



The 11<sup>th</sup> issue of *Gifted Gateway* has been released with contents covering announcement on “Seasonal Schedule for Student Programme Application”, corporate event, professional sharing on “Understanding the Needs of Twice Exceptional Children” and the forthcoming student events from September to November 2018. We hope this quarterly e-newsletter can facilitate student members’ applications for our programmes.

## Announcement: Seasonal Schedule for Student Programme Application

From 2018/19 school year and onwards, the Hong Kong Academy for Gifted Education (HKAGE) will introduce a seasonal schedule to facilitate parents and student members’ application for student programmes. Programme application will start around two months in advance for each season.

During the programme application months, **different batches of programmes will be open for application on particular Thursdays (see the schedule below). Please visit the HKAGE website on these Thursdays for programme information, application link and deadline.** Programme application result announcement will be done around one month in advance for each season.

Please note that the seasonal schedule will apply to most programmes whilst some special programmes and competition follow-on enhancement programmes may not be applicable.

Below is the seasonal schedule for the coming 2018/19 school year.

Season	Programme Application Commencement Date	Programme Application Result Announcement Date	Programme Date
Season 1	19 & 26 July 2018	August 2018	September to November 2018
Season 2	18 & 25 October 2018	November 2018	December 2018 to February 2019
Season 3	3, 10, 17, 24 & 31 January 2019	February 2019	March to May 2019
Season 4	4, 11, 18 & 25 April 2019	May 2019	June to August 2019

- For details of student programmes and activities, please visit: <http://www.hkage.org.hk/en/student-programme/face-to-face>.
- For details of online programmes, please visit: <http://www.hkage.org.hk/en/student-programme/online>.

## Corporate Event

### Affective Education Elements Infused into Academic Programmes

The Hong Kong Academy for Gifted Education (HKAGE) highlights the great importance on affective education (AE) and emphasises on the whole-person development of gifted students. In this regard, all primary student members of HKAGE are required to join the AE programmes provided by the Academy. This year the HKAGE’s emphasis on the affective aspect is extended to programmes provided under cross-institutional collaboration on gifted education.

Subsequent to the launching of the Talents, Aspiration and Excellence (TAE) Programme run by the City University of Hong Kong (CityU) for HKAGE student members last year, HKAGE for the first time infuses AE elements into various academic programmes under the TAE this year with a view to promoting balanced emotional and psychological development of the students beside their





academic development. The AE-infused academic programmes include 'Mathematics and Games', 'What's inside English?', 'Introduction to Stop Motion Animation' and 'Day Camp: Solar Power'. A 15 to 20-minute AE session is tailored-made for each programme by AE staff of HKAGE.

For the programme 'Mathematics and Games', HKAGE staff presented to students the concept of AE, an overview of emotions and terms for expressing emotions, as well as methods for positive expression and management of emotions. Through the film 'Inside Out', students were encouraged to reflect on the value of life in a lively and vivid approach. For 'What's inside English?', students were briefed on the definition and importance of communication and were reminded that unintentional communication was conveyed through colours, signs, fashion, body languages and facial expressions in the daily life context. For 'Introduction to Stop Motion Animation', creative works including interesting illustrations and advertisements were demonstrated to provoke students' thinking on how to stimulate creativity for application on their own creative works.

#### Student Feedback:

Different islands of personality mentioned in the film 'Inside Out' were introduced to stimulate students' thought on their life orientation. S1 student Wong Jing-ching created an 'island of achievements' for her own as she hoped that she could attain certain achievements in her life. She also wished to create more islands of personality so that she would lead an abundant life in future!

## Professional Sharing

### Understanding the Needs of Twice Exceptional Children

Identifying gifted children is not an easy task. To identify gifted children with specific learning disabilities, i.e. twice exceptional (2e) children, and to work out a tailored nurturing plan for them, is even more challenging.

Putting it simply, 2e children are exceptionally intelligent children who, beside the learning needs arising from their giftedness, have other specific learning needs for one or more disabilities such as autism spectrum, reading and writing disorders, hyperactivity disorder, etc. at the same time. This is quite paradoxical indeed. How can a gifted child who is profoundly talented be considered 'stupid' by others, just because his/her giftedness is masked by disabilities of one kind or another?

#### *A Combination of 'Giftedness' and 'Disabilities'*

In fact, these children possess traits described in Prof. Joseph Renzulli's 'three-ring conception of giftedness', namely above average ability, creativity, and task commitment. Combining and interacting with each other, these three traits work to produce gifted behaviours and performance. These children may also demonstrate extraordinary ability in the multi-intelligences proposed by Dr Howard Gardner, which include linguistic, logical, spatial, kinaesthetic, bodily, musical, interpersonal, intra-personal and naturalist intelligence. Despite such giftedness, these children are faced with disabilities of various types.

