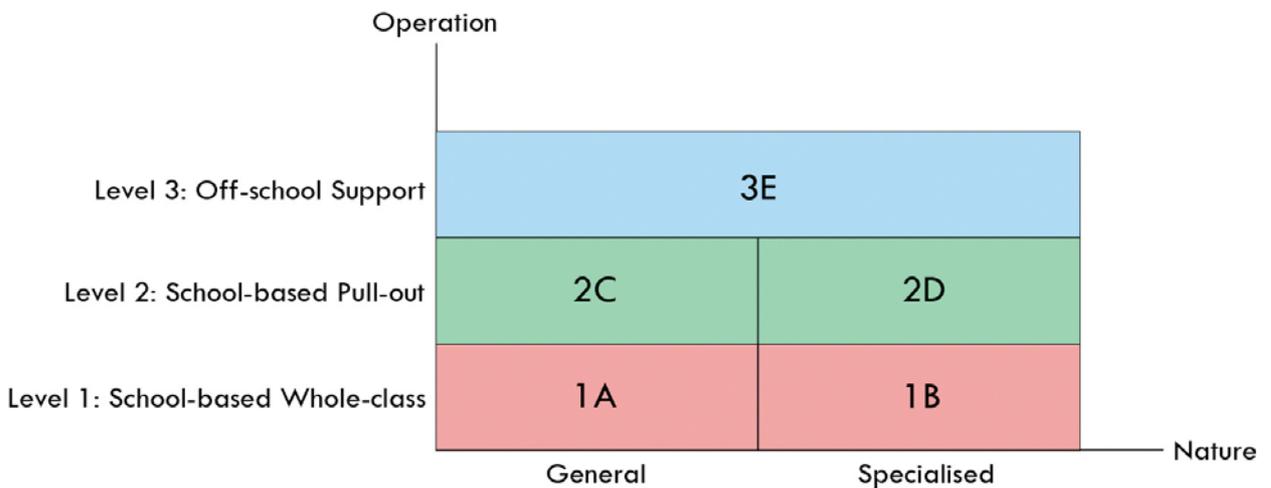


Figure 5. The three-tiered implementation model (Adapted from Education Department, 2000, p.6)

To meet the unique characteristics and learning needs of gifted students, the Three-tiered Model (Figure 5) has been adopted for the promotion of gifted education since 2000. More specifically, Level 1 refers to school-based whole-class teaching. It requires pedagogies to tap the potential of students in creativity, critical thinking, problem solving or leadership in regular classrooms. This target can be fulfilled by integrating the three core elements of gifted education (higher-order thinking, creativity and personal-social competence) into the enrichment curriculum of regular classrooms for all students (1A). In addition, the specific needs of those students with outstanding

performance in individual academic subjects are catered for by enriching and extending the curriculum across all subjects, and differentiating teaching through appropriate grouping of students (Education Bureau, 2019).

Level 2 refers to school-based pull-out programmes in disciplinary or interdisciplinary areas for students with higher ability within the school setting. At this stage, pull-out differentiated curriculum and programmes are designed for students with specific talents or outstanding academic results (2C) and for students demonstrating outstanding performance in specific domains (2D) (Education Bureau, 2019).

At Level 3, off-school support refers to provision of learning opportunities for exceptionally gifted students in the form of specialist training outside the school setting (3E) (Education Bureau, 2019).

The Three Core Elements of Gifted Education

In the 3-tier model, one major feature is to incorporate the three key elements of higher-order thinking skills, creativity and personal-social components into an enriched curriculum at local schools (Education Department, 2000). In essence, the three elements share a close relationship with the nine generic skills as advocated in the Hong Kong curriculum reform. First, creativity, critical thinking, computation skills, problem-solving skills and study skills help to nurture higher-order thinking. Second, communication skills, collaboration skills, self-management skills, positive values and attitudes are closely associated with personal-social competence. In the following, the main characteristics of the three major elements will be examined in both cognitive and affective dimensions.

Cognitive Dimension: Higher-Order Thinking

Higher-order thinking refers to organizing thinking skills. According to Bloom's Taxonomy (1956) (Figure 6), six major categories in the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). The categories are ordered from simple to complex and from concrete to abstract. Under this hierarchical framework, the mastery of each simpler category is a prerequisite to mastery of the next more complex one (Krathwohl, 2002).

Anderson et al. (2001) revised the taxonomy of cognition based on Bloom's model. More specifically, the original knowledge, comprehension, application

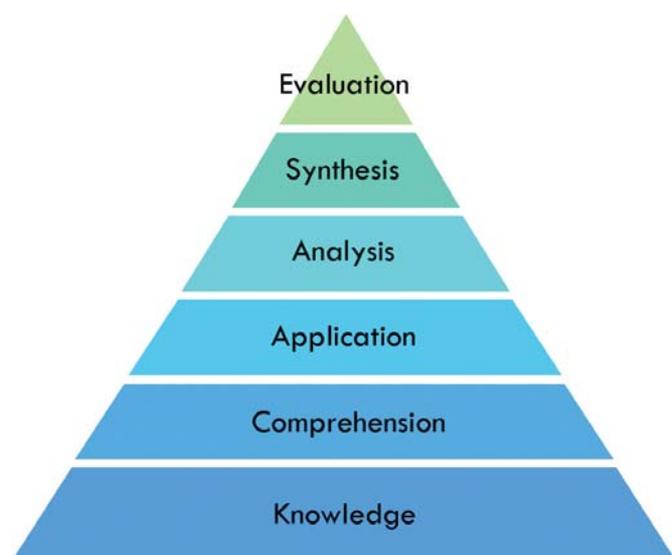


Figure 6. Six major categories in the cognitive domain of Bloom's taxonomy

and analysis categories were retained and renamed as remembering (knowledge), understanding (comprehension), applying (application) and analyzing (analysis) respectively. At the higher levels, synthesis was changed to evaluating whereas evaluation was revised as creating, which was made the top category amongst the six levels of cognitive domains (Anderson et al., 2001; Wilson, 2019) (Figure 7).

Cognitive Dimension:

Creativity

Creativity refers to “(1) expanding mastered skills, and applying them to new environments; (2) confronting problems with original strategies; (3) continuously seeking answers to questions that have no apparent solutions; (4) elaborating on established theories or information; and (5) trying to solve problems with different solutions” (Education Bureau, 2019).

Olatoye, Akitunde, and Ogunsanya (2010) found creativity essential, for it allows people to make the most of their life experiences and their resources. Additionally, it increases self-confidence, produces ideas, new concepts and opportunities for innovation. They supported that creativity is the result of interaction between intellectual work, knowledge, motivation, cognitive styles, personality and environment. As a result, it constitutes the central element of any educational system (Olatoye et al., 2010). Similarly, Sternberg’s (2003) theory of successful intelligence stated that analytical, creative and practical skills are important abilities in schools.

Creative thinking is conceptualized as one’s ability for divergent thinking. The creative thinking approach aims to develop one’s sensitivity, fluency, flexibility, originality and elaboration skills. They are be elaborated as follows.

- (1) Sensitivity: It is the ability to detect omissions, modifications, things yet to be done, and unusual or unfinished processes.
- (2) Fluency: It is the ability to make many suggestions, to react promptly, and to enable new ideas to constantly emerge.
- (3) Flexibility: It is the ability to change thinking modes, to expand one’s thinking style, and think outside the box. A flexible person can contemplate things from different viewpoints.
- (4) Originality: It is the ability to offer extraordinary answers and novel ideas. An original individual performs unexpected and unconventional tasks.

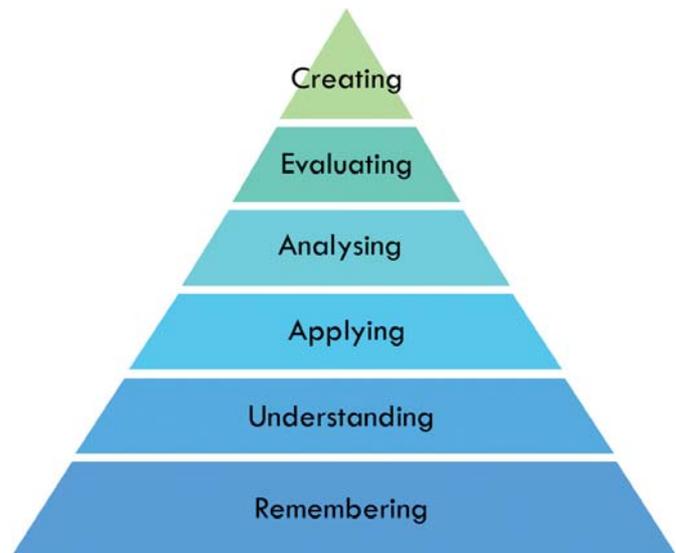


Figure 7. The revised model of Bloom’s taxonomy of cognition

- (5) Elaboration: It is the ability to use raw thoughts to expand new ideas, add interesting details, and incorporate them into a relevant cluster of concepts. An elaborative power makes an individual strive for better work outcomes through continuous improvement (Education Bureau, 2019).

Affective Dimension: Personal-Social Competence

Personal-Social Competence is conceptualized as one's attitude towards one's self (self-perception), one's attitude towards others (relationships with siblings, peers, parents and elders), and one's convictions, values and concerns about society (Education Bureau, 2019). A review of the literature has reflected that gifted students are more likely to encounter maladjustment in emotions and inter-personal relationships. They are found to be more mentally developed than their peers. However, their emotional and physical development may not match their pace of intellectual growth. Given that gifted individuals may encounter different forms of emotional and social maladjustments, the integration of an affective component into the curriculum is particularly important to address the diverse needs of gifted students, who manifest perfectionism, emotional sensitivity, emotional over-excitability, and feel differently from their peers (Chan, 1999, 2003; Peterson, 2015; Silverman, 1994; 教育局, 2019; 張玉佩, 2001; 郭靜姿, 2000, 2013).

To conclude, the nurturing of creativity and higher order thinking caters for learning needs whereas the strengthening of personal and social competence meets the affective characteristics of the gifted and talented learners. In view of this, it is vital to develop a school-based curriculum to support their emotional, social/interpersonal, and /or motivational/cognitive development by school teachers and counsellors. Under this consideration, curriculum adaptations are expected to enhance the affective knowledge and skills of the high-ability students (VanTassel-Baska, Cross, & Olenchak, 2009).

Affective Domain of Bloom's Taxonomy (Krathwohl, Bloom, & Masia, 1964)

In the model, five major categories of affective domain are identified (Figure 8). At the bottom level, receiving involves awareness and willingness to attend and to listen to others with respect (Krathwohl et al., 1964). The second classification is responding. At this level, active participation on the part of the learners is the main focus. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (Krathwohl et al., 1964).

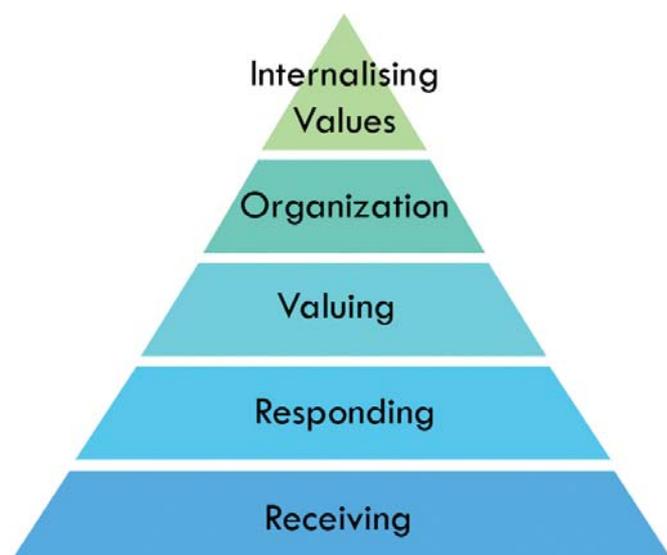


Figure 8. Five major categories in the affective domain of Bloom's taxonomy

The third category is valuing. It means the worth or value a person attaches to a particular phenomenon, or behavior. This ranges from simple acceptance of a value/belief to a more complex state of commitment or conviction. In brief, valuing represents a stage of deeper internalization (Krathwohl et al., 1964). The next stage is organization. It is assumed that when one successfully internalizes values, one encounters situations for which more than one value is relevant, consequently, organizing values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system is necessary. This category puts much stress on comparing, relating, and synthesizing values (Krathwohl et al., 1964).

Lastly, the highest stage is internalizing values. At this level of internalization “the values already have a place in the individual’s value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time” (Krathwohl et al., 1964, p.165). As a result, such behavior is pervasive, consistent, and the most important characteristic of the learner.

School-based Gifted Education: Learning and Teaching Resource Package

Introduction of Project GIFT

To nurture children with giftedness and talents and to enhance the professional competence of school personnel in talent development and gifted education, Project GIFT was committed to providing the 20 Project Schools with school-based support in the areas of school development, professional development, curriculum development, student development as well as parent empowerment during the period 2017-2019.

One remarkable impact of the Project was on school development. More specifically, the Project collaborated with Project Schools to review and assess the strengths and needs of the schools and to formulate school-based talent development and a gifted education policy in line with Schools’ Development Plans and Year Plans. Through practical experiences and close collaboration, schools were motivated to adopt a gifted education policy as one of the main directions of future school development. Another significant change was that by developing a school-based talent search database, the schools were capable of identifying the unique characteristics and potentials of their students. Consequently, they proceeded to explore and develop differentiated curricula and pull-out programmes for students with high learning potential and giftedness.

As regards professional development, the Project contributed in offering school personnel professional training by local professional academicians and overseas world renowned scholars in gifted education. More specifically, the Gifted Education Lecture Series and the Thematic Seminars cum Workshops on Differentiation were arranged with fruitful results. The programmes were generally successful in enhancing school leaders’ roles in promoting and orchestrating school-based talent development and gifted education. Moreover, they were found effective in advancing teachers’ professional knowledge of gifted education and their strategies to cater for students with

giftedness or high ability. Likewise, the “Evidence-based Practice and Action Research Workshop” deepened teachers’ understanding of evidence-based learning and enhanced their competency in conducting action research to facilitate assessment for learning. Furthermore, the Joint School Staff Development Days on Creativity and Affective Education yielded promising results with enhanced skills in infusing creativity and affective elements into a gifted education curriculum among school leaders and teachers.

It is worth mentioning that with such strengthened professional capacity, the Project Schools were motivated to put gifted education theories and strategies into practice. In collaboration with the Project, they integrated the core elements of creativity, higher-order thinking and personal-social development into an enriched curriculum for students in regular classroom teaching (L1). Further, they developed and tried out the differentiation curriculum, instruction and assessment based on students’ cognitive and affective needs and characteristics at their respective schools. Most importantly, to cater for the unique educational and psychological needs of the children with giftedness and high ability, the schools took the instrumental step of adapting the gifted education theories and tailor making a school-based differentiated curricula and pull-out programmes (L2) for Chinese Language Education, English Language Education, Mathematics Education and General Studies in primary schools, and Mathematics Education and STEM Education in secondary schools.

With a view to presenting a comprehensive picture of the curriculum/programme development, in this resource package, the rich content of gifted education theories and strategies, lesson design, implementation process, reflective outcomes, as well as evaluation based on evidence of learning are recorded. Additionally, useful learning and teaching resources with samples of learning outcomes are attached. In sum, the compilation and publication of this resource package fosters maximizing the Project’s social impact. Most importantly, it helps to promote the widespread development of school-based gifted education through dissemination of good practices among local schools.

Purposes of publishing this Resource Package

Project GIFT collaborated with school management and frontline teachers to develop an enriched curriculum (L1) and pull-out programmes (L2) for students in regular classroom learning and students with high ability or giftedness in Chinese Language Education, English Language Education, Mathematics Education, General Studies in 15 primary schools and Mathematics and Science/STEM Education in 5 secondary schools.

The publication of this *School-based Gifted Education: Learning and Teaching Resource Package* is the successful outcome of professional collaboration and school-based support. It aims:

- To promote the development and implementation of Hong Kong’s gifted education through dissemination of good practices among educators, curriculum leaders school principals and frontline teachers;

- To motivate teachers' professional development and advance teachers' capacity through professional sharing and exchange;
- To share and disseminate the successful development and implementation of a school-based enriched curriculum for regular classes and accelerated pull-out programmes for students with high intellectual ability and giftedness; and
- To provide opportunities for reflection by principals, teachers and related parties on how to build on their strengths and experiences in schools' gifted education policy and curriculum.

Organization of the Resource Package

This *School-based Gifted Education: Learning and Teaching Resource Package* is made up of a series of 5 booklets. A total of 32 successful exemplars of L1 and L2 curriculum are selected for dissemination. Books I - IV contain collection of 24 exemplars of Chinese Language Education, English Language Education, Mathematics Education, as well as General Studies from primary schools. Book V presents 8 exemplars of Mathematics and Science/STEM Education from secondary schools.

