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香港資優教育學苑
The Hong Kong Academy for Gifted Education

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院長的話 From the Executive Director

世界分秒在變，科技、環境、政經等變化往往較氣候轉變來得更快，更不可預測，單是一個突如其來的新冠疫情，便教人措手不及，但亦有人能夠掌握機遇扭轉乾坤，例如一些生物和資訊科技公司就在疫情下助我們對抗疫境。

在歷史上的每一段時刻，總有人會認為是「最壞的時代」，亦有人會覺得是「最好的時代」，每當前景不明朗時，我們便需要「領袖」帶領我們走出困局，發掘機遇，開拓更寬廣的發展空間。

作為教育工作者，我們着眼於「今日的孩子」，卻同時放眼「我們的未來」。今日的孩子將會是未來的領袖，明日世界將由他們的雙手塑造。我們沒有水晶球，無法預視十年或二十年後的科技發展和行業變化，也沒可能向孩子傳授數十年後所需的知識；然而，我們能夠為他們提供工具箱，協助他們成為未來領袖。

一個出色的領袖須具備多元領導能力，包括高瞻遠矚的視野、非凡的創意和解難能力、足以滙聚賢能的溝通及協作技巧。但凡擁有這些能力的人，都有機會成為領袖，肩負帶動社會前進的重任。香港資優教育學苑（學苑）現正致力於這方面的培育工作，期望透過有系統的培訓，激發年青人的領導潛能，從而壯大香港的人才庫。

今期《資優薈萃》以「培育資優學生成為未來領袖」為題，學苑訪問了董事局主席林曉鋒博士，工程師，拆解「贏在起跑線」的迷思；三家資優教育衛星中心的校長跟我們分享如何以愛、正向語言及多元策略培育未來領袖。此外，學苑同工也會介紹我們近



年採用的人才培育模式以及如何透過不同課程為學員奠定成為未來領袖的基礎。

最後我想強調，領導能力不僅有助推動社會不斷創新、向前，在我們的生命歷程中，同樣需要這種特質和能力，引領我們跨過生命的高山低谷，穿越困境，走出幽暗隧道！

Our world is changing rapidly: changes in technology, in the environment, and in political and economic situations are happening so fast that we are struggling to catch up or even predict our future. Just take the example of the COVID pandemic that has hit us these past few years. It has caught most of us off guard, but still, some people have been able to grasp the opportunity and made great strides in areas such as biotechnology or information technology that help us combat the pandemic in times of difficulty.

In human history, there have always been ‘the worst of times’ which might also be considered ‘the best of times’. In times of uncertainty, ‘leaders’ are always needed to bring us out of predicaments, search for opportunities and explore broader possibilities.

Being educators, we focus on the ‘children of today’ but at the same time we need to look ahead into ‘our future’. Today’s children will become the leaders of our future who will shape the world of tomorrow. We don’t have a crystal ball to foresee the technological development or industrial advancement 10 or 20 years from now, nor can we fully equip our children with the knowledge they may need in the decades to come. However, we can provide them with the toolbox

that can help them to become great leaders of the future.

An outstanding leader should possess an array of leadership skills which include the ability to see and think ahead, extraordinary creativity, as well as problem-solving, communication, and collaboration skills to build social cohesion. Anyone with these abilities is eligible to become a leader and shoulder the responsibilities to make our world a better place. The Hong Kong Academy for Gifted Education (HKAGE) is committed to nurturing young people’s leadership skills through systemic training, thereby helping to expand the talent pool of Hong Kong.

In this new issue of Gifted Gateway themed ‘Nurturing Gifted Students to Become Future Leaders’, we have invited our Board Chairman Ir Dr Alan LAM to share with us his view on the myth of ‘Winning at the Starting Line’ for young children. The three school principals of our Gifted Education Satellite Centres will also share their methodologies for fostering future leaders through love, positive communication, and multiple strategies. In addition, we will introduce the talent development model adopted by the Academy in recent years and highlight some of the programmes that we have developed for equipping our gifted students to become future leaders.

Finally, I would like to stress that leadership skills are not only needed for society to move forward and innovate but also for all of us to go through the ups and downs of life and lead us out of the darkened tunnel in times of difficulty and uncertainty!



「贏在起跑線」是個偽命題？

Is 'Winning at the Starting Line' a Mere Myth?

問：《資優薈萃》

答：學苑董事局主席林曉鋒博士・工程師

Q: *Gifted Gateway*

A: Ir Dr Alan LAM, Chairperson, Board of Directors, the HKAGE

數年前，朋友的孩子出生，事件牽動了整個家族的神經，人人如臨大敵，兵分多路到處張羅。除了要為新生嬰孩打點日常，最主要的任務原來是要第一時間跑到多間能夠直升名校的幼稚園，領取須按出生證明書派發的入學申請表，數量有限，每嬰孩限取一份，複印無效。

「贏在起跑線」這觀念幾乎支配了一眾父母的每個決定，他們的目標只有一個，就是要讓孩子以勝利者姿態趕上起跑線，彷彿，輸了此刻便會輸掉人生。

曾自命遠遠落後於起跑線的林曉鋒博士・工程師，是個屋邨長大的「街童」，沒有入讀顯赫的一條龍中小學連幼稚園，最後卻成功地完成了一條龍的學士、碩士和博士學位課程，更創立科創公司。他的身影常在不同的科技和教育公職範疇出現，威水史包括獲選 2015 年香港十大傑出青年、獲委任為香港資優教育學苑和物流及供應鏈多元技術研發中心的董事局主席等。

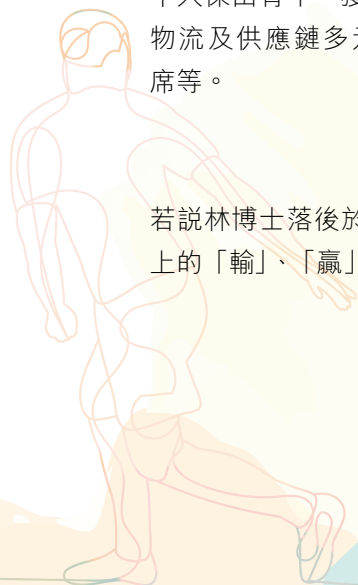
若說林博士落後於起跑線，不如說他為起跑線上的「輸」、「贏」賦予新定義。

A few years ago, a friend's child was born. It got on the whole family's nerves, and everybody was busy running errands for the new-born. Despite the daily necessities, the key task was to rush to acquire the application form for numerous kindergartens that had connections with famous 'through-train' schools. The forms were of limited edition to be distributed on a rationing basis, one form for one baby whereas photocopies would not be acceptable.