According to the Individuals with Disabilities Education Act (IDEA) of the U.S., 13 types of physical disabilities have been identified. In the Operation Guide on the Whole School Approach to Integrated Education (2014 Edition) published by the Education Bureau, the description of 2e students has been included as students who have, beside their traits of giftedness, one or more of the following special educational needs (SEN): 1) specific learning disabilities such as reading and/or writing disorders; 2) specific behavioural, social or developmental needs such as attention deficit/hyperactivity disorder (ADHD) or autism spectrum; 3) specific perception, communication or physical impairments such as visual impairment, hearing impairment, verbal impairment or cerebral palsy. The combination of 'giftedness' and 'disabilities' in different cases make them unique from each other.

#### *Three Major Concerns*

There are three major concerns regarding 2e children:

##### (1) Asynchronous Development

As reported, the performance in various areas of 2e children can be "out of sync." On one hand, they are clever, curious, brilliant and especially talented in certain areas; while on the other hand they are restricted by their disabilities which make them less competitive than their peers in certain aspects. Hence, they are emotionally disturbed and such inner conflicts may further widen the gap between their intellectual development and



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socioemotional development.

(2) 'Giftedness' Masking 'Disabilities'

At times, the 'giftedness' of 2e children might blur their 'disabilities'. Some children with reading disorder, for example, might have very good memory or have developed effective memorisation skills which can compensate their deficiencies when they are in lower grades in primary schools. Their 'disabilities' have not been noticed by anyone. When they are promoted to higher grades, problems start to appear as they keep on mixing up words with similar spelling or pronunciation. These children's good memory has blurred their disabilities, preventing them from being identified at an early age.

(3) 'Disabilities' Masking 'Giftedness'

In other cases, the children's 'giftedness' is masked by their 'disabilities' so that neither the parents nor the teachers are aware of the children's potentials. Some 2e children who are frustrated by their own learning or behavioural disorders might lack learning motivations to bring out their giftedness.

*Helping 2e Children*

Dr Sarah Luk said, as an education practitioner, she would incorporate elements of gifted training in her class on SEN for perspective teachers. This would help foster their awareness that some children with SEN might be gifted at the same time. Teachers should therefore pay close attention to the unique characteristics of each of their SEN students.

*Shifting the Focus*

Parents of 2e children need to understand the children's strengths and weaknesses in order to provide the most appropriate support for them. Children with ADHD, for example, might be short-tempered, confrontational, impulsive, and 'clumsy'. Focusing too much on these traits, parents might sometimes forget to think of the children's giftedness.

*Differentiation in Nurturing*

It is crucial for parents to accept their children as unique individuals and work out tailor-made nurturing plans for them. Parents should be aware that it is impossible to ask their children to travel in full speed on their 'tricycle' all the way through. A child who can ride 200 km in the area of 'social relationship' might be able to ride only 1 km on the same tricycle in another area of 'written communication'. Hence, parents need to help their children draw up their own life plan, to carefully observe any difficulties they come across, and to offer them help as and when needed.

*Promoting Affective Development in 2e Children*

- (1) Parents may help their children explore and identify their own direction for socioemotional development.
- (2) Parents may help their children build up social networks outside the family by finding a suitable mentor for them or encouraging them to develop profound friendship with their peers, so that they can get emotional support from these networks.
- (3) Parents may also help their children understand and appreciate their own character and talents, and make use of their strengths to help others and to contribute to the society.

**Forthcoming Student Programmes and Events in September to November 2018**

<b>Mathematics (Primary)</b>					
<b>Programme Date</b>	<b>Programme/ Event</b>	<b>Target Participant (HKAGE student members)</b>	<b>Programme Application Start Date</b>	<b>Programme Application Closing Date</b>	<b>Programme Application Result Announcement Date</b>
1,8,15 & 22 Sep 2018	Across Domains and Interdisciplinary Course (Level 1): GamesXMaths (MATP1051) (Language: Cantonese)	P4 to P6	19 Jul 2018	6 Aug 2018	17 Aug 2018
6,13,20&27Oct 2018	Across Domains and Interdisciplinary Course( Level 1): Creative Geometry with GeoGebra (MATP1331) (Language: English)	P4 to P6	26 Jul 2018	13 Aug 2018	24 Aug 2018

15 Sep 2018	Mathematics Talk : Secret Codes – How to make them and how to break them ( MATT1710 ) (Language: Cantonese)	P4 to P6	19 Jul 2018	6 Aug 2018	17 Aug 2018
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### Mathematics (Secondary)