Each learning and teaching resource is composed of a Foreword, Lesson Plan, Learning and Teaching Resources, as well as samples of Student Work. To provide readers with a more comprehensive picture of all L1 enriched curricula, the background and objectives of collaboration, theoretical framework, rationale for programme / lesson design, gifted education learning and teaching strategies will be discussed in detail. Following this, reflection and evaluation based on practical experiences and evidence of learning will be examined in the discussion part of the Foreword. After that, the lesson plan, learning and teaching resources and samples of good practices are provided in the Appendices for teachers' adaptation and reference. For L2 pull-out programmes, in addition to the above-mentioned components, selection criteria and procedures for target students as well as the specific learning content and activities will also be elaborated.

Recommendations for School Curriculum Leaders & Teachers

This resource package is developed and tailor made to meet the specific cognitive and affective needs and characteristics of students of the Project Schools. To enhance learning and teaching effectiveness, teachers are strongly recommended to make necessary curriculum, instructional and assessment modifications in accordance with the diverse needs and abilities, learning styles and aspirations of students, professional competence of teachers, and gifted education development of your schools when adapting this resource package.

To encourage and motivate schools to plan and develop a school-based gifted education curriculum in the near future, Project GIFT has prepared a web version of the resource package as well as other learning and teaching resources. Further details of the *School-based Gifted Education: Learning and Teaching Resource Package* will be uploaded to our website (<https://www.fed.cuhk.edu.hk/gift>).

Level 1

School-based Whole-class Teaching



Short Story Writing and Appreciation

Grade: Primary 4

No. of Lessons (Learning Time): 3 Lessons (105 minutes in total)

| | |
|--|--|
| <p>Prior Knowledge</p> | <ul style="list-style-type: none"> - Experience in reading short stories - Experience in writing short stories with beginning, middle and end - Adjectives to describe the characters in a story - Forming different types of questions based on the experience of the characters in a story |
| <p>Learning Objectives</p> | <p>Knowledge</p> <ul style="list-style-type: none"> - Students can identify the personalities of the fictional characters through the events of a short story - Students make sense of a story in terms of personality conflicts between or among different characters <p>Skills</p> <ul style="list-style-type: none"> - Students can analyze the fictional characters from their responses found in a specific context - Students can compose a short story with unexpected events based on the personalities or traits of the characters - Students will demonstrate their creativity through the writing tasks <p>Values and Attitudes</p> <ul style="list-style-type: none"> - Students will develop enjoyment in writing short stories - Students become more aware of how one’s personality affects one’s conduct |
| <p>Learning & Teaching Strategies</p> | <p>Role-play, Group Learning, Questioning, Self-reflection</p> |
| <p>Operation Mode of Gifted Education</p> | <p>Level 1: School-based Whole-class Teaching</p> |
| <p>Core Elements of Gifted Education</p> | <ul style="list-style-type: none">  Higher-order Thinking Skills  Creativity  Personal-social Competence |

Foreword / Background

Completing a story using their own ideas is one of the learning targets that students are expected to achieve in Key Stage 2 in Hong Kong (Curriculum Development Council, 2017). The writing of a short story is always taught in primary schools in Hong Kong with a grammarian and teacher-centred approach because teachers put a lot of emphasis on the accuracy and the grades of the output based on the structure and the language used. Also, it is believed that students may not be able to handle the skills without teachers' explicit explanation. Students are usually expected to complete a story with the required number of words and high accuracy regarding the use of the vocabulary items and language structures. In most of the writing tasks, students in a class are expected to write a story about the same character with the same beginning. They are guided to develop their ideas with graphic organizers or a four-grid comic strip. For group writing tasks, students form into groups according to their academic performances in English Language. With the teacher-centred approach, teachers of this Project School found that students' outputs were not unique and innovative. They tended to complete the writing tasks according to the instructions, with the language structures and vocabulary items provided by the teachers.

There were five classes of Grade 4 students as the target students in the following discussion. Following the observation of the teachers, these target students showed two arrays of learning styles and performances with different characteristics and learning needs. Group A consisted of students who possessed comprehensive skills in writing. They showed high accuracy in their English Language writing. They were interested in writing and they were able to write short stories with high accuracy and logically. From teachers' understanding, they were able to express their opinions in written tasks. Group B consisted of students with limited confidence in writing English. They were anxious about making grammatical mistakes in their writing tasks. They focused more on the level of accuracy rather than expressing their ideas. Group A students were found not engaged and underachieving as they only wrote using the given structures and vocabulary items and so failed to demonstrate their skills in writing. Group B students were also found not engaged throughout the process. They showed no eagerness in participating in the writing task.

Objectives of Collaboration

To provide a platform for all students to develop their talents in whole class English Language learning, and to provide more opportunities for students with higher ability in English Language to exhibit their potential, teachers reviewed the learning and teaching approaches normally adopted in collaboration planning. Based on the observation and understanding of students' learning needs, the learning objectives and the learning foci for different groups of students were reviewed. Based on teachers' daily observation, all students possessed good observational skills. They enjoyed sharing their views on some unexpected events in their daily life. Despite their different characteristics, all students showed more engagement when they were assigned to participate in group learning tasks. Group A students demonstrated their high level of creativity when they participated in group work and Group B students were willing to express their own opinions during

their daily conversation when the topic was more relevant to their daily life. They liked expressing their own ideas verbally rather than in written form.

With diverse learning needs, teachers found that it was challenging to further improve the writing skills of the higher ability students and stimulate their creativity in writing short stories. In order to enhance the higher-ability students in developing creative ideas, and to cater for students' diverse learning needs, five teachers designed four consecutive lessons of whole-class learning experience through collaborative lesson planning and discussion with the Professional Development and School Support (PDSS) Team of Project GIFT. Lesson observations and post-lesson discussions were also conducted to evaluate the learning process and outcomes.

Theoretical Framework

1. Writing Activities for the Gifted

It has been found from different studies that highly-able students could be more engaged in learning if the process was meaningful with extension from the standard curriculum. It was suggested by Jarvis (2010) that gifted students felt frustrated when they were learning without relevant experiences. They refused to participate and to be engaged in learning tasks which were not meaningful to them. Fehrenbach (1993) also pointed out that gifted students could not demonstrate their talents due to the limited learning contents and a lack of extended learning opportunities. Extension of learning contents beyond the standard curriculum and dynamic learning activities was necessary for stimulating students with higher ability to achieve a higher quality learning result.

Ganopole (1988) emphasized that to engage students in the writing process, they should be given opportunities to focus on developing the meaning of the piece instead of putting too much effort into focusing on the accuracy of the grammar structures or spelling at the beginning of the tasks. Swan (2005) also mentioned that allowing gifted students to make their own choices during the writing process could enhance students' sense of ownership since their interests were being taken into account.

In addition, it was suggested that gifted learners monitored their comprehension more effectively than non-gifted students (Bouffard-Bouchard, Parent, & Larivee, 1993). From Karmiloff-Smith's (1992) point of view, reflection encourages one to restructure one's knowledge. Gifted students need time and room to monitor and restructure their own learning through reflection or evaluation.

2. Fostering Creativity of the Gifted Students

A positive and supportive learning environment is important for fostering students' creativity. Rollison (2005) pointed out that gifted students and highly-able students who love to generate ideas were usually being overlooked in the writing classroom with a teacher-centred approach. Amabile (1989) also suggested that most students with higher levels of creativity failed to demonstrate their potential in traditional schools. These students became underachievers given a learning process which focused more on accuracy instead of content and meaning. It was found that creative

children achieved a higher standard learning outcome when the learning environment was less restrictive (Whitmore, 1980). To foster their creativity, students with a higher level of creativity needed to learn with challenging tasks that were relevant to their experiences (Csikzentmihalyi, 1988). Cropley (1995) also stressed that teachers could foster the development of creativity in the classroom with a more cooperative style of learning, which could inspire students' divergent thinking and students' self-evaluation.

3. Learning Strategies based on Students' Characteristics

A group of students with diverse learning needs naturally involves students with different levels of readiness, learning styles, and interests. To cater for the learning diversity among students in whole-class teaching, including students with higher ability in English Language, and those with limited confidence in English Language, differentiated strategies could be adopted. With reference to Tomlinson and Hockett (2008), differentiation means using multiple ways to run through the learning process through differentiated learning strategies and content. Every student learns at their level of readiness and interests.

To engage students with limited confidence, learning strategies could be designed with a strength-based approach. According to the Theory of Multiple Intelligences (Gardner, 1983), there are eight intelligences embedded in the human mind, namely linguistic, logical/mathematical, visual/spatial, musical, bodily kinesthetic, intrapersonal, interpersonal, and naturalist intelligences. If students are allowed to learn with their own strengths and learning styles, not merely will the engagement of the students be raised, their ability in English Language could also be enhanced.

Learning and Teaching Strategies

It was agreed that a student-centered approach would be implemented to encourage the development of a more welcoming and dynamic environment which could stimulate students' higher-order thinking skills, creativity, and the personal-social competence of Group A students. Its aim was that all students would be more engaged and would show more interest in writing short stories. The learning content and process would also be differentiated according to the needs of students. By the end of the learning process, all students should be able to develop a short story with unexpected events based on the traits of different characters chosen while they could also demonstrate their creativity in story writing. They would be able to evaluate and give suggestions about the stories to their peers in different areas/perspectives, such as the level of strangeness and creativity.

Group A students would be able to complete some extended tasks, which required them to develop a short story with a higher level of originality, a wider range of vocabulary items and sentence structures. They would be able to involve events in their stories with unusual, innovative, and unique ideas. They were also expected to elaborate the events of their stories through speeches with more detailed descriptions of the setting. On the other hand, Group B students would be more engaged in the writing task. They would write more and make use of the appropriate vocabulary

items and sentence structures when describing the events in the story. They would also be able to evaluate the stories of their peers written according to the uniqueness of the events..

The strategies adopted are summarized as follows:

1. Extensive Writing Experiences

In order to provide a more extensive writing experience for students with different needs, the teachers and Project GIFT developed a series of lessons based on a theme of strange stories. With the aim to raise students' interest, they were asked to write "A Short Strange Story". This topic would be more interesting to students who were strong in observation skills and who always looked forward to some unexpected events or surprises in daily life. The focus of the writing experience was shifted from the accuracy of spelling and language structures to the development of story contents. Some familiar stories with additional unexpected events were provided for students to read as a pre-writing activity. Students went through the process of characterisation in groups by analysing the fictional characters based on their speeches, thoughts, actions, and the effects of the actions taken. Students explained the development of the story events given the personalities or traits identified. After that, they were provided with opportunities to make predictions about the characters and events found in a specific context. It was expected Group A students would be able to go through all the activities with room for ongoing stimulation of higher-order thinking skills which further inspired and nurtured their creative thinking. Open-ended prompts and challenging materials would be given to expose them to more mature thinking, and to elevate their contribution to a logical yet creative piece of writing with the application of advanced language and rhetorical skills.

2. Promoting Students' Creativity – Student Empowerment

To allow students to exhibit their creativity throughout the learning process, the teacher developed a positive and supportive learning environment with a more student-centered approach. Teachers provided more choices and resources which were relevant to students' experiences and prior knowledge of the characters. Students were given sufficient time to brainstorm and they were encouraged to express their ideas in different ways.

In addition, one of the major elements was students' sense of ownership of the learning process. Students could make their own choices when they composed their writing in groups or individually. They could decide the characters involved, the levels of achievement in various learning tasks, and the work allocation among group members according to their strengths and learning styles. Students could present their story ideas in the form of spoken, written or multimodal texts, or through performative means of their own choices. Group A students were encouraged to give explanations and supporting details for their answers. Students exercised their imagination to produce novel ideas in the form of spoken, written or multimodal texts, or through performative means.

3. Catering for Learning Diversity - Differentiation

Basically, all students were expected to move from peer discussion to the writing of a short story in groups, then individually. Sharing their ideas verbally by using the target sentence structures and vocabulary items allowed students with limited confidence to participate. After that, students experienced the personality and traits of different characters through role-play. This also enabled Group B students to speak up. For Group A students, they could develop their higher-order thinking skills through analyzing the behavior or the styles of the characters. Appropriate instructions or guidance was given by the teacher throughout the learning process. Different levels of achievement were given as options to students during different learning tasks. Students of different characteristics were encouraged to do some reflection after each session of teaching as this might help them regulate their own learning.

Discussion

1. Evidence of Learning

Throughout the learning process, evidence of learning was observed. All students displayed their interests in writing the short strange stories and shared the enjoyment during the writing experience. Their excitement through the learning process was apparent and shown in their laughter and smiles.

Group B students showed more involvement in the writing process. They showed more willingness to participate in the activities, for example, role playing of different characters. They wrote more than expected and were able to make use of appropriate vocabulary items and sentence structures when describing the story events. They also made some comments on the stories composed by their peers.

Group A students were able to write with a wide range of vocabulary and sentence structures. The unexpected events in the stories were developed based on the traits of the characters of the story. They were also able to build their stories and particular characters with supporting details such as dialogues, particular adjectives, and different structures instead of mere descriptions. They also exhibited a unique set of story events in their stories. During the role-play activities, they were able to imagine and play the roles of the characters in the given context, and exhibit the personality of the characters through dialogues and physical actions. They were also encouraged to reflect on their own learning after each lesson, so that they could regulate their own learning experience.

There were unexpected performances and outcomes displayed by the students. All students exhibited great creativity by displaying the personality of their characters through dialogue, responses and behaviors towards different events. The range of variety of the story content became wider and some were beyond teachers' expectations. For example, a student developed a story with a setting of a few characters of different personalities, such as Doraemon meeting Mr. Bean in the Jurassic Era and Mr. Bean meeting a fairy.

2. Roles of Teachers

Given the different classrooms and learning needs of the students, teachers were facilitators throughout the learning process. A more student-centred approach allowed students to experience the learning process with a more stimulating environment. The teachers elicited students' prior knowledge and ideas through different levels of questioning. They also promoted a positive and supportive environment for students to learn with less emphasis on the accuracy of the writing task. Group A students had more room to generate innovative ideas with extended resources beyond the textbook, different levels of guidance, and dynamic learning activities. Their skills in English writing and creativity could be further stretched in this way. The teachers had also created an interactive learning environment through the implementation of activities, for example, role-play and group writing task, to enhance the learning of all students, including Group B students.

3. Challenges and Suggestions

After this learning and teaching experience using a student-centred approach with different strategies, both teachers and students were impressed, especially by the detailed description of unexpected events in the story. Since the time for students to spend on creating their own stories was limited, for future planning, less time could be allocated to introduce a story about, say, Snow White since it is a familiar story to all students. Both students and teachers may find it uncomfortable at the beginning of the first lesson since it is a new way of learning for all of them. Teachers are encouraged to implement similar strategies in daily learning and teaching so that both teachers and students can get used to the learning environment. Since much time has been spent on developing new resources for this newly-implemented student-centred approach, it is suggested that a learning community among teachers can help apply, evaluate, and improve in the future. Both teachers and students can benefit from this learning and teaching experience.