To many young parents, the thought of 'winning at the starting line' has become a motto that dominates their every decision-making process. It seems that their children will lose everything if they lose at the starting line.

Ir Dr Alan LAM, having claimed himself as a laggard at the starting line, was a 'street boy' brought up in an ordinary family living in a public housing estate. He did not get on any famous 'through-train' school in his childhood, but he rode the through-train of a well-known university from bachelor's degree through doctoral degree and started up his innotech company thereafter. His name is often heard in both innotech and educational fields, just to name a few, he was selected as one of the Ten Outstanding Young Persons in 2015, appointed Chairman of the Board of Directors of the HKAGE and Chairman of the Logistics and Supply Chain MultiTech R&D Centre, etc.

Dr LAM might be a laggard at the starting line, but he was not a loser. His story has given a new definition to 'winning' at the starting line.





林博士和他的兄弟在貧苦家庭中成長，培育出堅毅的鬥志。
Dr LAM and his brothers grew up in an underprivileged family, inspiring them with a determined fighting spirit.



林曉鋒博士與太太和兩名子女。
Dr Alan LAM with his wife and two children.

落後·是鬥心的助燃劑

在人生路程的起點上，林博士所配備的，不是名校背景或超強人脈，而是「千金難買」的「少年窮」所培育出來的堅毅心態。

問：「起跑線」是甚麼？踏上起跑線時，需要甚麼裝備？

答：我們好像在一場競賽中的跑手，當踏上跑道時，需要的並不是身上有多少配備，也不是賽道較別人來得平坦或縮短了多少，而是以正確的態度來燃起鬥心，愈是知道自己落後，追趕別人的心要愈強，才能奮力跑到終點。

我在貧苦家庭中成長，小時候學校流行口風琴班，眼見大部分同學都能購買口風琴，自己卻因負擔不起而無法參加口風琴班，為此曾一度感到不快，尤幸父母循循善誘，教導我「書中自有黃金屋」，讓我明白到要成功就必須努力求學。

雖然我的起跑位置落後於別人，然而，人生是由不同階段組成，有多個中途站，我可能較別人花更長的時間跑到每個中途站，但我相信只要持續進步，便有機會超越別人。態度主宰了我的命運，我常常感恩父母對自己的良好教導，正所謂千金難買少年窮，貧苦的環境讓我明白到努力的重要性。

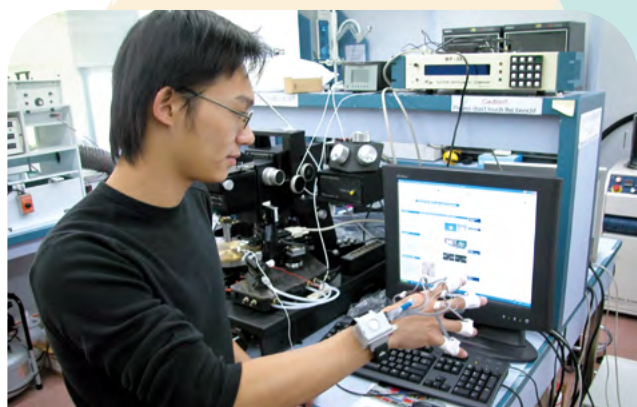
Fighting Spirit that Matters

At the starting point of his life journey, Dr LAM was neither equipped with reputable education background nor prestigious social network in his childhood, but the perseverance cultivated by the 'precious experience' from his 'hardship in early life'.

Q: What does 'starting line' mean to you? When you step on the track, what do you need?

A: We are just like the contestants in a running race. Once you step on the track, what matters is not how well you are equipped nor how shortened and flattened the track is. It is your attitude that matters. The farther you are behind, the stronger the fighting spirit you should maintain. That is what brings you to the goal. I grew up in a poor family. When I was a child, melodion class was once very popular in my school. Most of my schoolmates joined the class but I couldn't because my family was unable to afford buying a melodion. To address my disappointment, my parents comforted me and encouraged me to study hard with the Chinese proverb 'treasure can be found in books'. Only knowledge can make one successful.

I was way behind my counterparts at the starting point. But I truly believe that there are stages with different checkpoints in our life journeys and I can surpass the others if I can keep going forward, no matter how much longer the time to spend or how much more effort to put in. It is not the resources that determine one's fate, but the attitude does. Thanks to my parents for bringing me up and establishing the positive mindset. Thanks also for having lived in poverty that taught me the importance of hardworking.



林曉鋒博士與他發明的體感控制器。
Dr LAM and his invention, the Motion Sensing Controller.

培養歸屬感 不為他人而學習

上一代的父母學識不多，總愛以「書中自有黃金屋」來「誘導」孩子，聽來有點俗氣和市儈，但若把它說得文藝一點，大概就是我們常說的「知識改變命運」。結果，林博士和兩名親兄弟都能在貧困中完成博士學位。

現今社會物質豐富，家長有更多資源培育孩子，安排了密密麻麻的補習和訓練，卻往往忽略了子女的內在需要，孩子亦容易把學習看成父母交托的任務，但求交差完事。

問：作為兩孩之父，亦是學苑董事局主席，你對新生代的教養方式有何看法？

答：我認為培育新一代的孩子，最重要的是啟發他們的興趣。作為家長的可透過體驗學習，讓孩子接觸不同事物，尤其現時社會風氣和科技媒介跟從前不一樣，我們不能按照家長小時候的教育模式來培育新生代，反而要讓孩子有機會探索自己的興趣，當孩子鎖定目標後，便鼓勵他們在興趣上建立歸屬感，不為他人而學習，而是為自己所喜愛的，鍥而不捨地追求夢想，我認為這種教育模式對於新生代的學習會更有效益。

孩子對學習的歸屬感是一種正面的態度，由心出發追求知識學問，忠於自己並對自己負責。這態度對於日後的成長亦非常重要，若孩子只抱着向父母交差的心態，當成功考上大學後便容易失去方向。因此，父母培養孩子，着重知識層面之餘，更需要培育他們的志趣。

Interest that Matters

Most parents of the previous generations had limited access to education. They tended to use the proverb 'treasure can be found in books' to 'seduce' their children to pursue study. This proverb sounds a bit tacky and philistine. But if we reframe it by making it more literary, it is then the popular saying 'knowledge changes fate'. Indeed, knowledge did change the fate of Lams' family that Dr LAM and his two siblings finished their PhD through adversity.