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
Aptitude Test: 25 Aug 2018 8, 15, 22 & 29 Sep 2018	Maths Ignition – Number Theory (MATS1113) (Language: Cantonese)	S1 – S3	19 Jul 2018	6 Aug 2018	31 Aug 2018
Aptitude Test: 25 Aug 2018 24 Nov, 1, 8 & 15 Dec 2018	Maths Ignition – Algebra (MATS1114) (Language: Cantonese)	S1 – S3	26 Jul 2018	13 Aug 2018	31 Aug 2018
Screening Test: 18 Aug 2018 6, 13, 20 & 27 Oct 2018	Algebra Course (Level 4): Matrices and Determinants (MATS3230) (Language: English)	S1 – S6	26 Jul 2018	13 Aug 2018	31 Aug 2018

### Sciences (Primary)

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
2, 9 & 23 Sep	Coastal Ecology (Level 1): On the Same Coast (SCIP1261) (Language: Cantonese)	P4 to P6	19 Jul 2018	6 Aug 2018	17 Aug 2018
20 & 27 Oct	Electricity Course (Level 1): Electrostatics and Current Electricity (SCIP1051) (Language: Cantonese)	P4 to P6	26 Jul 2018	13 Aug 2018	24 Aug 2018

### Sciences (Secondary)

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
17 & 24 Nov 2018 (Tentative)	Introductory Course in Astronomy (level 3): New Horizon at Kuiper Belt 2019 (SCIS1032) (Language: Cantonese)	S1 to S3	26 Jul 2018	13 Aug 2018	24 Aug 2018

6 & 13 & 20 Oct 2018 (Tentative)	Intermediate course in artificial intelligence and machine learning (Level 2) (TECS2131) (Language: English)	S1 to S3	26 Jul 2018	13 Aug 2018	24 Aug 2018
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#### Humanities (Primary and Secondary)

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
13 Oct 2018 (Tentative)	Humanities Talk: TV Drama Screenwriter Sharing Session (CLLT1111) (Language: Cantonese)	P4 to S6	26 Jul 2018	13 Aug 2018	24 Aug 2018

#### Personal Growth and Social Development (Primary)

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
15, 22 September, 17 November 2018 (Sat) 9:00a.m.-1:00p.m.  24 November 2018 (Sat) 2:00p.m. – 6:00p.m.	Let Us Shine! (LUS1819001-004) (Language: Cantonese)	P4 – P6	19 July 2018	For details please refer to the HKAGE website	For details please refer to the HKAGE website
2 October 2018 (Tue) 7:00p.m.-8:30p.m. (Briefing session for parents, parents attend ONLY.)  5, 12, 19 October, 2, 9, 23 November 2018 (Fri) 6:30p.m. – 9:00p.m.	Parent-child “1+1 Group” (PGSPC0012) (Language: Cantonese)	P4 – P6	19 July 2018	28 August 2018	31 August 2018

#### Personal Growth and Social Development (Secondary)

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
6 October 2018 (Sat) 9:30a.m.-12:30p.m.	Affective Education Workshop: Self Concept I (PGSSW0030) (Language: Cantonese)	S1 – S3	26 July 2018	27 August 2018	31 August 2018

19 October 2018 (Fri) 5:00p.m. – 7:00p.m.	Frivers' nite (PGSSS0023) (Language: Cantonese)	S1 – S6	26 July 2018	27 August 2018	31 August 2018
17 November 2018 (Sat) 9:30a.m. – 12:30p.m.	Affective Education Workshop: Self Concept II (PGSSW0031) (Language: Cantonese)	S1 – S3	26 July 2018	27 August 2018	31 August 2018
30 November 2018 (Fri) 5:00p.m. – 7:00p.m.	Frivers' nite (PGSSS0024) (Language: Cantonese)	S1 – S6	26 July 2018	27 August 2018	31 August 2018

#### Advanced Learning Experiences

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
18 August 2018	Student-initiated Summer Programme Series 2018 (SSCLUB004)	S1 – S6 HKAGE student members  HKAGE alumni	26 June 2018	31 July 2018	Seats are available on a "first-come, first-served" basis
Sep 2018 – Oct 2020	Hong Kong Gifted Apprentice Programme (HKGAP) 2018/20 (MS/002)	S1 – S4 HKAGE full student members	10 July 2018	20 August 2018	3 Sep 2018

#### Multi-disciplinary (Secondary)

Programme Date	Programme/ Event	Target Participant (HKAGE student members)	Programme Application Start Date	Programme Application Closing Date	Programme Application Result Announcement Date
28 Sep 2018	Introductory Talk in Science: The Shaw Prize Public Forum 2018	S4 to S6	19 July	6 Aug 2018	17 Aug 2018

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