Lesson Plan

Lesson 1

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|--|--------------------------------|--|-------------------------------|
| The meaning of “strange” (5 minutes) | <ol style="list-style-type: none"> 1. Students experience an unexpected context. To create an unexpected context, students are asked to take out their English Language textbook while the teacher browses the drives in the computer and shows students the Chinese e-book. 2. Students experience and understand the meaning of ‘strange’. 3. Students listen to teacher’s strange experience. 4. Students share their own strange experiences with their peers. | Questioning |  | |
| Strange and unexpected events in a story (15 minutes) | <ol style="list-style-type: none"> 1. Students form into groups of 4. 2. Each group receives a new version of the story about “Snow White”. 3. Students read and describe Snow White in the new version with appropriate adjectives. 4. Students point out some strange areas about Snow White in the new version 5. Students with higher ability could further explain why the story events are strange to them in terms of the responses of the characters / the personalities of the characters. | Group Learning Task |   | |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|---|---|--|
| Characterization: Personality vs appearance (10 minutes) | <ol style="list-style-type: none"> 1. Students form into groups of 4. 2. Each group receives a new version of the story about “Snow White”. 3. Students read and describe Snow White in the new version with appropriate adjectives. 4. Students point out some strange areas about Snow White in the new version 5. Students with higher ability could further explain why the story events are strange to them in terms of the responses of the characters / the personalities of the characters | Questioning |  | Video about different fictional characters |
| Consolidation (5 minutes) | Through direct sharing, students consolidate the findings that an experience of a character becomes strange upon conflicts between the personality and the responses of the character. | Self-reflection with Teachers’ Facilitation |  | |

Lesson 2

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|---|--------------------------------|--|-------------------------------|
| Review on the characters shown in the video (5 minutes) | <ol style="list-style-type: none"> Students in the groups of 4 choose one character from the video watched in the previous lesson. Students describe the personality of the character with the events / behaviour of the character as supporting evidence. Each group is responsible to analyse the character with the following requirements on a mind map: <ul style="list-style-type: none"> - come up with at least 3 adjectives describing the appearance and 3 adjectives describing the personality. - provide reasons / evidence. (Students may suggest more than the required number of adjectives). | Peer Collaboration |   | Mind map |
| How characters speak (10 minutes) | <ol style="list-style-type: none"> Students read a line spoken by a particular character in the video and guess who the character is. Each group gets one name of the character randomly and reads the same sentence with the one of the character. Other students make a guess at who the character is, with reasons provided. Students recall the idea of 'strange' – when a character does or says something that he/she would not do or say normally | Role-play |   | Mind map |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|---|----------------|--|
| Write with strange elements (15 minutes) | <ol style="list-style-type: none"> 1. Each group of students receives a set of sentence strips about a simple event. 2. Students rewrite the sentences by changing the setting or the actions taken by the character (e.g. Mr. Bean rescued injured passengers from a plane crash). 3. Every group has to write at least one sentence. Students can write more if they want. 4. Students of other groups evaluate the sentences by pointing out “the strangeness” of the sentences with evidence. | Group Writing Task | | Video about different fictional characters |
| Consolidation (5 minutes) | Students will find that strangeness could happen through changes in personality, context, or events encountered etc. | Self-reflection with Teachers’ Facilitation | | |

Lesson 3

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|---|--------------------------------|---|-------------------------------|
| Strange elements of a story (10 minutes) | <ol style="list-style-type: none"> Based on the story “Snow White”, students role-play the story into a short strange one by turning the wicked queen into another character, e.g. Snow White with Spiderman. Students have to show the personality of the characters through speeches, dialogues, physical movements during the role-play (for students with lower ability, the teacher could provide them with question words). Students could assign their own members to role-play the characters, others will be generating ideas or providing support throughout the process. Students share with another group. | Story Improvisation |      | |
| Writing a short strange story (15 minutes) | <ol style="list-style-type: none"> Within each group, students write a short story on a strange experience of two characters which are not relevant to each other. They have to consider the following: <ul style="list-style-type: none"> - How these two characters could be related in the story? (Then, they identify the relevant “W” and “H” questions) - Why is it strange to put them in the same story? Students take up the following roles with mutual agreement (each student can take up no more than two roles): <ul style="list-style-type: none"> - Group Leader - Illustrator - Ideas Generator - Writer Students write the dialogues between 2 characters they have chosen. Students receive different levels of guidance from the teacher. | Group Writing | | |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|------------------------------------|---|---|---|-------------------------------|
| Peer evaluation (5 minutes) | Students role-play their story to other groups. Students comment on their peers' story on the following guiding questions: <ul style="list-style-type: none"> - How are the two characters related in the story? - Why is the story strange? - Are there any suggestions for improvement? | |  | |
| Consolidation (5 minutes) | Students reflect on the process of creating a story on a strange experience. | Self-reflection with Teachers' Facilitation |  | |

Turning Trash into Treasure

Grade: Primary 5

No. of Lessons (Learning Time): 4 Lessons (140 minutes)

| | |
|--|---|
| <p>Prior Knowledge</p> | <ul style="list-style-type: none"> - Identification of different types of recycled materials (plastic / wood / cardboard / metal / glass / cloth) - Experience in writing procedures with action verbs (e.g. cut, paste, draw etc.) - Working with peers |
| <p>Learning Objectives</p> | <p>Knowledge</p> <ul style="list-style-type: none"> - Students will be able to describe the features of a handmade product through verbal presentation - Students can identify problems in daily life <p>Skills</p> <ul style="list-style-type: none"> - Students will generate creative ideas on the production of a product based on a problem identified in daily life - Students can give comments and evaluate the output of their peers by identifying the features that they appreciate most and provide suggestions for improvement <p>Values and Attitudes</p> <ul style="list-style-type: none"> - Students will enjoy the process of preparing the presentation through collaborating with their peers |
| <p>Learning & Teaching Strategies</p> | <p>Drawing on Students' Daily-life Experiences, Peer Collaboration, Peer Feedback, Differentiation, Strength-based approach</p> |
| <p>Operation Mode of Gifted Education</p> | <p>Level 1: School-based Whole-class Teaching</p> |
| <p>Core Elements of Gifted Education</p> | <ul style="list-style-type: none">  Higher-order Thinking Skills  Creativity  Personal-social Competence |

Foreword / Background

Presenting ‘procedures’ about creating a product with the appropriate language features is one of the suggested competencies regarding speaking skills for students of Key Stage 2 in Hong Kong (Curriculum Development Council, 2017). In general, this presentation skill is usually taught with a grammarian and teacher-centred approach in Hong Kong because it is believed that students may not be able to give the presentation without explicit guidance from teachers. Students are expected to present the procedures with high accuracy instead of working on a more creative and enriched content. After teachers’ verbal explanation about the major features of the text type ‘procedures’ and introducing the use of connectives, for example, ‘first’, ‘then’, ‘finally’ with the textbook or the presentation file, students write down the procedures based on the examples given and present their procedures through reading aloud the written notes. Teachers usually then grade their presentation, focusing on the level of accuracy when they speak.

The target group of students involved in the following discussion is from one of the project schools of Project GIFT. The target group of students was allocated into 5 classes randomly. Students in these 5 classes could be divided into two major groups, with different characteristics and learning needs. Group A consisted of students who possessed comprehensive skills in speaking. They showed high accuracy in their English Language speaking. They loved expressing their ideas verbally and they were able to speak logically. On the other hand, Group B consisted of students with limited confidence in speaking English. They were anxious about making grammatical mistakes in speaking English. They focused more on the level of accuracy rather than expressing their ideas.

Based on the teacher-centred approach mentioned, and from observation in the past, teachers found that students produced extremely structured presentations. Group A students were found underachieving as there was a gap between their potential and their performance. They were unable to perform to their potential and were not motivated to produce a more enriched content during their presentation about a product. Moreover, there was a lack of creativity in their presentation. They merely completed the task through reading aloud the notes which were written down based on the structures and vocabulary items given. Group B students were usually found passive in class and did not show much task commitment. They were able to speak following the examples given, but they were anxious about participating in any speaking activities. They did not show much confidence in sharing their ideas or reading aloud the notes they made while they were presenting.

Objectives of Collaboration

To resolve the situation stated, students’ engagement and their level of creativity had to be raised. To further enhance students’ learning, teachers reviewed the causes of the situation and discussed how students could display their potential in the speaking task. With the Professional Development and School Support (PDSS) Team of Project GIFT, teachers were first guided to

analyze the behavior and characteristics of the students from their daily observation. They found that Group A students demonstrated creativity in some classroom speaking activities, for example, group discussion and role-play. They also showed their awareness of daily life issues through their conversations and opinions given in class. On the other hand, Group B students showed more willingness to share with peers during group learning tasks rather than undertaking individual tasks. They also had a strong interest in art and craft.

Given students' diverse abilities and characteristics, teachers explored some strategies to raise the engagement of all students in the speaking task, in addition to fostering the creativity of Group A students and minimizing the anxiety of Group B students. As a result, teachers of the school designed five consecutive lessons of whole-class learning experience through collaborative lesson planning and discussion. Lesson observations and post-lesson discussions were also conducted to evaluate the learning process and outcomes. The learning objectives and process would be modified and tailored for all five classes by the English teachers and the PDSS Team based on the learning needs and characteristics of the students. It was expected Group A students would share their skills, knowledge, and show engagement in the learning process and Group B students would be able to be engaged in the learning process.

Theoretical Framework

1. Meaningful Learning with Extension for the Gifted

As suggested by Fehrenbach (1993), gifted students could not display their potential given limited learning contents and limited learning opportunities. They could not be engaged in learning experiences which were not meaningful to them. Jarvis (2010) pointed out that many gifted students were frustrated because they were not provided with relevant experiences. They needed to learn in line with their interests and abilities. To motivate gifted students to achieve a higher quality learning result, it is important to provide an extended learning content and a wide range of learning activities for them. Gifted students behave differently from their peers in terms of individual characteristics and learning needs (Bruning & Horn, 2000). They are usually more competent in terms of language development (Sak, 2016). Making use of skills with higher-order thinking, such as questioning, critical thinking, problem-based learning, and creativity with open-ended tasks, is really important for gifted students (Kronborg & Plunkett, 2015).

2. Fostering Creativity of Highly Able Students

A supportive and positive learning environment is important for students' enhancement of creativity. Amabile (1989) stated that highly creative students experience difficulty in traditional school environments. According to Whitmore (1980), creative children achieve a higher standard learning outcome when the learning environment is less restrictive. To bolster the creativity of the highly able students, challenging learning tasks with a relevant learning experience is necessary (Csikzentmihalyi, 1988). Cropley (1995) stated that teachers who used a more cooperative style of learning, which involved inspiring students divergent thinking and promoting students' self-evaluation could foster the development of creativity in the classroom.

3. Learning Activities based on Students' Characteristics

Students have different individual characteristics. To respond to the diverse characteristics of the students in whole-class teaching, including those with higher ability in English Language, and students with limited confidence in English Language, differentiated strategies could be adopted (EDB). With reference to Tomlinson and Hockett (2008), differentiation means using multiple ways to run through the learning process by differentiated learning strategies and content. Every student learns at their own level of readiness and interests.

To motivate students with limited confidence, a strength-based approach could be adopted. According to the Theory of Multiple Intelligences (Gardner, 1983), there are eight intelligences embedded in the human mind, namely linguistic, logical/mathematical, visual/spatial, musical, bodily kinesthetic, intrapersonal, interpersonal, and naturalist intelligences. If students are allowed to learn using their own strengths and learning styles, not only will the engagement of the students be raised, their ability in English Language can also be enhanced.

Learning and Teaching Strategies

Over the course of the learning process of the 5 consecutive lessons, a more student-centered approach was adopted. The learning objectives were also reviewed. Besides merely describing the 'procedures' of creating the product with the target vocabulary items and connectives through verbal presentation, students were expected to generate creative ideas on the content of the presentation by describing the features of the piece of craft. Also, they were expected to give comments and evaluate the output of their peers by voting for the best designed product in the class. All of them would enjoy and be engaged in the process of learning through collaborating with their peers. Creativity of Group A students could be fostered while the anxiety of Group B students could be minimized so that they could show more willingness to participate in the learning process.

To engage students in the learning tasks, the following strategies were adopted:

1. Meaningful Learning – Relating to Students' Daily Life

To relate the learning content to students' prior experiences in their daily life, the focus of the speaking task would be on problem solving and the development of a creative content instead of putting too much concentration on the accuracy of the grammar items and the language structure. A theme which was more relevant to students' daily life – "Turning Trash into Treasure" was then chosen because students had a strong awareness of the daily life issues, including those happening at school. At the beginning of the unit, students were asked to participate in "No Trash Bin Day". The trash bin in the classroom would be taken away and they had to keep the pieces of trash created. They then analyzed the types of trash that they created and looked for those which could be recycled. After that, they formed into groups of 4. They listed some daily problems that could be found in the classroom or the school campus. They then had to create a list of products which could help solve a specific problem that came up in the group. They then selected the

best possible products which could be created with the recycled materials and resolved the daily problems identified within their groups.

2. Learning with Extension

To provide more opportunities and time for the highly able students to generate their own ideas and explore relevant options, different activities were implemented. The stage of preparation before giving the presentation in the discussed unit consumed more than half the time of the unit. Students were given opportunities to design their own products with their own chosen recycled materials, after that, they could produce the products with their peers and give a presentation to their peers in the final lesson. All students were involved in activities of different levels. For students with higher ability in English Language, they were involved in a range of challenging activities such as categorizing and classifying different types of problems and recycled materials, which could help them generate ideas and analyse the features of a high quality product which helped solve daily problems. For the students with limited confidence, they were involved in searching for different illustrations of different products made with recycled materials and different vocabulary items which could be used. Students with limited confidence who were good at making craft were assigned to produce the products with recycled materials according to the design of their group.

3. Fostering Creativity - Positive and Supportive Environment

To foster the creativity of the highly able students, it was necessary to provide a positive and supportive environment for students to learn. At the same time, students appeared to be more willing to share their ideas with peers rather than working individually. Therefore, different group learning tasks were assigned. Based on their learning needs, group learning could help students engage more and they could generate more creative ideas in a supportive environment. Students with higher ability in verbal English could further develop while students with average or less language proficiency could be encouraged by their peers during the group learning tasks.

To further develop this supportive and positive learning environment, students were provided opportunities to share their products through a gallery walk. After students shared their products, their peers provided feedback according to the uniqueness, usefulness, and the level of attractiveness of the products. The audience would be given the opportunity to vote for the best products among all groups.

4. Responding to Students' Characteristics - Differentiation

All students were expected to be involved in the production of the piece of craft in groups, sharing the 'procedures' verbally by using the target sentence structures and vocabulary items, and giving comments or suggestions based on others' sharing. To cater for the diverse learning needs, a differentiated process was implemented throughout the unit. During group discussion, students with stronger language ability were expected to give a brief elaboration of their own opinions. After that, students joined in groups and roles within groups were assigned based on their own strengths. Clear instruction and guidance from the teacher enabled each member to recognize his/her relative

strengths in their groups. Students with limited confidence who showed more interests in handicraft would focus more on the production process, while students with higher ability in English writing could generate more creative ideas on the features and work on the descriptions of the procedures. During the sharing, students with limited confidence would share the procedures and the features of the products. In order to win a vote from their peers in the last session of the unit, the highly able students would need to promote their product to the audience with persuasive statements.

To motivate students of limited confidence to participate in the learning process, students were allowed to pick their own roles in their groups. They could choose to illustrate the products, describe the 'procedures' of making the products, be involved in the production process with the use of the recycled materials to make the product, or share the products with their peers. More importantly, it would be their own choice about which part of the process of making the product they would contribute to.

Discussion

1. Evidence of Learning

Students showed their active engagement throughout the learning process. They took the initiative to do the presentations, to walk around and to share ideas and exchange thoughts with teachers and their peers during the gallery walk. It was unexpected that students displayed comprehensive observational skills when they identified some problems in their daily classroom. One of the examples was that students realized that it was a problem for teachers to breathe in lots of dust when they were cleaning the blackboard. Teachers were also impressed by students' creativity in solving the problems identified. Their creativity in raising ideas, and realizing the mechanics of their products were impressive, and their creative products demonstrated their observation power to solve real-world daily problems. Responding to the problem mentioned, students created a duster with a bottle of water attached. Water could be splashed on the blackboard before cleaning. Students were found willing to stay engaged throughout the learning process because they felt they owned the learning. Students showed their full engagement and commitment during the gallery walk session. Context was successfully established by the manner of visiting others' products during the gallery walk. Students were willing to share their ideas and the products created. In the end, every student voted for the best products among all with constructive comments.

2. Roles of Teachers

In order to cater for the learning diversity in the classroom, the teachers facilitated the learning process using a more student-centered approach. The teachers guided and supported the learning of the students by providing different levels of questions or notes for students with different abilities. The classroom setting became more flexible instead of having a traditional and restricted setting as in the past. The setting changed according to different learning activities. The teachers created an interactive classroom that enabled students to display their final products for a gallery walk activity. With the gallery walk, the teachers helped facilitate peer evaluation, while students were allowed

to walk around the classroom and look at the products produced by their peers. The teachers also strengthened students' motivation to pitch their work through verbal presentations with explanations to their peers through voting for the best products among all. The teachers created a learning environment with less restrictions and with lots of opportunities for students to share their ideas. Students with higher ability in English Language could stretch their language potential, while concurrently, other students were involved in an English-rich environment with the opportunity to express their ideas in other ways.

3. Challenges and Suggestions

To further enhance the effectiveness of the learning process, it was suggested that some open-ended guidelines with scaffolded learning experience could be given before students' presentation. For example, the steps of giving a presentation or a list of vocabulary which could be used during a presentation. Scaffolding could be more feasible and leave more room for students to demonstrate their verbal sharing with creativity if teachers would try to adopt an open-ended guideline for students, with a prerequisite being the scaffolded experience co-shared across lessons beforehand. Moreover, teachers could intervene where appropriate to bring about team work and more interaction among students in their team, given the fact that traditional grouping such as "drawers", "presenters", "proofreaders", etc. were absent when students formed groups according to their interest. Furthermore, infusing an appropriate form of evaluation could help students engage better. Since students were having discussions most of the time, the establishment of the need to use English in those discussions should be clear to all students, in particular when students were so engaged in the making of products and the process of the learning activities. Lastly, more exposure to beyond-classroom learning could be given to students, especially the gifted students. Teachers could set questions beforehand with topics raising concerns on the problems happening beyond the school campus.