Parents of today are more resourceful relatively. They tend to leverage external resources in fostering their kids, such as a packed schedule with many tutoring and training, whereas their children's internal needs are usually overlooked. Their children, in return, would tend to see the clustered schedule as the jobs assigned by their parents and finish them just to fulfil their parents' needs.

Q: As the father of two children and Chairman of the HKAGE, how do you see the parenting style of today's parents?

A: I think the most important thing when fostering new generation children is to stimulate their interests through experiential learning which exposes them to different things. The social norms and advanced technology are quite different from the old days. The old teaching style is no longer applicable to the new generation. We should help the youngsters build up their ownership of their study by developing their interests. Once their interests are identified, they will pursue to chase the relevant knowledge of their own accord and sequentially turn their interests into their dreams. This learning style is more effective to the new generation, I believe.

Ownership of learning, i.e. pursuing knowledge from the heart and being loyal and responsible to their own selves, is a positive attitude for the youngsters. This mindset is important not just in their school life but also in their whole life. If the children take their study as an assignment from their parents, they will easily lose their direction when they get admitted to the university, which is often deemed as the final goal set by their parents. Hence, parents should focus more on their children's interests instead of just on knowledge enhancement.



問：對家長及老師有甚麼期望及勸勉？

答：我認為每個孩子都是家長和老師的寶貝，他們獨特而具潛能，為培養孩子對自己志趣的歸屬感，必須因材施教。但這裏所指的「材」，必須和孩子的興趣掛勾，不應局限於傳統行業或既定價值觀，要相信「行行出狀元」。

很多時候，孩子的天賦未必立即看得見，因此，家長及老師更需要給孩子們多接觸新事物，引起他們的興趣，增加他們對學習的歸屬感後，便不用家長老師鞭策，他們亦會用心鑽研，加以鍛鍊，在「一萬小時定律」下，透過刻意練習，縱使是普通人亦有機會變為該領域的專家，成為獨當一面的領袖。

適性揚才 迎接未來

建立正確態度和充實的學問基礎後，還需高瞻遠矚，探索和洞悉未來，即未知的將來。

問：領袖特質能訓練出來嗎？

答：領袖的特質是可以培養出來的。當然，如果能夠選取一些有潛質的良好種子，培育過程便會順利一點。作為學苑董事局主席，我一直深信，每個人都是獨特而具潛能的，關鍵是能否清晰理解學生的潛能，並配以適當的培訓，這樣便能夠讓學生持續進步並脫穎而出。

問：以科技專才晉身教育界，兩者有何協同效應？

答：目前全球的經濟發展已經步入知識型經濟的成熟階段。全球頂尖的公司大部分都是科技公司，科技與生活息息相關，近年科技更融入教育，大大推動教育的發展。教育的目標是培育未來的人才，因此政府近年亦大力推動 STEM 教育，為未來培育更多科技人才。作為學苑董事局主席以及時任香港應用科技研究院董事局成員，深明科技對教育的重要性，因此我曾撮合了這兩個機構，成功研發一個全新的資優教育學習評估系統，藉以提高資優教育的質素。

Q: What other advice would you give to parents and teachers?

A: I believe every child is precious to his/ her parents and teachers. As children are unique and have their individual talents, they should be taught in accordance with their interests in order to encourage ownership of their learning. What they learn should not be confined to knowledge about traditional industries or established values.

In many cases, children's talents may not be seen at first glance. Therefore, parents and teachers should expose children to more new things, arouse their interest, and help them build up ownership of their learning. According to the 10,000 Hour Rule, even ordinary people may become experts and assume a leading role in a certain field with deliberate practice.

Aspiration that Matters

With the right attitudes and profound knowledge, one can proceed forward with visions and aspirations to explore and discover the unseen future.

Q: Can the attributes of a leader be trained?

A: The attributes of a leader can be cultivated. Of course, the cultivation process will be much easier if good seeds are planted. As the Chairman of the HKAGE, I always hold the belief that everyone is unique with potential. The key is to identify and appreciate the potential of a student, and then provide appropriate training for him/her to improve and excel.

Q: You are involved in the educational field as an innotech professional. Is there any synergy effect?

A: At present, global economic development has entered the mature stage of a knowledge-based economy. Most of the world's top companies are technology firms. Technology is already part of our daily life. The integration of technology into teaching and learning has greatly promoted the development of education lately. To nurture future innotech talents, the government has been putting relentless effort to advocate STEM education in recent years. As the Chairman of the HKAGE and then-director of the Hong Kong Applied Science and Technology Research Institute, I deeply understand the importance of applying technology in education. Consequently, I have brought these two institutions together and successfully developed a new learning assessment system to enhance the quality of gifted education.

