

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
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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.

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