The implementation of the above strategies would be challenging since both teachers and students are not used to the new learning and teaching strategies. Teachers may try to implement the strategies in their daily teaching practices so that students can get used to the new learning practice day by day. Time limitation would also be one of the major concerns of most of the teachers because more time would be necessary for preparation. Teachers could form a group learning community among themselves so that they could get support from each other.

Lesson Plan

Lesson 1

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|---|---|--|--|
| Vocabulary Items (10 minutes) | <ol style="list-style-type: none"> Students are young inventors who are going to explore the types of possible products that could be developed. Students choose a type / different types of trash which they want to reduce, reuse, recycle. | <p>Making Use of Daily-life Experiences</p> <p>Peer Sharing</p> |  | A piece / a picture of unwanted object / waste |
| Values of disposed objects (25 minutes) | <ol style="list-style-type: none"> Some students put their hands inside a paper bag to touch the objects which are made of recycled materials Students tell what they think the object is made of / adjectives to describe the object. Write the materials that students name on the blackboard (eg. lolly sticks, disposable bottles). Students will make use of the term “made of” to describe the materials. Based on the guessing game, students learn an additional list of materials which could be recycled and developed into new products, after the “No Trash Bin Day”. Students form groups and name other materials / trash which could be recycled and developed into new products (they can also recall from the experience on “No Trash Bin Day” about the trash they collected). Each group chooses 5 of the materials (based on their experience on No Trash Bin Day and the guessing game) and put the names of the materials on the blackboard Students find that most trash could be valuable materials (from trash to treasure). They also recall the reasons of recycling all these materials. | <p>Peer Collaboration</p> |   | <p>Products made from recycled materials</p> |

Lessons 2 - 3

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|--|--------------------------------|---|-------------------------------|
| Producing the product (70 minutes) | <ol style="list-style-type: none"> Each group identifies a specific area for improvement and generates a list of possible products. Students make their products in groups: <ul style="list-style-type: none"> Students decide on the features of the products (the users, the functions, the recycled materials that will be used ...) with their creativity list the procedures with connectives Students list the objectives of making the product. | Peer Collaboration |    | |

Lesson 4

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|--------------------------------|---|-------------------------------------|
| Giving a presentation (35 minutes) | <ol style="list-style-type: none"> Students share their products through "Gallery Walk". Give a verbal presentation on the products created. Collaborate with each other in giving a presentation. Give suggestions and comments to other groups with evidence / appreciate others' work. | Peer Collaboration |    | Products made of recycled materials |

Modes of Public Transport—How to Make Them Better

Grade: Primary 5

No. of Lessons (Learning Time): 1 Lesson (35 minutes)

| | |
|--|---|
| <p>Prior Knowledge</p> | <ul style="list-style-type: none"> - Different modes of public transport in Hong Kong - Experience in taking 3 to 4 types of public transport - Using appropriate adjectives to describe one’s “senses” |
| <p>Learning Objectives</p> | <p>Knowledge</p> <ul style="list-style-type: none"> - Students can describe the special features of different modes of public transport verbally - Students can express their opinions verbally about a specific mode of transport with appropriate adjectives <p>Skills</p> <ul style="list-style-type: none"> - Students can set questions and give appropriate suggestions to enhance a specific mode of public transport in groups - Students can give creative ideas and suggestions based on the problems of a specific mode of public transport <p>Values and Attitudes</p> <ul style="list-style-type: none"> - Students will develop enjoyment in writing short stories - Students become more aware of how one’s personality affects one’s conduct |
| <p>Learning & Teaching Strategies</p> | <p>Differentiated Questions, Group Discussion, Peer Evaluation</p> |
| <p>Operation Mode of Gifted Education</p> | <p>Level 1: School-based Whole-class Teaching</p> |
| <p>Core Elements of Gifted Education</p> | <ul style="list-style-type: none">  Higher-order Thinking Skills  Creativity  Personal-social Competence |

Foreword / Background

Expressing opinions on problems and providing solutions to given situations in spoken form is one of the learning targets that students in Hong Kong are suggested to achieve in Key Stage 2 (Curriculum Development Council, 2017). In Hong Kong, most teachers adopt a teacher-centered approach to teach students are used to learning how to express their opinions and describe the solutions. Students are expected to express their opinions using the target language structures, ‘I like taking the train because it is convenient,’ or ‘I hate taking the ferry because it is slow.’ At the beginning of the lesson, students usually learn about adjectives to express opinions, the target vocabulary, and the target language structures which are stated in the textbook together with teachers’ verbal explanation. Students then practise expressing their opinions through completing worksheets or workbooks.

To facilitate the development of higher-order thinking skills of students while learning the above contents, teachers adopt different graphic organizers, usually the 13 HOTS Diagrams, in regular classrooms. During the learning process, most of the students usually go through the same learning experience, using the same learning materials, the same graphic organizers and the same textbook, and hence the development of two core elements of gifted education, namely, students’ creativity and personal-social competence, have been limited in regular English language classrooms.

The target group of students involved in this discussion was a group of Primary 5 classes. Based on students’ overall academic performance, they were divided into 4 classes, one of which was a higher-ability class. The following discussion will focus on the higher-ability class. This class of students has comprehensive English language skills that enable them to complete all the tasks and reach the basic requirements set by the teacher. There are two major groups of students in the class. From teacher’s daily observation, one group of students is rather passive in English lessons. They seldom initiate or express their own ideas since they are afraid to make any grammatical mistakes. They lack self-confidence in expressing themselves. Another group of students is confident in expressing themselves with perfect accuracy. They can speak accurately with sufficient confidence.

Based on the teacher-centred approach mentioned, it was found that students were guided to express their opinions using the target language structures, and as a result, their ideas were limited to a certain extent. With the given language structures and vocabulary items, even if students were willing to express their own opinions verbally, more or less similar opinions were expressed, with a lack of creativity or uniqueness. Usually simple sentences without too many individual opinions were produced. Students only expressed their opinions when they were required to complete a task which would be marked.

Objectives of Collaboration

To reinforce the students' learning process and their ability to give opinions, teachers reviewed the learning needs of the group of students with the Professional Development and School Support (PDSS) Team of Project GIFT from the point of view of collaborative lesson planning (CLP). From the teacher's daily observation, the group of students with a higher level of confidence in using English accurately was willing to express their own opinions during daily conversation and they were more engaged when they were involved in activities which allowed them to challenge others' ideas. The other group of students with a lack of self-confidence was relatively more careful when they were using English. They were more willing to express themselves when they were working with their peers than when completing the learning tasks individually.

Given the situation of students with diverse abilities and characteristics, teachers explored some learning strategies to provide room for students to apply their critical thinking skills, to express their opinions using the vocabulary and language structures, and to develop their own thoughts and opinions on a topic. In addition, teachers aimed to develop a culture of self-learning so that students could take the initiative to learn beyond the classroom. As a result, the learning objectives were reviewed. Lesson observations and post-lesson discussions were also conducted to evaluate the learning process and outcomes.

Theoretical Framework

1. Elicit Higher-order Thinking of the Gifted

As suggested by Clasen and Bonk (1990), the strategy that creates the greatest impact on students' thinking is teachers' questioning. He stated that the level of students' thinking was directly proportional to the level of questions asked by the teachers. In other words, it was necessary for teachers to ask more effective questions in class. Savage (1998) pointed out that textbooks only offered minimum help to teachers during the learning and teaching process. Textbooks did not offer much room for students to develop their thinking beyond the basic information provided. It hindered the development of critical thinking because students were always asked to memorize the limited information provided. To encourage teachers to create an atmosphere which encouraged higher-level thinking, Savage (1998) mentioned that teachers had to entertain a range of views and go beyond textbook learning. There should be ways to increase discussion in the classroom and the group decision making process.

2. Catering for Learner Diversity and Learning Styles of the Gifted in a Language Classroom

Otto (2014) stated that even if students were gifted and talented in different fields, it was important for them to learn through differentiated learning strategies so that they could bring out their potential. It was necessary for teachers to consider students' past personal experiences and family cultural structures when they learnt a language (It is also true and important for all students, not limited to the gifted). Kaplan suggested that teaching English to gifted and talented

children requires having students see the benefit of discussing the same topic but from different perspectives (Kaplan, 1999). The purpose of the learning process has to be meaningful to students, and be relevant to their personal experiences and characteristics. To maximize the learning of the gifted learners, it is suggested teachers should avoid placing too much emphasis on correcting grammar and pronunciation which may discourage the students from speaking.

According to Heacox (2009), gifted learners have significant learning styles which are different from other average language learners. Gifted learners need more complex and advanced instructions. They seek opportunities to go beyond the essential skills and concepts. It is important for them to learn according to their learning needs, skills, talents, and abilities.

3. Oral Discourse for the Gifted

As stated by Allison (2002), debating is an intellectually exciting activity. Students not only learn to develop oral arguments through debating, they also develop their metacognitive skills because higher level thinking skills with the integration of thoughts and feelings will be involved in the experience. Through learning different terms in debating, they could be engaged in more challenging activities in the form of debating, for example, giving more persuasive messages. Expected major outcomes for students with higher ability will be their use of logical ordering techniques, and an increase in their skills of argument formulation.

Learning and Teaching Strategies

For the lesson planned after reviewing the learning needs of the students, a more student-centered approach would be adopted. The learning objectives were also reviewed. Besides merely achieving the essential skills, which involves describing the special features of an object verbally and expressing their opinions verbally with appropriate adjectives, students were also expected to set questions and give appropriate suggestions to enhance the situation, give creative ideas by giving suggestions based on the problem, realize that daily experiences are not for granted, and realize careful observation and planning could improve daily life. More opportunities were expected to be provided to students to discover knowledge, to think critically on their own, and to work collaboratively to develop a sense of ownership in their learning.

The strategies adopted in the lesson are summarized as follows:

1. Daily Life Experiences with Questioning

To build the connection between students' prior experiences and the learning process, a topic which was more relevant to their daily life, "Modes of Public Transport – How to Make Them Better", was chosen. At the beginning of the lesson, a picture of different cartoon characters taking different modes of transportation was shown to the students. With the picture, open-ended questions of different levels were presented. Students answered the questions by analyzing the facial expressions of the characters or giving their own interpretation of the hints given in the picture.

After introducing the basic information of different types of transport, students were expected to do field research on different modes of public transport found in Hong Kong. To develop a sense of ownership by providing options during the learning experience, students were allowed to choose which transport they would observe, based on their own interests, background, or personal experiences. Since teachers anticipated some students might have limited exposure to different modes of transport, students were encouraged to look for information on the internet, via Google Map, or through observation in their daily life. This enabled students to explore the topic by doing more through research on their own and to gain outside-classroom experience. After exploring the information about modes of transportation, including their history, features, routes, and fares, and gaining personal experience by riding on transport to visit different places in Hong Kong, students then chose the mode of public transport they preferred using the information collected.

2. Working Collaboratively through Heterogeneous Grouping but with Similar Interests

Students were then grouped according to the transport chosen. Grouping was done in terms of students' interests. Homogeneous groupings, but with students having different abilities, resulted. Allowing students to choose the mode of transport they would work on could be a great motivation for them. This could also create opportunities for students to communicate with their peers and help them develop appreciation of each other's strengths and empathy. Students were then expected to analyze the features of the transport chosen in groups. They then made suggestions on how the chosen transport could be enhanced. Exchanging ideas among peers could facilitate students to develop their own thoughts and opinions. After that, the group would give an oral presentation of the enhanced mode of the chosen transport to their peers.

3. “Challenge Time” with a Debating Activity

Peer evaluation could let students formulate and communicate constructive feedback on their peers' work and hence reflect on their own learning process. They were expected to gather and respond to the feedback on their own work. Instead of using the 13 HOTS diagrams as required, other methods, such as letting students set up questions to challenge their peers should also be adopted to suit students' interests and needs. As a result, an activity named “Challenge Time” was implemented. During “Challenge Time”, students were expected to set questions of different levels with factual questions, open-ended questions, or problem solving questions, to challenge their peers. After each group's presentation, students could ask questions which were closed-ended or open-ended in order to challenge the information given during the presentation. They may also give suggestions regarding the enhanced design of the mode of transport.

Discussion

1. Evidence of Learning

Lesson observation, by the teachers and the PDSSs team, was arranged as a way to uncover how students learned with the teacher's new approach giving facilitation and guidance. In the

lesson observed, most students demonstrated their higher-order thinking skills and creativity, together with their strong interest in the learning tasks. Students were motivated and demonstrated high initiative in participating in the lesson. They showed their excitement through their smiles, body language, and responses to the teacher's facilitation. Students were found unexpectedly engaged through their facial expression, with faces filled with wonder, active sharing and eager responses. It was found that grouping according to students' interests could be a means to help students develop appreciation of each other's strengths and empathy. This also built or reinforced good peer relationships within the classroom. Appropriate open-ended questions were given in a timely manner, allowing students to think more and deeper, i.e., effective scaffolding. From the enhanced design of the transportation, students demonstrated their critical thinking skills and grasp of details. For example, they realized that the bus might produce polluted air which causes damage to the Earth. They then suggested having a solar panel on top of the bus which provides more environmental-friendly solar energy to support the running of the bus. During the "Challenge Time" activity, good peer relationships among group members were displayed as students helped each other out to answer challenging questions. An unexpected evidence of learning was also exhibited, which was students' creativity. The product demonstrated students' creativity through their drawing, writing and verbal expression. Students were very excited, which could be seen from their behaviors, facial and verbal expressions, and their eagerness to participate in the "Challenge Time", and to act like lawyers.

2. Roles of Teachers

The lesson conducted was a great step forward. The teacher designed new learning tasks based on her understanding of her students, instead of using the textbook as the only reference. She tried implementing different learning tasks in her classroom while the same learning objectives were expected to be achieved. The new method of grouping her students based on students' own choices and interests was also applied.

To further facilitate the learning and maximize the strengths of students, and to unfold students' potential, the teacher applied the above mentioned strategies to students' daily learning so that the strategies could be refined, and students could get used to the learning approach and further develop their strengths in Level 1 whole-class classroom learning. The teacher also provided more facilitation to consolidate the learning experience of students after each learning task. Learning beyond the classroom was also encouraged from time to time so that students could relate their learning in school to their daily life experiences. The teacher became aware of students' body language reflecting learning behaviors-- e.g. faces filled with wonder, active sharing and eager responses.

3. Challenges and Suggestions

Regarding the value and use of different grouping strategies to address diverse student needs, interests and strengths, the teacher worried that some students, due to personality and/or language ability, may be left out if free grouping was allowed. This worry shows the sensitivity of the teacher

in using the appropriate teaching and learning strategy for his students. For an effective classroom, teachers need to strike a balance between providing free choices and achieving learning objectives within a certain timeline.

Teachers discovered that the core learning objectives could still be achieved even though the tasks were different and designed according to the abilities of different groups of students. They also realized that the grouping of students could be flexible, mostly based on the objectives of the learning tasks and the characteristics of the students. With reference to the learning evidence observed, in terms of students' body language and learning behaviors, teachers learnt more about the characteristics of their students. Students demonstrated different learning styles and interests. Some were keen on crafting, some demonstrated their talents in communicating with their peers, some were creative, and some were potential leaders.

Teachers might make use of these observations to gather further information about how the learning experiences of students could be enriched. Teachers also realized that, in order to unfold students' potential and strengths, they needed to cater for the diverse learning needs in Level 1 classroom learning. During the discussion, teachers mentioned that the engagement of students in using higher-order thinking skills and development of creativity could be further maximized, for example, by asking students to explain the rationale of setting questions to challenge their peers so that they could develop rules comprised of a spectrum of difficulties. To develop personal-social competence and enhance students' language skills in English, more opportunities could be provided for students to express themselves among peers during the lesson.

Furthermore, teachers realized that as long as they designed learning and teaching activities based on student needs, interests and strengths, they could engage their students to learn within and outside the classroom with enthusiasm and enjoyment. Teachers also recognized the effectiveness and advantages of developing a lesson based on students' interests and strengths. As shown by students' behavior, their task commitment in such an English Language lesson was strengthened.

Lastly, as a matter of fact, innovation and experiment by the teachers are major factors which enable students to learn further. Therefore, teachers should be given more room to reflect, grow, and be flexible during the learning and teaching process. On the other hand, professional development opportunities through collaborative lesson planning and seminars are essential for teachers to understand the concept and to develop the skills of running student-centered lessons with differentiated learning experiences in regular classrooms.

Lesson Plan

Lesson 1

Pre-lesson Tasks

1. Students form a group of 6 to 7 according to the transport they like most.
2. Each group collects and gathers information about a public transport in Hong Kong (the old and the modern ones) on the internet, via Google Map, or through observation).