問：請分享你眼中的未來領袖？

答：我眼中的未來領袖最重要是能夠「人和」。

我記得小時候看過很多關於勇者的卡通片和漫畫，當中的勇者便是領袖，他未必每次遇到挑戰時都一帆風順，往往需要透過與身邊的好夥伴互相合作及協調，才能排除萬難，最終克服挑戰。處理事務有如長跑比賽，不一定早開始就能跑到終點，往往要透過團隊合作，在旅程中互相扶持，加上良好的策略，才有機會跑畢全程。

如今科技發達，資訊流通，各人都能夠成為專才，但是，單憑專業部分並不足以解決一些大問題。相反，今日的通才顯得更珍貴，雖然這種領袖未必達到十項全能，但廣闊的知識面能夠讓通才與不同範疇的專才進行協調，透過良好的溝通技巧和人際關係，讓事情較易得到推展，在這個以結果為本的現實社會，這種通才領袖相對地較為吃香，亦能夠迎合現今千變萬化的社會節奏。

結論是，起跑線只是邁向進步的其中一個因素，最重要的始終是心態，如果保持謙虛向學求進步的心，與不同的夥伴通力合作，這樣同心協力便能成事。



Q: What is a future leader?

A: In my eyes, the most important characteristic of a future leader is his/her competence in 'connecting people'.

I remember watching a lot of cartoons and comics about heroes when I was a child. The hero was the leader. He might not have smooth sailing when he encountered challenges. But what brought him to the final victory was the support from his friends and partners. Our life journey is just like a long-distance race which may not favour us in the beginning, but the final goal can still be reached through teamwork, mutual support, and the right strategies.

Benefited by the advancement of technology and the rapid flow of information, people can easily become experts these days. However, just the knowledge alone might not be good enough to help an expert solve some big problems. Generalists, who may not be the master of everything, might be more proficient in tackling problems through their broad-based knowledge, communication skills, and interpersonal relationships, which allow them to smoothly coordinate with different specialists and get the tasks done. In this result-oriented society, generalist leaders are relatively more sought-after and capable to concert the ever-changing social rhythm of today.

All in all, the starting line concept is only one of the factors bringing you forward. The most important thing is always the attitude. Just stay humble, humble to learn, humble to make progress, and humble to work together with different partners. Eventually, you will reach the goal with the concerted efforts from others.

林博士求學期間參賽屢獲獎項。

Dr LAM won various competitions during his university years.

正如林博士所說，競賽的必須裝備是正確的心態，認清身處位置，不為落後而沮喪，不因領先而自滿，懷着這顆鬥心和歸屬感，加上廣博的學問，以及遠大的目光，結合「人和」，小夥子便可以在尋夢的跑道上，一往無前。

Dr LAM's story tells us that what we need for this competition is indeed the positive attitude which helps recognising the position we are in, neither getting frustrated for lagging behind nor being complacent for running ahead. Embracing the fighting spirit and ownership, broad-based knowledge, aspiration, and competence in connecting people, young ones are now ready to get on the track for their dreams. The only limit is the sky.



正向語言扭轉生命 同行關愛塑造領袖

Positive Language Transforms Lives
whereas Loving Company Nurtures Leaders

作者：聖公會白約翰會督中學校長王力克先生

Author: Mr WONG Lik Hak, Principal, S.K.H. Bishop Baker Secondary School

‘你的兒子是一個天才，請你親自教育他吧！
Your son is a genius.
Please teach him yourself!’



網上流傳一個有關天才發明家湯瑪斯・愛迪生 (Thomas Alva EDISON, 1847-1931) 的感人故事。話說有一天，小小的愛迪生帶著學校遞給他的一封信，回家對媽媽說：「老師指名這封信只能給妳看。信中說了甚麼話呢？」拆信後，媽媽流著淚大聲朗讀：「妳的兒子是一個天才，學校的空間對於他來說實在太小了，也不具足夠資歷的老師教育他，請妳親自教育他吧！」

There is a touching story about the genius inventor Thomas Alva EDISON (1847-1931) circulated on the Internet. One day, little EDISON brought home a letter from school and gave it to his mother. 'My teacher told me to only give it to you. What does it say?' Having opened the letter, his mother read the letter aloud, with her eyes full of tears: 'Your son is a genius. The school is extremely inadequate for him and doesn't have enough good teachers for training him up further. Please teach him yourself!'



這一天，愛迪生結束了只有三個月短暫的學習生涯，從此他就靠自學和母親的教導鑽研學問。多年以後，母親離世，那時愛迪生已經是改變世界的發明家。一天，他在家中偶然尋回當年學校指定給媽媽看的那封信，打開一讀，激動萬分：「妳的兒子頭腦有問題，我們不能讓他再來上學。他已被開除！」愛迪生閱畢，在日記寫道：「愛迪生是一個頭腦有問題的孩子，但是他的母親卻把他教導成為世紀天才。」

On this very day, EDISON ended his brief school life, which had lasted for three months only, and started his tenacious pursuit of knowledge by self-study and his mother's teaching. Many years later, after his mother had passed away and he had already become a world-changing inventor, EDISON accidentally found the letter which the school had addressed to his mother years ago. He unfolded it and was so stirred up when he read it: 'Your son is addled. We won't allow him to come to school anymore. He is expelled!' After that, EDISON wrote in his diary: 'Thomas Alva EDISON was once an addled child but became the genius of the century by his mother's teaching.'

愛迪生早年失學、失聰，有當代的歷史學家及醫學專業人員估計他可能有專注力失調或過度活躍症，但憑藉個人不懈努力及母親南茜·艾略特（Nancy M. ELLIOTT）的正向教育策略和永不止息的關愛，建立起不一樣的生命。媽媽對他不離不棄的愛，激勵愛迪生不斷展現個人天賦，發展所長，他名下申請的專利項目就有過千項，有自創的，也有改良過的。明顯地，母親對愛迪生傳遞正向的語言，扭轉愛迪生的一生，為世界帶來不一樣的轉變。愛迪生的成就拓寬了人類生活的時空，並豐富了光影世界的視聽享受。

自從世界各地持續地優化教育制度的適異性，今天的學校需要努力照顧學生的學習差異——有特殊學習需要的後進生及智商特高的資優生，有較全面發展的通才與天賦異稟的偏才，但現實中老師們更要面對佔大多數及看似平凡但又充滿潛能的學生，他們有著不同的學習需要、天賦能力與家庭背景，但他們同樣懷抱改善世界的使命！

我們如何可以在差異紛陳的教育環境中發揮最大的教育效益呢？

EDISON was expelled from school at an early age and suffered from hearing impairment later in his life. Contemporary historians and medical professionals speculated that he might also have attention deficit hyperactivity disorder (ADHD). Nevertheless, with his unremitting efforts and the positive education strategy imbued with never-ending love from his mother Nancy M. ELLIOTT, EDISON lived an extraordinary life with his talents unleashed one after another. Patents were applied for over a thousand items by EDISON, some of which were invented by him while some were improved versions of old designs. Obviously, the positive language Nancy spoke to EDISON not only fundamentally transformed EDISON's life, but also ultimately brought along epoch-making changes to the world, as EDISON's achievements have broadened the human horizons and enriched the audio-visual entertainment in the world of movies and music.

With the continuous enhancement in the adaptability of education systems worldwide, schools nowadays need to work hard to cater for the learning differences among students. They may range from underachievers with special education needs to gifted students with exceptionally high IQs or from generalists with all-round development to specialists with specific talents. In reality, however, the majority of students with whom teachers are educating should be those who appear to be ordinary yet possessing lots of unearthed potentials. Though their learning needs, talents and family backgrounds vary, they all share the same mission of creating a better world!

Then how should we optimise the education effectiveness in such a heterogeneous educational environment?





我們相信每一位教師毋忘轉化生命的初心、秉持專業發展的熱心及相信團隊協作的愛心，可以帶來有利成長與學習的環境，但更重要的是親子間或師生間日常對話中的正向語言——可以豐富子女、學生生命中的內在資源，從過去正面與負面經驗中獲取賦權的解讀與認知行為的轉變，從有意識的堅毅進入潛意識的韌性，自然地提升抗逆能力，自強不息。

盼望父母、師長及有心人皆能與年青人共同成長，學習常說正向語言，分享正向人生，讓我們的年青人可以活好當下，努力創建共存、共榮、共享的未來世界。

A favourable environment for growth and learning would surely be created if all teachers could adhere to their original commitment to transforming students' lives, uphold their passion for professionalism and believe in the power of love generated from teamwork. Yet there is another more important factor: the positive language used in daily dialogues between parents and children or between teachers and students. Such language can help children/students to enrich their intrinsic resources for empowering interpretation as well as cognitive-behavioural changes from whatever positive or negative experiences in life, thus nurturing them to progress from cognitive toughness at the conscious level to enhanced resilience and continuous self-empowerment at the subconscious level.

I hope that parents, teachers and those who care about the younger generation will grow up with our young people, learn together to use positive language often and demonstrate positive outlook in life so that our younger generation may live well in the present and strive for a future world that values coexistence, prosperity and ownership for all.



以愛堅立學生 傳承領袖使命

Building up Students with Love to Assume the Leader's Role



‘領袖帶來希望。Leaders foster hopes.’

播道書院盧偉成總校長
Principal Vincent LO of Evangel College

「一個領袖，可改變一個社群——只要有領袖，那處便有希望。」播道書院盧偉成總校長的這句話描述出他對領袖的期許。究竟該校是如何培育未來領袖的？且聽校長的分享。

人人皆資優

盧校長相信人人皆資優，在他的眼裏孩子是充滿潛能的，若經悉心培育，都可以打造成為未來領袖，建設社會發光發熱。因此，他鼓勵學生發展多元興趣。「每個孩子都有資優的部分，而教育的目的就是找出屬於資優的那部分，然後加以培育。播道書院的教學團隊透過兩種途徑識別資優。一、分析學生的成績；二、觀察他們的表現，發掘學生在哪一方面具備傑出表現和強烈興趣。」除了由老師作主導之外，校方鼓勵學生自我推薦參加多元平台，發揮所長，讓他們的潛能得以展現。

‘A leader can change a community. Where there is a leader, there is hope.’ These words of Mr Vincent LO, MH, Chief Principal of Evangel College (EC), reveals his expectation on leadership. Let’s see how future leaders are nurtured in Principal LO’s school.

Everyone is Gifted

Principal LO believes that everyone is gifted. Children are full of potential and, with careful nurturing, can all become future leaders and contribute to society. Therefore, he encourages students to develop diverse interests. ‘Every child has his / her unique talents. The purpose of education is to identify and develop these talents. The teaching team of EC identifies students’ talents in two ways: 1) By analysing students’ scores; and 2) By spotting areas in which they have outstanding performances and strong interests through observation.’ In addition to the identification by teachers, the school also encourages students to explore their potential on multiple platforms and make good use of their talents.

多元平台 識別資優

播道書院強調 ACTS：學術發展（**A**cademic attainment）、品格建立（**C**haracter building）、才能發展（**T**alent development）和靈性成長（**S**piritual growth）。其中才能發展乃學校發展的四大關鍵項目之一。

學生自薦參加的平台涵蓋文理、體育、藝術及服務等領域，例如：播道辯論員、播道寫作人、播道創新科技工數人（EC InnoSTEMer）、播道媒體製作人、播道撒瑪利亞人、播道佈道家等等。以播道撒瑪利亞人為例，這個平台旨在服務他人，「要知道服務他人也需要有恩賜（編者按：即上天賦予的才能），故也是一種資優的表現。在第五波疫情前，有同學以愛出發，邀請一些弱勢孩子在學校主席團面前參與檢閱，會後家長覺得甚為感動，因為見到同學懂得尋找服務對象，並以適切方式建立他們，展現僕人領袖的樣式。」

建立未來領袖

一）播種愛與希望

對學生來說，最重要是感到被愛，能與成年人、同儕產生有意義的連繫，他們才懂得發揮領導能力，建設社會。但有時候，學生由於種種原因，對自己缺乏信心。盧校長鼓勵學生不要輕看自己，「我們每年培育上千學生，將來要在社會上工作，在不同崗位，成為有影響力的人。」再者過去數年香港經歷反覆不定的疫情，加上同儕離開香港的衝擊，令學生對前路失去信心，「我會告訴學生現在的香港需要智慧、團結和愛心，現在的香港需要你，你就是未來領袖，照照鏡子，鏡中的你要成為香港的希望。」學生需要被建立，得到肯定，得到幸福感，才能活出有意義的人生，成為勇敢的新一代，朝領袖的目標邁進，帶領香港迎接未可預知的挑戰。

Identifying Giftedness in Multiple Platforms

Talent development is one of the four core missions of EC, which can be put concisely in 'ACTS', i.e., **A**cademic attainment, **C**haracter building, **T**alent development, and **S**piritual growth.