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|--|--------------------------------|---|--|
| Review features of different modes of public transport (10 minutes) | <ol style="list-style-type: none"> 1. Students look at a picture of different types of transport and cartoon characters. 2. Students answer questions requiring different degrees of higher-order thinking. Examples of questions: - What do you see in the picture? - Why is the character taking MTR? - Does the character like taking the transport? Why? | Differentiated Questions |   | A picture which shows different characters taking different transports |
| Advantages and disadvantages of a certain type of transport (10 minutes) | <ol style="list-style-type: none"> 1. Students watch a video clip of the inside of a taxi and answer questions related to the video. 2. Students discuss the good things they can find on the taxi with guidance from the teacher. 3. Students form groups with heterogeneous abilities. 4. Student find out the good and the undesirable features of the transport chosen. 5. Students suggest new ideas to change or enhance the design of the transport. 6. Students write or draw to illustrate their ideas. | Group Discussion |    | A video which shows a certain type of transport |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|---|--|--------------------------------|
| Sharing and questioning (10 minutes) | <ol style="list-style-type: none"> 1. Students share their ideas with the class. 2. Students play the game 'Challenge Time'. 3. Each group writes questions or opinions to challenge other groups when a group is sharing. Students challenge other groups' ideas or state their opinions about the sharing. | Peer Evaluation |   | Questions prepared by students |
| Consolidation (5 minutes) | Students' reflect on how daily observation brings them further information / ideas beyond the textbook. | Self-reflection with Teacher's Facilitation |  | |

Writing 'Procedures' of Producing Products

Grade: Primary 5

No. of Lessons (Learning Time): 5 Lessons (175 minutes in total)

| | |
|--|--|
| <p>Prior Knowledge</p> | <ul style="list-style-type: none"> - Identification of different types of recycled materials (plastic / wood / cardboard / metal / glass / cloth) - Experience in writing procedures with action verbs (e.g. cut, paste, draw, etc.) - Working with peers |
| <p>Learning Objectives</p> | <p>Knowledge</p> <ul style="list-style-type: none"> - Students will be able to write the 'procedures' for the production of a piece of craft with vocabularies and language structures - Students describe the features of a piece of craft <p>Skills</p> <ul style="list-style-type: none"> - Students will generate creative ideas on the piece of craft which could be created with recycled materials - Students can demonstrate their higher-order thinking skills through giving comments and evaluating the output of their peers by identifying the features that they appreciate most and providing suggestions for improvement - Students can display their personal-social communication skills through working with their peers <p>Values and Attitudes</p> <ul style="list-style-type: none"> - Students will enjoy the process of writing |
| <p>Learning & Teaching Strategies</p> | <p>Drawing on Students' Daily-life Experiences, Peer Collaboration, Peer Feedback, Differentiation, Strength-based approach</p> |
| <p>Operation Mode of Gifted Education</p> | <p>Level 1: School-based Whole-class Teaching</p> |
| <p>Core Elements of Gifted Education</p> | <ul style="list-style-type: none">  Higher-order Thinking Skills  Creativity  Personal-social Competence |

Foreword / Background

Writing 'procedures' about producing a piece of craft with the appropriate language features is one of the suggested competencies regarding writing skills for students of Key Stage 2 in Hong Kong (Curriculum Development Council, 2017). In general, this writing skill is taught with a grammarian and teacher-centred approach in Hong Kong because it is believed that students may not be able to complete the writing task without explicit guidance from teachers. Students are expected to write with high accuracy instead of producing creative and enriched contents. After teachers' verbal explanation about the major features of the text type 'procedures' and introducing the use of connectives, for example, 'first', 'then', 'finally' with a presentation file, students are involved in an individual writing task, which is to write the procedures of producing a craft, with some given vocabulary items. The 'procedures' writings are then collected and graded by teachers after the whole class has experienced the same learning process with the same learning resources.

The target group of students involved in the following discussion is from one of the project schools of the Jockey Club "Gifted Into Flourishing Talents" Project (Project GIFT). Based on students' overall academic performance, the target group of students was allocated into 5 classes. The following discussion will focus on the higher-ability class, with students who usually perform well academically. The class could be divided into two major groups of students with different characteristics and learning needs. Type A consisted of a handful of English speakers with strong verbal fluency and accuracy in their use of English. From the daily observations by teachers, they could speak English confidently and fluently; their writing skills were comprehensive, which allowed them to write with high accuracy. Type B consisted of students who were second language learners, with limited self-confidence and reluctant to share a lot in class. They could handle the basic skills in English writing and complete the learning tasks given.

Based on the teacher-centred approach mentioned, and with observation in the past, teachers found that students produced extremely structured writings. When participating in the learning process, Type A students were found to be underachieving as there was a gap between their potential and their performance. They were unable to perform to their potential and were not motivated to produce high quality pieces of writing in the above writing task. Moreover, there was a lack of creativity in their written pieces. They merely completed the task without putting too much effort into generating creative ideas. They produced writings with the required number of words based on the structures and vocabulary items given. For Type B students, they were usually found passive in class and did not show much task commitment. They were able to write with basic skills, but they were anxious about participating in any writing tasks. It was observed that those students were only willing to write simple sentences and they showed more concerns about the number of words rather than the contents. They did not show much confidence in sharing their ideas through writing in general when they were required to use connectives and new vocabulary items.

Objectives of Collaboration

To address the issues stated, the objectives of the collaboration would be raising students' engagement and their level of creativity. To enhance students' learning, teachers reviewed the causes of the situation and discussed how students could display their potential in the writing task. With the Professional Development and School Support (PDSS) Team of Project GIFT, teachers were first guided to analyse the behavior and characteristics of the students from their daily observations. They found that Type A students demonstrated creativity in some classroom speaking activities, for example, group discussion and role-play. They also showed their awareness of daily life issues through their conversations and opinions given in class. On the other hand, Type B students, who did not show much willingness to share individually, became more willing to share among peers during group learning tasks. They also had a strong interest in handicraft.

Given students' diverse abilities and characteristics among the two groups of students, teachers explored some strategies to raise the engagement of all students in the writing task, in addition to fostering the creativity of Type A students and minimizing the anxiety of Type B students so that they would be more willing to elaborate their ideas in their writing. As a result, teachers of the school designed five consecutive lessons of whole-class learning experience through collaborative lesson planning and discussion. Lesson observations and post-lesson discussions were also conducted to evaluate the learning process and outcomes. The learning objectives and process of the selected class would be modified and tailored based on the learning needs and characteristics of the students. It was expected Type A students would share their skills, knowledge, and show engagement in the learning process and Type B students will be more willing to participate in writing tasks.

Theoretical Framework

1. Responding to Students' Readiness, Learning Styles, and Interests

Students have different levels of readiness, learning styles, and interests. To meet the diverse learning needs of the students in whole-class teaching, including those with higher ability in English Language, and students with limited confidence in English Language, the approach of differentiation could be adopted. With reference to Tomlinson and Hockett (2008), differentiation means using multiple ways to run through the learning process through differentiated learning strategies and content. Every student learns at their own level of readiness and interests.

To engage students with limited confidence, learning strategies could be designed with a strength-based approach. According to the Theory of Multiple Intelligences (Gardner, 1983), there are eight intelligences embedded in the human mind, namely linguistic, logical/mathematical, visual/spatial, musical, bodily kinesthetic, intrapersonal, interpersonal, and naturalist intelligences. If the students are allowed to learn according to their own strengths and learning styles, not merely the engagement of the students will be raised, their ability in English Language could also be enhanced.

2. Meaningful Learning with Extension for the Gifted

According to different studies, highly-able students could be engaged in learning if the process is meaningful with extension from the standard curriculum. Jarvis (2010) stated that many gifted students felt frustrated when they were not learning with relevant experiences. They might not be willing to participate in learning tasks which did not match their interests or abilities. Fehrenbach (1993) summarized that gifted students could not display their potential due to the limited learning contents and lack of extended learning opportunities. As a result, they could not be involved in school experiences which are meaningful to them. Extension of learning contents beyond the standard curriculum and dynamic learning activities are necessary for stimulating highly-able students to achieve a higher quality learning result. As suggested by Ganopole (1988), to engage students in the writing process, students should be encouraged to focus on constructing the meaning of the piece. In other words, more concentration should be put on the expression of ideas before focusing on the accuracy of grammar items. Swan (2005) also mentioned that a wide variety of options for the topics of the writing activities could take students' interest into account and students could gain a sense of ownership. When students are allowed to make choices, they would develop their own interests in literacy (Turner & Paris, 1995).

3. Fostering Creativity of Highly Able Students

An open and welcoming environment is important for developing students' creativity. It was found that highly creative students experienced difficulty in traditional school environments (Amabile, 1989). Gifted students and highly-able students who love to generate ideas, play with words or ideas, are usually being overlooked in the writing classroom (Rollison, 2005). They become unmotivated and underachieving with a teacher-centered approach which focuses more on accuracy instead of content and meaning. To bolster their creativity, this group of students needs to experience challenging learning that is relevant to them (Csikzentmihalyi, 1988). Whitmore (1980) found that creative children achieved a higher standard learning outcome when the learning environment was less restrictive. Cropley (1995) stated that teachers who used a more cooperative style of learning, which involves inspiring students' divergent thinking and promoting students' self-evaluation, could foster the development of creativity in the classroom.

4. Learning Facilitated by Peer Collaboration

With a more interactive and supportive environment, students could achieve a better learning output through collaboration. Graham, McKeown, Kiuhare, and Harris (2012) recommended that peer collaboration influenced students' achievement in writing. According to Rollison (2005), writers need audience. To engage students in the learning process, opportunities should be given to students to share their works among their peers. When there is a target audience, students become more positive toward writing. Throughout the writing process, ideas are shared among peers (Collins & Parkhurst, 1996). The underachieving students could develop the motivation to engage in the learning process because they could gain encouragement and support from their peers to work on a piece with high standards.

Learning and Teaching Strategies

Over the course of the learning process of the 5 consecutive lessons, a more student-centered approach was adopted. The learning objectives were identified as follows: Besides merely writing the procedures with the target vocabulary items and connectives, students were expected to generate creative ideas on the content of the writing pieces by describing the features of the piece of craft. Also, they were expected to give comments and evaluate the output of their peers by identifying the most appreciated elements and provide suggestions for further improvement. All of them would enjoy and be engaged in the process of writing through collaborating with their peers. Creativity of Type A students could be fostered while the anxiety of Type B students could be minimized.

To achieve the learning objectives and engage students in the writing task, the following strategies were adopted:

1. Learning Styles, Readiness and Interests - Differentiation

Basically, all students were expected to proceed from peer discussion to the production of a piece of craft in groups, sharing the 'procedures' verbally by using the target sentence structures and vocabulary items, and giving comments or suggestions based on others' sharing. To cater for the diverse learning needs, a differentiated process was implemented throughout the unit. During group discussion, Type A students were expected to give a brief elaboration of their own opinions. After that, students joined in groups and had their roles assigned within groups based on their own strengths. Clear instruction and guidance from the teacher enabled each member to recognize their relative strengths in their group. Type B students who showed more interest in handicrafts would focus more on the production process, while Type A students would generate more creative ideas on the features and work on the descriptions of the procedures. During the sharing, Type B students would share the procedures and the features of the products. In order to win a vote from their peers in the last session of the unit, Type A students would need to promote their products to the audience with persuasive statements.

To motivate both groups of students, students of Type A were encouraged to show their talents by providing more room for them to make their own decision, for example, they could choose the functions and the types of resources they would like to use. They were also responsible for leading their team to complete the task. For Type B students, they were allowed to pick their own roles in their groups. They could choose to illustrate the products, describe the 'procedures' of making the products, be involved in the production process, or share the products with their peers. More importantly, it would be their own choice in which part of making the product they wanted to join. They were encouraged to complete the task within their groups according to their own strengths.

2. Meaningful Learning - Drawing on Students' Daily Life Experiences

To bridge the connection between the learning content of the writing task and students' characteristics and experience, the focus of the writing task would be on the development of a

creative content instead of putting too much concentration on the explanation of the grammar items. A theme which was more relevant to students' daily life – “being environmentally friendly” was then chosen because students have a strong awareness of daily life issues. At the beginning of the unit, students were asked to bring a piece or a picture of a disposed object that they discarded in their daily life back to the classroom. They would then learn about different vocabulary items, including types of disposed objects and types of materials through a wide range of learning resources, including videos and pictures. After that, they would be guided to find out the values of some specific kinds of disposed objects and experience the production of a piece of craft using the disposed objects. Hence, students were given the mission to write the procedures of the production process. This could then create an opportunity for them to write about their own experiences and ideas. Besides writing the procedures, students also had to describe the features of the piece of craft in their writing.

3. Learning with Extension – Pre-writing

To provide more opportunities and time for Type A students to generate their own ideas and explore relevant options, different pre-writing activities were implemented. According to Rollison (2005), prewriting provides time and opportunities for students to collect information about what to write. The stage of pre-writing in the discussed unit consumed more than half the time of the unit. All students were involved in different levels of prewriting activities, which could be arranged any time before the actual writing process. For Type A students, they were involved in a range of challenging activities such as interviewing, categorizing, and classifying ideas, which could help them generate ideas and analyse the quality of different recycled products; while Type B students were involved in searching different illustrations of different products made with recycled materials and different vocabulary items which could be used.

4. Promoting Students' Creativity – Open and Welcoming Environment

To allow students to exhibit their creativity throughout the learning process, the teacher developed an open and welcoming learning environment with a student-centered approach. Teachers provided more choices and resources which were relevant to students' daily life experiences. Students were given sufficient time to brainstorm and they were encouraged to express their ideas in different ways. These activities helped inspire students' divergent thinking. They were also involved in giving comments and making suggestions to their peers at the end of the lesson.

5. Personal-social Learning Facilitation – Peer Collaboration and Feedback

To provide a more interactive and dynamic environment for students to stimulate their motivation and creativity, students were engaged in collaborative learning during the writing task. Students formed their own groups based on common interests, so students in each group were of heterogeneous abilities. Collaborative learning could help students generate more creative ideas and demonstrate engagement throughout the process. Putting together their collaborative efforts, Type A students could flourish further while Type B students could immerse themselves in the

English Language environment and thus be more receptive to the appreciation of the language in reading, writing, listening and speaking.

To further provide encouragement and support for students to achieve a result of a higher standard, students were provided opportunities to share their products, both the 'procedure writings' and the recycled products, to their peers as audience at the end of the unit. As mentioned by Rollison (2005), a responsive 'real' audience would let the writer know if his/her message was effective. After students shared their products, their peers provided feedback according to the uniqueness, usefulness, and the level of attractiveness of the products. Audience would be given the opportunity to vote for the best products among all groups.

Discussion

1. Evidence of Learning

Throughout the learning process of the unit, evidence of learning was observed. All students were engaged during the learning process. Positive attitudes and task commitment of all students were observed in their discussion during the group learning tasks, as well as their willingness to give feedback to each other. They enjoyed the learning process a lot given their laughter as evidence. Type B students showed smiles on their faces when they listened and shared their ideas with their peers. Their confidence was enhanced given that they actively shared their ideas during group discussion and presentations were done with eye contact. They were able to write and tell the 'procedures' of creating the products during presentations. They mentioned the steps with appropriate connectives such as 'then', and 'finally'. They listened carefully to and concentrated on listening to their peers' sharing. For Type A students, they brought in vocabulary items on the types of materials which could be recycled other than items stated in the textbook, for example, terms for different fabrics. They would also look for more recycling ideas from the internet or news articles when they prepared the content for writing the 'procedures' During peer evaluation, they were able to give meaningful and effective feedback to their peers with reasons provided, for example, suggesting using some more stable items for making the craft in order to make it more long-lasting. Together with their rich imagination, they were able to display and exhibit their talents and potential in English Language writing and speaking throughout the learning process. This learning experience could be a good opportunity for them to extend their potential and creativity in English writing. The learning experience was thus designed with a combination of students' choices of materials in open-ended activities with opportunities for production, which were important for highly-able or gifted students like Type A students.

There were unexpected performances and outcomes displayed by the students. All students exhibited their great creativity by showing some products created with specific functions and features. Though some products were not well-made, the ideas behind them were quite innovative. Most students developed the ideas of the pieces of craft based on their own interests and some products involved games in nature. For example, there was a game involving the use of consumed

paper, plastic bottles and string. According to the students, the purpose of the game was to train players' hand-eye coordination and physical strength. A lot of classmates enjoyed playing their game. Some products had significant meanings as they could be gifts for family members or friends on special occasions. Students also demonstrated other talents throughout the learning process. One product stood out as being excellent in craftsmanship and marketability. It was a clock made out of old clothes, with movable arms intended for multiple purposes: 1. as a cushion, 2. as a pacifier/comforter for babies and, 3. as a clock for young children to learn about time. Type A students could provide detailed descriptions and elaboration on how the product was made and explain the concept (e.g. the color theme, reasons for making) behind it clearly. Moreover, they showed their strong critical thinking skills when they were giving feedback to their peers. They made constructive feedback based on the structure, materials, and functions of the products. At the same time, Type B students were able to talk about their own ideas with their group members. Those who were good at making handicrafts illustrated their ideas in detail through drawing the process of making the products. They became more willing to participate in the learning process. In sum, this entire learning process provided opportunities for students with different interests and strengths to excel and participate.