Platforms in EC open for students' participation cover the areas of arts and sciences, sports, fine arts, as well as community services. These include the EC Debaters, EC Writers, EC InnoSTEMers, EC Media Producers, EC Samaritans, EC Evangelists, etc. Just take the EC Samaritans as an example. It provides a platform for students to serve others. 'We need to possess the gift of serving for serving others. That's why serving others well is considered as an act of giftedness. Before the fifth wave of the epidemic, some of my students initiated to invite some underprivileged children to participate in the annual review parade out of their love for the kids. Parents attending the parade were deeply moved to see the students' servant leadership revealed in their identification of service targets and the provision of appropriate development opportunities for them.

Nutrients for Nurturing Future Leaders

1) Love & Hope

Emphasised by Principal LO, the main key to developing students' leadership is love. Only students who can feel others' love and have meaningful connections with other adults and their peers know how to exert leadership and contribute to society. However, some students might lack confidence in themselves for various reasons. Principal LO encouraged these students not to look down upon themselves. 'Every year we nurture more than a thousand students. They will enter the workforce some day and influence others in different positions.' With the fluctuating epidemics in the past few years and seeing some of their peers leaving Hong Kong, students' confidence in their future might be impaired. 'I tell my students that Hong Kong today needs wisdom, unity, and love. Hong Kong today needs them. I tell them to look in the mirror so that they can see a future leader who will become the hope of Hong Kong.' Students need affirmation, recognition, and a sense of wellness to live a meaningful life. With all these, they will become a new generation with the courage to take up the role of leaders leading Hong Kong to take on unpredictable challenges.



二) 中華文化與價值教育

播道書院雖為英文學校，但校方重視中華文化，以古代聖賢名訓作為學校各個團體的格言，藉此培育學生良好的品格，為未來領袖奠定良好的品格基礎。校方鼓勵學生背誦文言古訓，並設獎項嘉許能成功背誦的同學。校方又設「木人巷」展示學生作品，內容有寫作、創科……不是只有成績好的才有機會獲得肯定，校方鼓勵學生發展多元興趣。

要融合教育做得好，還需要有一個和諧校園。作為一間基督教學校，播道書院的品格教育一方面來自聖經的價值觀，另一方面來自儒家思想和文言古訓，盧校長舉例說該校由小學一年級開始教導同學《弟子規》，由高小開始教導「己所不欲，勿施於人」；又例如用「一室之不治，何以天下國家為？」來教導學生管理好班房，以「三人行必有我師」來教導他們領袖需要有謙卑的心懷，懂得向他人取經。

2) Chinese Culture and Values

EC is an EMI school that attaches great importance to Chinese culture. Teachings of ancient Chinese sages are adopted as the mottos of different clubs with a view to cultivating good character traits among the students, so that a solid character foundation will be built among these future leaders. Students are encouraged to memorise texts in ancient Chinese philosophy books, and awards are given to those who can recite the texts by memory. Besides, there is a 'Wooden Man Alley (木人巷)' for displaying students' works, including writing, science innovation, etc. Displayed items are not confined to works with good marks as the purpose is to encourage students to develop diverse interests.

A harmonious campus is essential for the integration of different education ideologies in practice. As a Christian school, EC upholds the biblical values for students' character education on the one hand and draw reference from Confucianism and Chinese classical teachings on the other hand. 'Students start learning the Disciple Rules 《弟子規》 since Primary 1, while classical Confucian teachings such as "Don't do unto others what you don't want to be done unto you" are taught in senior primary grades. Ancient Chinese quotes are shared with students in their daily school life. For instance, the quote "How can one who fails to manage a single room manage a whole country?" is used to encourage students to manage well their classroom; and the quote "Every one out of three people around me can teach me something" is taken to remind students to remain humble and be ready to learn from others,' said Principal LO.



學生為學校設計推動中華文化教育的裝飾。
Students designed the backdrop to promote Chinese cultural and education.



透過早會樂隊表演幫助學生建立信心。
The morning band performance helps building up students' confidence.

播道書院以愛建立學生，讓他們感受個人價值。

EC is dedicated to building up students with love and to recognising their personal values.



三) 成長思維 發揮正能量

人生不如意事十常八九，有時會遇上巨大挑戰，盧校長分享了兩個運用成長思維面對逆境的例子。在新常態之下，不時要進行快速測試，見到測試棒上顯示陰性的一條線，大家就會如釋重負。盧校長打趣說，大家都成了「一線人物」。他補充說幽默感是資優表現之一，讓學生能夠轉換角度看事物，發揮正能量。幽默感同時是親和力的直接表現，是領袖與下屬溝通的金鑰匙。

第五波疫情爆發時，盧校長透過視像向染疫學生問好，「我對學生說，在染疫一事上，他們比我早得病，成為我的師兄，而我則成了師弟，正所謂『學無前後，達者為師』。我更與康復的同學約定，復課之後從播道書院出發，一起步行至日出康城（編者按：步行需時約 45 分鐘），宣告大家成了疫後康復的再生戰士。面對同儕離港造成的衝擊，我告訴他們，我會留在香港陪伴他們。」

盧校長帶領專業教育團隊以愛建立學生，讓他們感受個人價值，透過中華文化與價值教育，還有成長思維多方面的培育，裝備學生成為明燈，照亮社區，帶領香港迎向未來。

3) Growth Mindset

Life is not always what we like and huge challenges may arise every now and then. Principal LO shared with us two examples of facing adversity with a growth mindset. 'Under the new normal, people are required to conduct COVID-19 rapid antigen tests (RATs) from time to time. Everyone will feel relieved to see one single line appearing at the higher end of the test strip which indicates a negative result.' Principal LO jokingly said, 'Those tested negative have all become "high-end characters".' He added that humour is another example of giftedness. 'It enables us to see things from different perspectives and to think positively. Humour is also a social lubricant and the golden key to communication between leaders and their followers,' supplemented Principal LO.

During the fifth wave of the epidemic, Principal LO tried to meet the infected students online. 'There's a Chinese quote about learning which says, "A teacher is not one who starts learning earlier but one who learns and progresses faster." I told my students that in regard to the epidemic, they were my teachers as they had gotten infected earlier than me. I also made an appointment with the recovered students to walk together from EC to LOHAS Park (Editor's note: The walk takes about 45 minutes) after the resumption of classes to proclaim that they were all Regenerated Warriors. As for the students who have peers leaving Hong Kong, I told them that I would stay in Hong Kong with them,' said Principal LO.

Working with his professional teaching team, Principal LO is dedicated to building up students with love so that they can recognise their own self-value. Through Chinese culture and value education, as well as the cultivation of a growth mindset, Principal LO prepares students to shine as guiding lights that will brighten up the community and will lead Hong Kong to face up to future challenges.

發展天賦 塑造卓越領袖



Developing Students' Potential for the Cultivation of Remarkable Leaders



問：《資優薈萃》

Q: *Gifted Gateway*

答：王錦輝中小學首席副校長（中學部暨國際課程總監）廖詠琪女士

A: Ms Claudia LIU, Deputy Principal (Head of Secondary Division and Head of International Curriculum), Hong Kong Baptist University Affiliated School Wong Kam Fai Primary and Secondary School (HKBUAS)

香港浸會大學附屬學校王錦輝中小學（王錦輝中小學）作為一所一條龍的直資學校，在十二年一貫的學制下，為學生提供更大的自由度及更廣闊和多元的學習空間，透過啟發性的學習環境，培育卓越的未來領袖。

As a Direct Subsidy Scheme (DSS) through-train school, HKBUAS aims to nurture remarkable future leaders through an inspiring learning environment by providing a broader and more diversified learning space with greater flexibility for students' development under its 12-year academic structure.

問：王錦輝中小學是怎樣識別資優學生的呢？

答：我們相信每個孩子也有某種天賦，有待發掘和培育。我校大部分老師均受過基礎的資優教育訓練，他們會就學生的性格特質，初步識別資優學生。一般來說，資優學生擁有極強的好奇心、記憶力，或對某一學科特別具有熱忱等，當然學術表現是其中一項顯性指標。

Q: How are gifted students identified in HKBUAS?

A: We believe that every child has his / her unique talents that need to be discovered and developed. Most of our teachers have received basic training in gifted education. Preliminary identification of giftedness will be based on students' individual performance. Generally speaking, gifted students have intense curiosity, strong memory, a particular passion for specific subjects, etc. Academic performance, of course, is another dominant indicator.

問：貴校怎樣培育資優學生？

答：我校設有提名機制，由老師提名資優學生，建立一個人才庫，再由中、小學老師觀察，跟進他們的發展，發掘他們潛能專屬領域，予以適切的培訓與支援，讓其獨特的天賦得以全面發展。如果遇上特殊個案，校方會轉介至校內教育心理學家予以協助和評估。

另外，我們又設立校本的資優教育中心（中心），積極培育在數學、科學及語文方面的資優學生，為他們提供廣泛的加速和增潤課程，根據他們的能力、興趣和情意需要，度身訂造全面化個人或小組計劃，支援他們的發展。中心為他們配對合適的啟蒙老師（mentor）及鼓勵他們參加認可的校外資優教育課程、世界性的比賽等等。學校又設立「家長學堂」，由我們的老師／專家透過講座及豐富多彩的家長教育課程，讓家長認識子女的資優特質，培訓家長識別資優孩子，栽培他們發揮潛能。

問：貴校如何培育學生成為未來領袖？

答：作為領袖，學生需要具備與世界接軌的共通能力，例如與他人溝通、協作以及分析的能力等，同時需要有目標、有抱負、堅毅、勇於接受挑戰、勇於創新、具備同理心及成長型思維，在有限的空間創建無限可能。我校透過各式各樣的課程及活動，當中包括學術活動、領導能力訓練、海外交流、比賽、戶外挑戰和社會服務等，全面裝備學生，培育他們成為未來領袖。

Q: How are gifted students nurtured in HKBUAS?

A: There is a mechanism for teachers to nominate more able students to form a talent pool. Teachers in primary and secondary schools will keep track of the progress of these students and further identify their areas of strengths. Appropriate training and support will be provided so that these students' giftedness will be fully realised. Students with special needs will be referred to the educational psychologist in our school for support and evaluation.

Besides, our school have established a school-based Centre for Gifted Education (CGE) for intellectually gifted students who have a passion for learning, particularly in the areas of Mathematics, Science and Languages. A broad range of acceleration and enrichment experiences will be offered through comprehensive group or individual plans formulated according to the students' strengths, interests, and affective development. The CGE also matches these students with suitable mentors and encourages them to join external gifted education programmes provided by recognised institutions and international competitions. There is also a 'Parent Education Academy' in which parent education is provided through seminars delivered by our teachers / experts alongside a great variety of parent programmes. The aims are to enhance parents' knowledge of giftedness and to facilitate home-school collaboration for the identification and development of gifted students.

Q: How does HKBUAS prepare students to become future leaders?

A: Leaders should possess generic skills, such as communication skills, collaboration skills, and analysing skills, that connect them with the real world. They also need to have clear targets, ambition, perseverance, courage to face challenges, boldness to innovate, empathy, as well as a growth mindset, in order to open up unlimited possibilities with limited resources. Our school equips students to become future leaders through different types of academic and non-academic programmes, which include leadership training, overseas exchanges, competitions, outdoor challenges, and social services.

透過參加比賽，拉闊學習經歷，其中一項恆常參加的國際賽為「世界學者杯」，賽事有助啟發參加者成為未來的學者和領袖。

Students' learning experience is broadened by participating in competitions. One of the international competitions is the World Scholar's Cup which helps inspire participants to become future scholars and leaders.