2. Roles of Teachers

Taking into consideration different students in different classrooms and learning needs of the students, the teacher became more flexible in facilitating the learning process through taking up different roles. She fine-tuned her facilitation by providing different levels of guidance and support through using different levels of questions or printed notes for different groups that progressed at different paces. She had also created a learning-promotive classroom with different workstations along the sides and a semicircle of audience seating in the middle. With these workstations, she helped facilitate peer group discussion, while the semicircle seating divided clearly the two areas and roles of presenters and audience to enhance attention on product presentations. After group presentations, she strengthened students' motivation to pitch their work through verbal presentations with explanations to an authentic 'audience'. She arranged a time for peer evaluation by displaying the product of each group on separate tables. She also created an interactive environment with lots of opportunities for students to share their ideas. Type A students could stretch their language potential in terms of lexicon, syntax, and pragmatics, while Type B students were immersed in an English-rich environment with the opportunity to appreciate the language input, e.g. persuasive and elaborative skills.

3. Challenges and Suggestions

After designing a continuum unit of learning experiences using the student-centered approach, as well as with the infusion of the 3 core elements of gifted education, namely higher-order thinking skills, creativity and personal-social competence and differentiated strategies, teachers were impressed by the evidence of learning displayed by the students, especially the creativity shown by some students who had not shown much engagement in English Language learning in the past.

Before the lesson, teachers spent a comparatively longer time on planning the learning process in a way that they were not used to. Sometimes, it is challenging for the teachers to modify their ways of teaching and accept the new approach suggested. They could only find it worthwhile if the abilities and attitude of all students were strengthened. In order to sustain the practices, teachers were suggested and encouraged to get into the habit of infusing the 3 core elements of gifted education and differentiated strategies into students' learning. They were also encouraged to let students learn beyond the textbooks so that students with higher ability and stronger interest in English Language (Type A students) could be exposed to a wider range of linguistic items with broadened aspects to appreciate language arts. Since the approach used is new to the teachers, a learning community among teachers can facilitate the sharing of experiences among teachers and this can be a great opportunity for teachers to develop their skills through peer lesson observation and post lesson discussion. More time should be given to teachers for discussion on the characteristics of their students, the design of the lessons, and the exchange of ideas on different strategies to bring the best out of every student.

Lesson Plan

Lesson 1

Pre-lesson Task

Students bring 2 -3 pieces / pictures of disposed objects from home.

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|---|---|--|---|
| Vocabulary Items (10 minutes) | <ol style="list-style-type: none"> Students work in pairs to play a guessing game. Each student describes the piece of / picture of disposed object without naming it. The description could involve the following points: <ul style="list-style-type: none"> - the shape of it - the function of it - the materials that the object is made of - when we usually use it - why it was being disposed Another student guesses what it is. | <p>Making Use of Daily-life Experiences</p> <p>Peer Sharing</p> |  | <p>A piece / a picture of unwanted object / waste</p> |
| Values of disposed objects (25 minutes) | <ol style="list-style-type: none"> Students work in groups of heterogeneous ability. Students look for the values of the disposed objects they have. Students brainstorm ideas after looking at the pictures / videos shown by the teacher. Students list out as many products that could be developed from the pieces of disposed objects they have in their groups as possible. Students share their ideas with the rest of the class. | <p>Peer Collaboration</p> <p>Pre-writing</p> |   | <p>Pictures / videos of products made from recycled materials</p> |

Lesson 2

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|--|--|---|
| Making choices (15 minutes) | <ol style="list-style-type: none"> Students categorize the products suggested in the previous lesson into different categories with reference to their functions: <ul style="list-style-type: none"> - toys - decorations - storage - cleaning - others Students sit in groups based on their common interest on the functions of the product they would like to create with the recycled materials. Students with higher ability in English Language analyse the quality of a good / useful product (usefulness, uniqueness, etc.) which could be made from recycled materials. Students with less confidence choose the best product in their groups with the discussed quality proposed by the highly-able students. | Peer Collaboration |   | |
| Design of a new product (20 minutes) | <ol style="list-style-type: none"> Students design the product including the following with the target vocabulary items: <ul style="list-style-type: none"> - name of the product - function of the product - the recycled materials required - storage - the tools needed during the production process - illustration of the product Students are then assigned the following duties within groups based on their own strengths: <ul style="list-style-type: none"> - collecting materials - preparing the tools - giving presentations - taking photos of the production process | Peer Collaboration Strength-based Approach Differentiation |   | Pictures / videos of products made from recycled materials Cameras / tablets |

Lesson 3 - 4

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|---|--|--|
| Make adjustments to the design after reflection (20 minutes) | <ol style="list-style-type: none"> 1. Each group receives comments from teachers about the design of the product. 2. Students make reflection on their design and make adjustments with reference to the teacher's comments. | Peer Collaboration |   | A piece / a picture of unwanted object / waste |
| Production of the new product (50 minutes) | <ol style="list-style-type: none"> 1. Students write the procedures and create the products according to the roles assigned. 2. Students with higher ability write the procedures and descriptions of the product. 3. Students with less confidence create the products with the recycled materials. | Strength-based Approach Peer Collaboration |   | Pictures / videos of products made from recycled materials |

Lesson 5

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|---|---|--|-------------------------------|
| Sharing of students' work and evaluation (25 minutes) | <ol style="list-style-type: none"> Students share about their products by the following: <ul style="list-style-type: none"> - describing the features and functions of the product - describing the procedures of the production process - (for highly-able students) persuading their peers to vote for their products Students vote for the best products according to the following criteria: <ul style="list-style-type: none"> - the uniqueness of the product - the usefulness of the product - the attractiveness of the product Students provide feedback to each group of students according to the following aspects: <ul style="list-style-type: none"> - the uniqueness of the product - the usefulness of the product - the attractiveness of the product | <p>Peer Collaboration</p> <p>Differentiation</p> <p>Peer Feedback</p> |   | |
| Design of a new product (20 minutes) | Students make reflection based on the learning process (communication with peers, confidence in giving presentation, engagement in the writing process). | | | |

Reading Fables

Grade: Primary 6

No. of Lessons (Learning Time): 1 Lesson (35 minutes)

| | |
|--|--|
| <p>Prior Knowledge</p> | <ul style="list-style-type: none"> - The structure of a story (exposition, rising action, climax, falling action, and resolution) - Adjectives to describe characters - Forming different types of questions to clarify the development of a story - Reading different fables |
| <p>Learning Objectives</p> | <p>Knowledge</p> <ul style="list-style-type: none"> - Students will identify the features of a fable - Students can describe the characters in terms of their personalities - Students can use similes to accentuate one's personality <p>Skills</p> <ul style="list-style-type: none"> - Students can identify the main ideas and values embedded in different fables - Students can relate those ideas and values to one's personal experience or knowledge - Students can rewrite a fable creatively by changing the personality of a character, the context, and the challenges encountered <p>Values and Attitudes</p> <ul style="list-style-type: none"> - Students will develop enjoyment in reading and writing fables given powerful semantic and syntactic clues - Students become more aware of how one's personality affect one's conduct - Students will draw on the lesson learnt to strengthen one's life |
| <p>Learning & Teaching Strategies</p> | <p>Hot-seating, Story Improvisation</p> |
| <p>Operation Mode of Gifted Education</p> | <p>Level 1: School-based Whole-class Teaching</p> |
| <p>Core Elements of Gifted Education</p> | <ul style="list-style-type: none">  Higher-order Thinking Skills  Creativity  Personal-social Competence |

Foreword / Background

As suggested in the English Language Curriculum Guide (2017), understanding the intention, attitudes and feelings conveyed in a text is one of the reading skills that students in Hong Kong are expected to comprehend in Key Stage 2 (Curriculum Development Council, 2017). It is also suggested that positive values and attitudes of students can be developed through activities based on the reading materials.

To implement the intention, attitudes and feelings, in addition to developing positive values and attitudes through reading, fables are usually the chosen text type in different schools in Hong Kong. Most of the chosen fables are taken from the textbooks and it is common to find that similes are the major language focus taught while reading the fable. Most of the time, the reading lessons are usually teacher-centred since teachers believe that students are only able to decode the meaning or intention of the fables after teachers' verbal explanation of the vocabulary items, the similes, and the development of the story. In other words, the focus of the learning process is on basic reading skills, including the decoding of new words and similes. It usually starts with students' reading aloud the chosen fables, then teachers' explanation on the vocabulary items and similes. After that, to check students' understanding of the fables, including the intention, attitudes, and feelings conveyed, as well as their development of positive values and attitudes, students are usually asked questions of different levels verbally or via written reading comprehension exercises. Students then work on reading the comprehension exercises, for example, matching or writing the definitions of the similes stated in the reading text. For a post-reading task, students are often expected to rewrite the fable into a script, with the taught vocabulary items and similes, individually.

The target group of students involved in the following discussion was 5 Grade 6 classes. Based on students' overall academic performance, they were allocated into 5 classes, with one higher-ability class. The discussion will focus only on the higher-ability class. Basically, they all performed well in their English Language examinations and from teachers' daily observation, all students in this class loved reading. The class could also be divided into two major groups of students. The first group was a batch of students with strong fluency and accuracy in their use of English. They were found to possess strong reading skills, which enabled them to decode unknown words, make use of effective reading strategies, and process the information of the text immediately after reading. They were able to read texts with more complex features, for example, argumentative texts. On the other hand, the second group of students possessed only basic reading skills. Anxiety could be an issue with them as they needed more assistance to decode any unknown words. They focused more on accuracy rather than fluency when they expressed their own ideas. They preferred to read texts with simpler features, for example, stories or comics.

With the teacher-centred approach mentioned above, and according to teachers' observation, it was found that most students were not actively engaged and had not exhibited their strengths in the learning process. The product of the post-reading exercise, in which students wrote the script based on the fable, were all very similar. The highly-able students completed the tasks with the

least effort; they merely made use of the vocabulary or language features provided in the story. They produced the script individually with the required number of words without any of their own opinions or understanding of the story. For the group of students with basic reading skills, they were found to be anxious in the post reading exercise. They wrote the script using short and simple sentences which they felt more secure to use and did not show much confidence in using the vocabulary items or the similes.

Objectives of Collaboration

To respond to the need to design a learning experience for gifted students and to enhance all students' learning experiences, teachers reviewed the learning needs of the students of both groups and discussed how they could be more engaged, and how they could demonstrate their potential in the reading lesson. With the Professional Development and School Support (PDSS) Team of Project GIFT, teachers were guided to analyse the behavior and characteristics of the students from their daily observation. It was found that the group of highly-able students loved giving opinions and making suggestions about others' work or behaviors in their daily life. They were used to expressing their opinions through speaking or writing. In contrast, the group of students with basic reading skills showed lack of willingness to participate in individual learning tasks. They preferred tasks which involved peer interaction, for example, role-play. They preferred showing their opinions through illustration instead of writing or speaking.

To accommodate the needs of the highly-able students, enhance the learning experience of all students in the reading lesson, and to minimize the anxiety of students with basic ability in English reading, teachers of the school designed one lesson of whole-class learning through collaborative lesson planning and discussion. Lesson observations of one lesson and post-lesson discussions were also conducted to evaluate the learning process and outcomes. Then the learning objectives and process for the selected class would be modified and tailored based on the learning needs and characteristics of the students. It was expected students with higher ability would share their opinions and give further suggestions based on their previous experiences throughout the reading process and be more engaged while the other group of students (Group B students) would be more engaged in the reading activities in the learning process.

Theoretical Framework

1. A More Engaging Learning Environment for the Highly Able Students

According to Halster and Reis (2004), gifted readers tend to use advanced processing in reading. Moore (2005) suggested that gifted readers mastered reading strategies more quickly. They possess advanced vocabulary and read with effective strategies. They process the words from visual input into meaning directly. In other words, they have already mastered the basic reading skills, and extension for them in reading tasks is necessary. Levande (1993) stated that reading programs for the gifted should cater for the characteristics of the students by offering opportunities for them to expand and extend their giftednesses. Rena and Nancy (1996) pointed out that

the learning environment or the learning process should foster the enthusiasm and interests of gifted readers. Gifted readers always look for ideas from the texts with a greater depth. They are more responsive and engaged when the learning environment is more student-centred and less structured. They prefer to be engaged in a learning process with more critical thinking and independent learning. It is stated by Cathcart (2004) that students may be frustrated by the materials provided by the teachers. Gifted readers read a wide variety of materials covering a wide range of topics. They may not feel challenged by the reading materials in a whole-class teaching environment.

With reference to Collins and Alex (1995), the learning process for gifted readers should be more focused on the development of a critical reading experience. Materials for them should be more demanding than those for students with basic skills in English reading. It is common to use advanced reading materials which are more complicated in form and meaning (Baskin & Harris, 1980; Hauser & Nelson, 1988). Enrichment could be one of the approaches used for gifted readers to learn and be involved in the reading process.

2. Promoting Critical Thinking Skills of the Gifted in Reading Lessons

Critical thinking is not developed through reading fables without facilitation of the teachers. Whenever students analyze the reading materials, they apply their critical thinking skills (Paul, Binker, Jensen, & Krelau, 1990). According to Moore, Alverman, and O’Keefe (1990), discussion and dialogue have been implemented in the classrooms for the development of critical thinking skills and reading instructions. Furthermore, Dennick and Exley (1998) emphasized that cooperative learning with peers allows students to share points of view from different perspectives.

3. Responding to Students’ Readiness, Learning Styles and Interests

Students have different characteristics, which include their levels of readiness, learning styles, and interests. To cater for the learning diversity in whole-class teaching, ranging from those with higher ability in English reading to students with basic skills in reading, differentiated strategies could be adopted (EDB). With reference to Tomlinson and Hockett (2008), differentiation means finding multiple ways to run through the learning process using differentiated learning strategies and content. Every student learns at the level of their readiness and interests.

To motivate and engage students with different abilities, learning strategies could also be designed with a strength-based approach. According to the Theory of Multiple Intelligences (Gardner, 1983), there are eight intelligences embedded in the human mind, namely linguistic, logical/mathematical, visual/spatial, musical, bodily kinesthetic, intrapersonal, interpersonal, and naturalist intelligences. If students are allowed to learn according to their own strengths and learning styles, not only will the engagement of the students will be raised, but their reading abilities could also be enhanced.

Learning and Teaching Strategies

After reviewing the effectiveness of the reading lesson with the teacher-centred approach and with reference to the learning objectives and students' behavior, a more student-centred approach was adopted. Instead of focusing on the explanation of the vocabulary items and the similes in the fable, the teacher tried to provide a more positive environment for students to express their own opinions or understandings of the story. All students rewrote the fable creatively by changing the personality of a character or the setting of it. They were then able to find out the main ideas and values embedded and relate them to their own personal experience. They could comment and give suggestions on the behaviors of the characters verbally and in written form.

The learning focus of the reading lesson was put on the promotion of critical thinking skills of the higher ability students. They were expected to analyze and interpret the intention of the characters in their response to the fable. They were expected to use similes, which were not stated in the textbook, to accentuate the characters' personality. Students with basic reading skills were expected to be more engaged and more willing to express their opinions. They were expected to describe the characters with appropriate adjectives or similes.

Thus critical thinking skills of the highly able students in reading could be further promoted and the anxiety of students with basic reading skills towards the new vocabulary items could be minimized.

The strategies adopted are summarised as follows:

1. A More Interactive and Encouraging Learning and Teaching Environment

To provide more engagement of students' critical thinking skills, the focus of the reading process was swapped from a teacher-centred explanation of the meaning of the vocabulary items and similes to the development of students' critical thinking skills through interaction among peers. A fable which is familiar to the students was chosen – The Crow and the Fox. With this familiar title, teachers' concerns about teaching the vocabulary items of a new fable could be minimized. At the beginning of the lesson, students were asked to imagine they were one of the characters. Then, to provide more opportunities for students to interact among themselves, 3 students who had a stronger ability in verbal English and interpreting the intention of a story were selected to role-play the fox, the crow, and the goat. The activity of hot-seating was then introduced to the students. Students had to prepare questions of different levels to interview the 3 characters and give some suggestions to them to make improvements. Students who role-played the characters had to respond to the questions using their own imagination and critical thinking skills. After that, students could choose the characters they liked most for a story improvisation. They rewrote the story with a new storyline by changing the personality of the selected character or the setting. They then had to give suggestions or comments to their peers in groups after listening to the stories of other groups.

2. Discussion and Dialogue – Hot Seating and Story Improvisation

To provide more opportunities for the highly able students to develop their critical thinking skills, some activities which involved peer interaction were introduced in the lesson, for example, hot seating and story improvisation. Through hot-seating, dialogue among the students as different characters could be developed. With dialogue, further discussion on some issues which were relevant to the characters could be raised. For example, a student asked the one who acted as the crow, “Why were you so proud of yourself?”, “How would you react in the future if you were asked the same question?” The student who acted as the crow then responded from the point of view of the crow, “I will learn to be more humble in the future.” In that way, a natural dialogue was developed in the classroom.

For story improvisation, students formed groups of 3 to 4. They then made a new story by changing the personality of the character or the setting and the problems the characters faced if they wanted to challenge themselves. They did not have to present their stories in written form at the beginning. They were encouraged to discuss the storyline in groups and present their stories verbally to another group. Critical thinking of the highly able students could be further displayed through these types of cooperative learning experiences.

3. Differentiation and Strength-based Approach

To cater for the diverse learning needs, a differentiated and strength-based approach were implemented throughout the process. Different materials were offered to students with different abilities to choose to read. For example, different versions of the same fable with more complicated features or other fables with different topics were introduced to the highly able students. Students with higher ability in spoken English were chosen to role-play the characters. During story improvisation, homogenous groupings according to students’ choices of the fable characters, followed by discussion and sharing of real-life experiences created rapid interaction among students. Students with higher ability in verbal expression were assigned to tell the story of their group to other groups. While creating the post, students could choose to illustrate their ideas through drawing or writing.

To motivate students to participate in the last learning task, the final task of the lesson would be students making their own Facebook page with a character of the fable chosen. Students would express their own understanding towards the story on the Facebook page, they were allowed to choose their own way to present their ideas. Students who were good at writing could express their story in a written form. Students who were good at drawing were allowed to illustrate their stories in the format of a comic or a picture. After that, students were allowed to give their comments on the Facebook page by their peers in their own ways. They wrote from the perspectives of the characters with their own opinions and views. Through all these tasks, students would have to analyse the behavior of the characters and the development of the story, they then shared their view through discussion and dialogue, and cooperative learning. All students would create a post

on the Facebook and they needed to give constructive feedback to, and comments on, their peers' opinions, based on the attitudes and intention of the characters.

Discussion

1. Evidence of Learning

Throughout the learning process of the reading lesson, evidence of learning was observed. All students were engaged in the learning process with positive attitudes and task commitment. All students were willing to share their ideas and give suggestions to their peers. Their body language and facial expressions showed their enjoyment throughout the whole process. For students who possessed stronger reading skills, they were able to analyze, synthesize, and evaluate the behavior of the characters. They demonstrated their thinking skills through logical commenting and questioning during the hot-seating activity. It helped facilitate students' analysis skills and interpretation skills. Development of reasoning and thinking skills, together with the values learnt, was also clearly observed and expressed by students. For example, how the attitude of the crow and the personality of the fox developed the storyline. During story improvisation, vivid and relevant interchange among students was found through homogeneous grouping according to the characters that students liked most. Students of all abilities brought in new ideas and the highly able students were able to give constructive feedback towards the ideas given. It was also found that students could relate their understanding of the story to their daily life experiences. Positive values and attitudes were also developed. It was demonstrated through students' comments or reflection on the post-reading activity, the Facebook page. Students did not only enrich the background of the characters through creating the profiles of the characters on the Facebook page with their imagination and interpretation, they were also able to give their opinions from the perspectives of the characters, as their posts were created with the personality or traits of the characters. Those who were stronger in English wrote with vocabulary items or sentence structures which were not stated in the textbook. Together with their imagination, students displayed and exhibited their talents and potential in learning the language and critical thinking. They displayed their critical thinking skills through hot-seating, story improvisation, and creating the Facebook page. They learned about the personality of the characters through analyzing the behavior and responses of the characters towards different events in the story.

2. Roles of Teachers

The teacher created a positive and supportive learning environment with several open-ended activities, namely the hot-seating, story improvisation, and the production of the Facebook page. The teacher was a facilitator throughout the learning process. She facilitated the learning of the students according to the responses of the group of students. She also created an interactive learning environment among the peers through giving timely feedback to the performances of the students. Teachers can guide students to ask questions at different levels. She stretched the potential of students with higher ability in English in terms of expressing their ideas verbally through asking open-ended questions. She also involved other students in an English rich

environment by helping them to interpret the values and attitudes of the fables. The teacher provided an inclusive learning process by encouraging students to discuss from different points of view. Gifted students were constantly showing motivation and enjoyment given appropriate facilitation from teachers, whereas other students could be more engaged and discover more. Their critical thinking skills were elevated by their peers and the teacher through their challenging questions and responses.

3. Challenges and Suggestions

It was a great challenge for the teacher to adopt the new strategies involved during the process of collaboration as she might not have had experience in teaching the lesson using a new approach. It was also a concern that the teacher had to develop appropriate learning resources for the students based on her understanding of the students. After designing a reading lesson using a fable with a student-centred approach, as well as with the infusion of the 3 core elements of gifted education, higher-order thinking skills, creativity and personal-social competence, as well as differentiated strategies, teachers were impressed by the evidence of learning displayed by the students, especially the engagement of the students during the activities and their demonstration of critical thinking. Although teachers spent a relatively longer time planning the learning process in a way that is new to them, teachers found it worthwhile as the abilities and attitude of all students were strengthened. In order to sustain the practices, teachers were suggested and encouraged to extend the lesson into a unit with the infusion of the 3 core elements and differentiated strategies in the future so that the strategies could also be implemented during pre-reading, and during reading activities. This will be more effective as it will be easier for both students and teachers to get used to the new approach and students will then enjoy their learning process of the whole unit from the beginning.

Lesson Plan

Lesson 1

Pre-lesson Tasks

1. Students read the fable “The Crow and the Fox” and others (teacher provides 3-4 fables more, and asks students to pick one they like most to read). Each student will read at least 2 fables, including “The Crow and the Fox” before the lesson.
2. Students set questions about the story to challenge their peers in the coming lesson (or make suggestions for the characters of the story they like most).

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|---|---|---|
| Characters of the story (10 minutes) | <ol style="list-style-type: none"> 1. Based on the story “The Crow and the Fox”, Students answer some questions: <ul style="list-style-type: none"> - What do you think about the story? - Which character do you like most? - If you were one of the characters, would you behave in the same way? 2. One student role-plays the fox, one role-plays the crow and another role-plays the goat. 3. Students ask the characters some questions or make suggestions for them. 4. The characters answer the questions. 5. Students summarize the personalities of the 3 characters. | Hot-seating and Peer Feedback based on Students’ Diversity in Interests and Strengths |  | Simple and distinctive props for the fox, the crow, and the goat Questions prepared by the students before class |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|--|--|---|--|
| <p>Creating a new story (15 minutes)</p> | <ol style="list-style-type: none"> 1. Students form into 3 big groups according to the characters they like most (the crow, the fox, and the goat). 2. Students do the improvisation (choose a scene from the chosen story) based on their discussion. 3. Students make a new story by changing: <ul style="list-style-type: none"> - the personality of the character and / or the setting - the problems the characters will face if they want to challenge themselves 4. Students synthesize what values they want to convey in the story and highlight the personality portrayed and the interaction / dialogue created (cooperative/antagonistic). 5. Students share with another group on how they change the story. 6. Students give comments to their peers regarding the logical development of the story, the values conveyed, and the creative resolutions at the end. | <p>Story Improvisation</p> <p>Peer Collaboration</p> |    | <p>A video which shows a certain type of transport</p> |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|--|--|---|---|
| Values of the story - how is the story related to our daily life (5 minutes) | <ol style="list-style-type: none"> Based on the lesson learnt from the story, group members identify: <ul style="list-style-type: none"> similar personal experiences with happenings in the society reported by the mass media (e.g., newspapers and radio) how they / others can improve / strengthen themselves (e.g. not to be deceived; stay rational in front of incentives) Students discover the lesson / values learnt in the story. | Questioning |  | Articles about Employment and Modelling Fraud |
| Consolidation (5 minutes) | Students reflect on how the activities they engaged have enabled them to achieve the lesson objectives. | Questioning Self-reflection with Teacher's Guidance |  | |

Extended Learning Activities

- Students choose the character they like most from the story.
- Students design a Facebook page to express their ideas and opinions.

Level 2

School-based Pull-out Programme



Be a Detective!

Grade: Primary 5
No. of Lessons (Learning Time): 9 Lessons (540 minutes)

| | |
|---|---|
| Prior Knowledge | <ul style="list-style-type: none"> - Vocabulary to describe the outlook of people - Some ideas about detective stories |
| Learning Objectives | <p>Knowledge</p> <ul style="list-style-type: none"> - Students can identify the structure, the characteristics and the elements of a detective story <p>Skills</p> <ul style="list-style-type: none"> - Students can write a detective story with different kinds of clues - Students can solve different cases or detective stories through collecting information from clues or questioning - Students develop their creativity and critical thinking skills through reading, solving problems, and writing detective stories <p>Values and Attitudes</p> <ul style="list-style-type: none"> - Students can find writing detective story interesting - Students are keen on participating in the learning tasks throughout the programme |
| Learning & Teaching Strategies | Differentiated Questions, Group Discussion, Peer Evaluation |
| Operation Mode of Gifted Education | Level 2: School-based Pull-out Programme |
| Core Elements of Gifted Education | <ul style="list-style-type: none">  Higher-order Thinking Skills  Creativity  Personal-social Competence |

Foreword / Background

The school involved in the following discussion had been developing school-based gifted education (SBGE) before joining Project Gift in 2017. Many of the teachers had some experiences in SBGE. To implement SBGE in whole class teaching, teachers catered for the diverse learning needs through differentiated learning tasks with flexible grouping strategies. As a result, talents and strengths of some students were unfolded and discovered. To further cater for the learning needs

of students and to provide more room for students to enhance their talents and strengths, pull-out programmes of various kinds were also developed.

The target group of students involved in the following discussion was a group of grade 5 students. During teachers' daily observation, it was found that this specific group of students possessed similar characteristics and abilities. They had higher ability in spoken English and in logical reasoning. In level 1 whole class learning, they learned with other students with different characteristics and abilities. Yet, despite having these observed characteristics and assessed abilities, they were found rather passive and unable to demonstrate their potential. Moreover, through the pieces of writing produced by this group of students, teachers realized that they were unable to display their creativity since the content of their writing in response to the questions was similar to that of other students.

Objectives of Collaboration

To cater for the learning needs of this target group of students, a pull-out programme with a more appropriate environment which allowed students to exhibit their potential and extend their learning experiences needed to be developed. Teachers reviewed the causes of the situation and discussed how students could learn more effectively in the pull-out programme. With the Professional Development and School Support (PDSS) Team of Project GIFT, teachers were first guided to analyze the behaviour, characteristics, and learning needs of this group of students from their daily observation. Besides possessing high ability in spoken English and in logical reasoning, they were found to be interested in exploring different information or observations of their surroundings.

Given students' similar characteristics and abilities, teachers explored some strategies to raise the engagement of all students in the programme, in addition to fostering their creativity and developing their critical thinking skills. Teachers of the school designed nine consecutive sessions of a pull-out programme through collaborative lesson planning and discussion. Lesson observations and post-lesson discussions were also conducted to evaluate the learning process and outcomes. It was expected students would show engagement, enjoyment, and enthusiasm in the learning process.

Theoretical Framework

According to Horak and Galluzzo (2017), an advanced level of learning content and resources, which involves an advanced level of reading and vocabulary items, with open-ended activities that provide investigating opportunities and multidisciplinary tasks for gifted students to produce, is a suitable language curriculum for gifted individuals.

Cramond (1993) also stated that the way for children to get the information that they needed was through interviewing. Students who were involved in conducting interviews needed to refine their questioning and listening skills and learned that all valuable information was not in written form. Basic interviewing skills such as setting questions, interviewing etiquette, and the way of recording the responses could be introduced.

With reference to the advice from VanTassel-Baska and Stambaugh (2006), a gifted programme is to offer deep content learning. It should emphasize the development of skills such as problem solving and critical thinking. The features of the programme, namely acceleration, complexity, depth, challenge, creativity, and abstractness, should be different from those in the regular classroom:

Acceleration

The pacing and the depth of the learning could be increased according to the abilities of the group of students. Students should be allowed to master advanced content throughout the programme.

Complexity

Additional variables, multiple resources or more difficult questions could be implemented in the learning process. Students should be given room to practise higher-order thinking skills.

Depth

Students could apply concepts in different ways and they should be able to generate knowledge by themselves.

Challenge

The content discussed should be more sophisticated and require a larger amount of reasoning.

Creativity

Students should be given opportunities to complete alternative learning tasks or products with their own choices.

Abstractness

Students could formulate their own generalizations based on the concepts.

In other words, the content of the pull-out programme should be student-centered, which provides more room for students to explore different knowledge or information from a range of learning resources, and the learning tasks designed should be challenging and more complicated so that the students would have to think in flexible ways. Besides, they would have to apply their critical thinking skills and creativity when solving problems during the learning process.

Learning and Teaching Strategies

The programme targeted a group of primary 5 students with outstanding performances in verbal English. They could speak English fluently with rich contents. The group of students was selected based on teachers' recommendation and their own preferences. 15 students, including 11 girls with 4 boys, were selected to join the pull-out programme. Based on their interests and characteristics, students were expected to go through a learning experience involving reading, solving problems, and writing detective stories. In each session, some elements of detective stories would be introduced to the students.

At the end of the programme, students were expected to write a detective story with different kinds of clues. They were also expected to solve different cases or detective stories through collecting information from clues or questioning. They would develop their creativity and critical thinking skills through reading, solving problems, and writing detective stories. They would find writing a detective story an enjoyment.

There were 9 sessions in total:

| Sessions | Content |
|----------|--|
| 1 - 5 | <ol style="list-style-type: none"> 1. Elements and structure of a detective story 2. Different types and settings of detective stories 3. Qualities of a good detective: Questioning skills and observational skills 4. Creating clues 5. Witness statement |
| 6 - 7 | <p>Preparation for the presentation</p> <ol style="list-style-type: none"> 1. Write their own detective stories 2. Prepare the interviewing questions 3. Design the props for a scene of their detective stories |
| 8 - 9 | <p>Presentation</p> <ol style="list-style-type: none"> 1. Present their own detective stories. 2. Solve the detective stories written by other groups |

The learning and teaching of the pull-out programme was designed based on the theoretical framework of the curriculum for gifted students. The strategies adopted in the pull-out programme are summarised as follows:

1. Acceleration

Students in a normal classroom usually read texts printed in the textbooks or worksheets given by the teachers. To provide more opportunities for them to explore different types of detective stories or mysteries, throughout the pull-out programme, for example, some news articles about different real cases which had not been solved around the world, some mysteries found in famous detective stories (e.g. Sherlock Holmes), or some videos about murder cases with clues given by witnesses ,were given to the students.

2. Complexity and Depth

The learning tasks required students to apply critical thinking skills and creativity, for example, to solve hidden messages embedded in illustrations, to write clues with different messages like mirroring, or to analyse the credibility of the information given by the witnesses.

3. Challenge

In most parts of the programme, students learned the skills or information through problem-solving. To solve a case, they had to gather information through questioning, observation, analysis, and drawing conclusions with logical reasoning. To create a detective story, they also needed to make use of all these skills and the information with a logical sequence and express their ideas through setting up a scene.

4. Creativity

Throughout the programme, students had to apply the skills they had learned. They were given the opportunities to create their own hidden messages with written work or illustrations. They also worked together to create detective stories after learning all the elements of a detective story.

Discussion

1. Evidence of Learning

With the student-centered approach, students were engaged in different activities, for example, role-playing. Attention could be maintained with appropriate switching to different learning activities. From students' body language and facial expression, it was observed that students were keen on participating in the learning tasks throughout the programme. They could identify elements of the detective stories, show their initiatives in seeking different information after reading different clues. They also acquired critical thinking skills through solving different cases, and writing detective stories using the elements they had learned. Students also demonstrated their creativity in writing original detective stories. The settings of the scenes and the storylines were complicated and various. They also showed their creativity when developing the clues, for example, a group even involved a DNA report in their story as a clue. In an apparent non-regular classroom, students automatically tuned in to the setting and ambience for detective training, turning learning context-bound, and they learned naturally through accomplishing the tasks. Students were committed to seeking various ways to solve the problems presented. For example, they predicted the storyline using the information and evidence collected from the scene set by the other group and through interviewing the "witnesses". They also developed stories with originality and uniqueness instead of having a story which was very similar to their classmates' in terms of the content.

2. Roles of Teachers

Since it was the first time implementing the pull-out programme, some ongoing modifications are suggested as a result of continuous evaluation and professional planning. To further facilitate students' learning, physical environment and setting is important. Students should be given a proper physical environment to work in and to look forward to regarding their own participation

and teachers' input or facilitation. The setting of the classroom could be different from a normal classroom in which students sit in rows. During the pull-out programme, students could sit in groups with different working stations. More time, including waiting time for students' responses, should be given to students, so that they could reflect on the learnt skills and knowledge, and to exercise them with ignition of ideas for their creation of detective stories. Furthermore, the learning tasks could be strengthened through building liaisons and coherence between activities for optimal learning and through linking and relating them to the ultimate creation of the detective story. Graphic organizers could be useful to consolidate skills/knowledge and story elements, and enable students to plan their stories. As a long-term target, vocabulary building should be gradual, enabling students to acquire vocabulary through real life experiences, with the aim to explore, use and develop their lexicon in life.

Lesson Plan

Lessons 1 - 2

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|--|---|--|-------------------------------|
| Arousing interest in detective stories | <ol style="list-style-type: none"> Students are divided into 3 groups. In each group, everyone acts as a character in a story with a detective case and one of them is the murderer. Students elicit questions they need to ask for clues and write them on the board for reference. Examples of questions: <ul style="list-style-type: none"> - What is your name? - Why were you at the party? - What is your relationship with the victim? - When did you last see him / her - What were you doing when you heard the scream? - What is your opinion on Miss Iris? Students interview one another in the group to gather information and clues. Students solve the case in their groups. | <p>Questioning</p> <p>Peer Learning</p> |  | |
| Introducing the features of a detective story | <ol style="list-style-type: none"> Students watch a short video clip¹ showing different settings of detective stories (e.g. a bar, a school, an amusement park, a baseball field, a house, an airport, a mall, a library...). Students summarize the possible settings and the types of detective stories (e.g. murder case, stealing, missing person, mysterious event, anonymous letters being sent to a character). | <p>Hands-on Experience</p> <p>Peer Learning</p> |   | Video clip |
| Consolidation | <ol style="list-style-type: none"> Students identify the features of a detective story—there must be a puzzle, secret or mysterious problem to solve. Students in groups brainstorm the type of detective story that they are going to create. | Summarizing |  | |

¹ <https://www.youtube.com/watch?v=k-AXqp9TuAY>

Lesson 3

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|--|--|--|------------------------------------|
| Qualities of a good detective: critical thinking and questioning skills | <ol style="list-style-type: none"> Students brainstorm the qualities of a good detective (e.g. good questioning skills, observational skills, analytical skills, critical thinking skills...). Activity: What's in the box? <ul style="list-style-type: none"> Students look at a picture of a box/bring a real box to the class with something inside (e.g. students' homework). Students ask questions about the object in the box. They can only make the final guess once. Students categorize the questions into different question types. Students learn other types of questions which are not asked through examples given by teachers. The student who can figure out what is in the bag wins. Students summarize the order of the questions / the effectiveness of different types of questions asked during an interrogation. | <p>Brainstorming</p> <p>Peer learning</p> <p>Questioning</p> |   | A box with an object inside |
| Different types of hidden messages | <ol style="list-style-type: none"> Students look at a picture with 6 hidden words and an equation with a hidden message. They need to find out as many hidden words as possible from the picture and the hidden message for the equation. Students look for more types of hidden messages that they can use in their detective stories. | Peer learning |  | Different types of hidden messages |

Lesson 4

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|--|---|---|-------------------------------|
| Detective game: solving the case | <ol style="list-style-type: none"> 1. Students read a new detective story: This time the murder has been committed in the maths department! A body has been discovered surrounded by mathematical objects and only the hard-working maths teachers were at school, doing long division sums for fun at the weekend. One of them must be the murderer. 2. Students learn about the suspects with pictures and descriptions provided. 3. Students write the corresponding descriptions with pictures of the suspects. 4. Students look at the clues provided. 5. Students solve the puzzles with the incident report within the time limit. | <p>Authentic Motivation and Stimulation</p> <p>Observation</p> |  | |
| Reflections and Summary | <ol style="list-style-type: none"> 1. Students do reflections after solving the case. They summarize the skills they need or apply when they are looking for the clues and conclude the qualities of a good detective. (e.g. observational skill, inductive skill and deductive skills...). 2. Students conclude clues that help to find the suspects (e.g. fingerprints, witness, items left, no alibi, secret message). 3. Students discuss with their group members to produce some clues for their detective story. 4. Students find out more about chromatography technique by themselves. | <p>Hands-on Experience</p> <p>Peer Learning with Discussion</p> |  | Video clip |

Lessons 5 - 6

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|---|--|------------------------------------|
| <p>Creativity and communication (fluency, originality)</p> | <ol style="list-style-type: none"> 1. Students are formed into 3 groups. 2. Each group receives 12 picture cards. 3. Students elicit elements of a detective story / case from students: <ul style="list-style-type: none"> - suspect (who?) - motives (why?) - what the suspects did (what / where / how?) 4. Students flip the picture cards one by one and take turn to tell the story using the cards. They have to form a story with the elements told from their team members. 5. Students form their detective story / case within their group with the elements of a detective story in a logical order. They need to tell at least the elements mentioned above logically. 6. Students share their story to the other group. | <p>Brainstorming</p> <p>Peer Learning with Discussion</p> |   | <p>A box with an object inside</p> |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|--|--|--|-------------------------------|
| <p>Creativity, critical thinking skills, observation skills</p> | <ol style="list-style-type: none"> Students imagine that they are the detectives and a robbery incident has been reported. 3 other students act as the witnesses. Students who act as the detectives brainstorm questions in groups. The detectives are going to get information from 3 different witnesses and form a logical case: <ul style="list-style-type: none"> - suspect (who?) - motives (why?) - what the suspects did (what / where / how?) Students who play as the witnesses watch a video of a crime scene². Each witness who is provided with background information writes at least four facts about the case including at least two false statements about the description of the scene on the task sheet. The detectives interview the witnesses separately to get as much information as possible about the crime. The detectives discuss among themselves and draw a picture of the criminal or a diagram of the crime-scene reconstruction. Students draw the conclusion that sometimes the witnesses may not tell the truth because of their personal motives. | <p>Hands-on Experience</p> <p>Peer Learning through Discussion and Questioning</p> |    | <p>Video clip</p> |

² <https://www.youtube.com/watch?v=77M5zPFfCnU&feature=youtu>

Lesson 7

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--------------------------------|---|---|---|--|
| <p>Creating stories</p> | <ol style="list-style-type: none"> Students draft their detective story with the use of the elements introduced: <ul style="list-style-type: none"> - suspect (who?) - motives (why?) - what the suspects did (what / where / how?) Students suggest the witness's statement, sequence of events and setting of the crime scene for their story. Students create relevant materials and items for the detective scenes | <p>Peer Learning through Hands-on Experience and Discussion</p> |  | <p>Color paper Stationery for coloring</p> |

Lessons 8 - 9

Procedure

Note: The two lessons are identical to allow the three groups of students to have the chance to play different role

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|---|--------------------------------|--|-------------------------------|
| <p>Familiarizing with the stories (10 minutes)</p> | <ol style="list-style-type: none"> 1. Separate students into two rooms according to their roles. 2. Scene Room is for the group which creates the case. They have to finish the tasks: <ul style="list-style-type: none"> - set up the crime scene according to the floor plan - put the clues into the crime scene (prepare 2 different color paper strips for 2 different groups) 3. In the Standby Room, a briefing session is held for the detectives. <ul style="list-style-type: none"> - Detectives read the background information of the case. - Teacher then asks what the students would do to solve the case. Examples include: <ul style="list-style-type: none"> • get into the crime scene and look for clues and secret messages • write questions and interview the witnesses and suspects to get more information • draw a mind map using 5W to tell the key points in the story (murderer, weapon, place) • write the sequence of events - Ask students how they should act as detectives / what manners are needed <ul style="list-style-type: none"> • do not change the setting of the scene • use gloves to collect the evidence and put them into the plastic bag | <p>Questioning</p> |   | |

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|--|--------------------------------|--|-------------------------------|
| Preparation for setting and solving the scene (10 minutes) | <ol style="list-style-type: none"> In the Scene Room, after setting up the crime scene, teacher can put blockers around it. Group A go to the crime scene and find the clues. Group B interview the witnesses and suspects. After 5 minutes, the two groups swap and repeat the steps. | Peer Learning |  | |
| Detective discussion: solving the case (12 minutes) | <ol style="list-style-type: none"> The detective groups gather all the information they have got and decode the secret messages. Draw the mind map with 5W. If necessary, detectives can have follow-up interviews with the suspects and witnesses. Write the sequence of events. | Peer Learning and Observation |  | |
| Presenting the solution (8 minutes) | <ol style="list-style-type: none"> Students present the mind map and the sequence of events. Students explain the reasons behind their conclusions. | Presenting |   | |
| Summarizing and programme evaluation (10 minutes) | <ol style="list-style-type: none"> Students share what they have enjoyed in the programme. <ul style="list-style-type: none"> What do you enjoy most in the programme? (e.g. working with peers; appreciate the creativity of classmates...) What do you find most difficult in the programme? (e.g. unable to articulate in English; not easy to persuade classmates to take my own ideas...) Invite inspectors to give feedback to students. | Reflecting and Presenting |   | |

Conclusion

During the two years of school-based professional support and collaboration, teachers of the Project Schools generally showed enhanced knowledge of and skills for nurturing the core elements of gifted education in the curriculum plan and implementation. Upon completion of the school-based professional support and collaboration, their successful practical experiences with fruitful learning outcomes are recorded and collected in this *School-based Gifted Education: Learning and Teaching Resource Package*.

This chapter summarizes the key features of instructional practices and teaching strategies to support gifted learners, as reported in this learning and teaching resource package. To gauge curriculum effectiveness, an evidence-based approach will be used. Based on practical experiences and Project evaluation, another focus of this chapter will be on sharing good practice as a major consideration for developing curriculum for gifted learners. Overall, it is expected that the Project will play a contributing and motivating part in promoting school-based gifted education through dissemination of successful practices among local schools.

Instructional Practices & Teaching Strategies to Support Gifted Learners

One of the very evident features was that most of the teachers of the Project Schools showed enhanced capacity and mastery of skills in integrating higher-order thinking, creativity skills and personal-social abilities into regular classroom settings (L1). Specifically, as proposed by the Three-tiered mode of gifted education, teachers were, to the greatest extent, capable of employing effective pedagogies to tap the potential of students in creativity, critical thinking, problem solving as well as leadership skills through an enriched curriculum for whole-class teaching for Chinese Language Education, English Language Education, Mathematics Education and General Studies in primary schools, and Mathematics Education and STEM Education in secondary schools.

The integration of core elements of gifted education into regular lessons has indeed generated positive impacts on students. Evaluation analysis based on students' responses to subjective outcome evaluation on L1 curriculum indicated the programme's effectiveness. Approximately 80% of the student participants found the curriculum effective in strengthening problem-solving, analytical, and creativity skills. Moreover, many of them reported the usefulness of the lessons in enhancing social competence and developing better relationships with their classmates. Similarly, teachers gave positive views on the benefits of students in L1 programmes. On the whole, over 90% of the teacher participants agreed that the lessons satisfied the academic needs of the students, who showed enhanced interest, knowledge and skills in the subjects, and learning motivation. Most importantly, teachers found the programmes successful in strengthening problem

solving, analytical ability, creativity and social competence. Overall, the programme taught students how to become self-directed learners.

One effective instructional practice and teaching strategy was differentiation. In general, teachers demonstrated stronger competence in adopting differentiation to address the issue of learner diversity, notably to meet the unique learning and affective needs of the gifted and high-ability students. Differentiated curriculum, instruction and assessment were attempted and recorded in this resource package. It was common to see that teachers organized curriculum and lesson plans and grouping for gifted children in terms of acceleration and enrichment.

Offered acceleration, gifted students would learn the standard or regular curriculum faster than their average peers. Regarding enrichment, the gifted were offered “extending, supplementing, and going beyond the regular curriculum in greater depth or breadth, and thus gifted learners are provided with richer and more varied educational experiences” (Chan, 2018, p.75). Grounded in the Three-Ring Conception of Giftedness (Renzulli, 1978), differentiation can both satisfy the needs of the gifted learners and cater for learner diversity in regular classes with diverse learning styles, aspirations and abilities. In addition, differentiated instructional pace, approach or content as well as assessment can help to foster stronger commitment and class engagement, and enhance creativity among students with giftedness and advanced learning abilities.

Furthermore, in developing an L1 enriched curriculum for all students, the Project worked in partnership with teachers to explore school-based talent search criteria, guidelines, and procedures for selecting high ability and gifted students. Such attempts facilitated teachers to identify gifted and talented learners in their respective schools through a data-informed and scientific method. As a result, based on individual schools’ strengths and students’ unique needs and characteristics, a wide range of pull-out programmes was designed to provide extended learning opportunities in the areas of creative writing in languages, mathematics and science enrichment, and STEM education.

To challenge the gifted and high-ability learners and to support them to develop their giftedness into flourishing talents (Education Bureau, n.d.), teachers tailor-made advanced content with challenging tasks in L2 pull-out programmes. In brief, the programmes were well received with positive feedback from self-reported evaluations of students and teachers. Generally speaking, the students appreciated the rich, complex and challenging curriculum. It is interesting to find that all of the student participants mentioned that the curriculum helped them to master new knowledge and skills, and enhanced their learning interest and motivation. A great majority of them reported that the programme was successful in strengthening higher order thinking (problem-solving, analytical thinking), creativity, as well as social competence. For the affective domain, many students valued reflection and showed the qualities of sympathy, gratefulness, perseverance, and concern and respect for others in the learning process. Some of their learning outcomes were collected in the resource package.

Considerations for Developing Curriculum for Gifted Learners

Based on practical experiences and teachers' reflection, some key considerations for developing gifted education curriculum are recommended for curriculum developers and frontline teachers. In the following, several considerations will be suggested. The first and most essential consideration is a "consistent emphasis on using higher level skills (e.g., critical and creative thinking and problem solving that result in applications to worthy products" (VanTassel-Baska, 2018, p.349). Given that gifted students learn consistently faster, and that they can grasp content at a deeper and more complicated level, teachers must be mindful of providing the advanced content and challenging tasks to engage them in instruction, and most importantly, to stretch their potentials.

Likewise, to meet the affective needs and characteristics of gifted learners, it is important to immerse an affective emphasis into the curriculum. VanTassel-Baska (2018) advised that "the infusion of creativity into a gifted curriculum may ensure greater connectivity to affective development" (p.349). By integrating affective education into a creativity-enriched curriculum and given an accepting atmosphere to embrace learner diversity, students can be encouraged to develop self-understanding, emotion expression and management, as well as interpersonal and leadership skills. These are essential qualities for personal growth and balanced development of individuals.

In addition to affective development, VanTassel-Baska (2018) noted that it is crucial to infuse ethical and moral leadership into high ability and gifted learners who are ready to make societal contributions. Gifted students may benefit from a curriculum with moral dilemmas as well as the development of emotional intelligence. Emotion intelligence is one's "ability to perceive and express emotions, to understand and use them, and to manage emotions so as to foster personal growth" (Salovey, Bedell, Detweiler, & Mayer, 2000, p.506). Therefore, the immersion of moral and ethical issues is especially important for advanced learners to develop interpersonal and intra-personal intelligences.

In summary, for the successful programme implementation and publication of this *School-based Gifted Education: Learning and Teaching Resource Package*, the Project is greatly indebted to various parties. First of all, the Project would like to extend its deepest gratitude to the Hong Kong Jockey Club Charities Trust. Its generous and unfailing support was vital to the effective implementation of the Project. In addition, due to its fund donation, the research investigators from the Chinese University of Hong Kong, the Hong Kong Polytechnic University, the City University of Hong Kong and the Education University of Hong Kong could take a crossinstitutional approach in promoting school-based talent development and Hong Kong's gifted education, and most importantly, make this Project rewarding and beneficial to local schools, students, teachers and parents.

Most important of all, the Project is extremely grateful to all the Project Schools for their cordial partnership and effective collaboration during the Project period. Without their expertise,

perseverance, sincerity, and professional participation, the Project would not have been accomplished with such fruitful success and beneficial outcomes. Last but not least, we hope that this series of resources packages gives teachers inspiration leading them on a successful path to talent development and gifted education in Hong Kong. Interested educators are invited to visit the website of Project GIFT (<https://www.fed.cuhk.edu.hk/gift>) for further details.

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Hong Kong and Macau Lutheran Church Primary School

Ling Liang Church Sau Tak Primary School

Lutheran Tsang Shing Siu Leun School

Ma On Shan Methodist Primary School

North Point Methodist Primary School

Oblate Primary School

Po Leung Kuk Grandmont Primary School

S.K.H. Good Shepherd Primary School

Shanghai Alumni Primary School

Shaukiwan Tsung Tsin School

Tsuen Wan Public Ho Chuen Yiu Memorial Primary School

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**School-based Gifted Education: Learning & Teaching Resource Package
(Primary English Language)**

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