問：可否詳細介紹貴校的策略？

答：我們透過以下六方面培育孩子成為未來領袖：

一．堅毅、勇敢

為學生提供體能訓練，例如透過野外定向，鍛鍊他們的耐力，讓學生訂立目標，培養堅毅勇於接受挑戰的精神；此外又透過歷奇活動，訓練他們與人溝通和協作。

二．名人啟發

透過名人及社會賢達的講座，分享他們獨有的經歷、當中的辛酸和血淚，以及付出過的努力，藉以鼓勵學生發揮所長。

三．國際競賽

透過鼓勵學生參加比賽，藉以了解社會，拉闊學習經歷。其中恆常參加的國際競賽為「世界學者杯」，這項比賽讓不同背景的學生發掘個人強項，掌握新的學習技巧，從而啟發他們成為未來的學者和領袖。我校學生跟逾百個地區的參加者在藝術、文學、歷史、科學、社會研究和一個特殊領域進行比併，參加者需要分工搜集資料、交換知識，透過辯論解決難題。

四．社區服務

作為領袖需要有同理心，學習服務他人，明白他人的難處，站在他人的角度去看事情，予以可行的意見。在疫情爆發以前，學生曾探訪老人院、弱勢社群及身體有障礙人士。過去同學又曾到泰北探訪深受毒品禍害的家庭，為孤兒進行義教，體驗當地的生活。同學從中意識到幸福、舒適的生活非必然。透過社區服務，讓他們明白有困難時，要積極面對，將來成為有使命感的領袖。

Q： Could you elaborate more on the strategy adopted in this regard?

A： Six main elements are adopted for nurturing future leaders in HKBUAS:

1) Perseverance and courage

Various physical activities are organised to cultivate students' leadership skills. For example, students get their endurance trained up and their determination and courage nurtured through orienteering, where they are encouraged to set up their own goals and take on challenges. Through adventure activities, on the other hand, students' communication and collaboration skills are polished.

2) Inspiration from great personages

Great personages and social leaders are invited to share with students their unique experiences and success stories with a view to inspiring students to fully utilise their own talents.

3) International competition

Students are encouraged to participate in competitions to broaden their learning experience. The school regularly sends students to participate in the international academic competition World Scholar's Cup, in which students from different backgrounds will find out their own strengths and master new learning skills for pursuing the roles of scholars and leaders in the future. In this international competition, our students compete with participants from over a hundred regions in art, literature, history, science, social studies, and a 'special area'. Participants work in teams to collect information, exchange knowledge, and solve problems through debates.

4) Community services

To become future leaders, students need to have empathy, learn to serve others, understand the difficulties of others, and view things from others' perspectives; so that practicable suggestions can be proposed. Before the epidemic outbreak, visits to nursing homes, disadvantaged groups, and people with disabilities were arranged. Our students also visited North Thailand to help local families affected by drug abuse, to teach the orphans there, and to experience the local life. From these kinds of visits, students can learn that a happy and comfortable life should not be taken for granted. Through community services, students can also learn to stay positive in the midst of adversity. This will facilitate the development of future leaders with great missions.



疫情前同學曾赴柬埔寨建廁所，校方希望透過社區服務，培養出關懷其他族裔的使命感。

Before the pandemic, students went to Cambodia to build toilets. The school hopes to cultivate a sense of mission to care for other ethnic groups through community service.

五．加速學習

我校採取三層架構策略，分別為全校性的課堂，一年有四至五節高階思維課，讓學生學會分析事物，提出問題，整合有用的資料，提高思辨能力。另外，我校設有抽離式課程，提供加速學習，照顧學生的學習差異。舉例來說，數學表現特佳的中一學生，經評估後可跳班與中四的師兄師姐一起學習數學。若學生於各方面表現均超越同級同學，經心理學家評估可選擇跳級。此舉讓有能力的學生加快學習步伐，配合領導力的訓練，早日成為傑出領袖。

5) Accelerated learning

A three-tier strategy is adopted in HKBUAS. For all students, four to five sessions on high-order thinking skills are provided each year to strengthen their critical thinking skills including the skills for analysis, raising questions, and integrating useful information. Our school also offers pull-out programmes that allow accelerated learning to address students' learning differences. For instance, after assessment, a Secondary 1 student with exceptional performance in mathematics may join a Secondary 4 mathematics class. For students that outperform their peers in the same grade in all aspects, they may choose to skip grades after the psychologist's evaluation. This arrangement, coupled with appropriate leadership training, allows the more able students to accelerate their learning and become remarkable leaders without delay.

六．升學指導

我校會在很早的階段為同學提供全面及個別的升學指導，與家長和同學制定升學方向和目標，從而配合不同的學習體驗以助學生按序達到目標。同時本校亦與多間世界頂尖學府合作，推出校長推薦計劃、雙修課程等，進一步拓闊學生的升學選擇，讓他們走得更高更遠。

6) Guidance for further studies

Comprehensive and individualised guidance for further studies is provided to students at an early stage. Directions and goals for further studies are formulated with students and their parents so that different learning experiences can be arranged accordingly to facilitate students to achieve their goals in an orderly manner. Furthermore, through the Principal Recommendation Scheme, Dual Enrolment Programme, etc. launched in collaboration with a number of the world's top universities, students' choices for further education are broadened so that they can go higher and further on their academic journeys.

綜觀以上，王錦輝中小學善用十二年一貫、一條龍的優勢，以及靈活彈性的學習模式，為學生提供不同的增潤課程與多元學習經歷，協助他們發展天賦，從而培育卓越的未來領袖！

In conclusion, under the school's 12-year academic structure as a through-train school and the flexible learning model adopted, a variety of enrichment programmes and diverse learning experiences are provided to students in HKBUAS to develop their potential for the cultivation of remarkable future leaders!



何東資優教育演講暨 雙年家長會議 2022



Annual Hotung Lecture cum Biennial Parent Conference 2022

培育資優生成為未來領袖

Exploring Keys to Fostering Gifted Students to Become Our Future Leaders



今時今日的社會複雜多變，新冠疫情、全球暖化，層出不窮的挑戰接踵而來。處於瞬息萬變的時代，作為家長及教師的你，可以怎樣培育資優生成為未來領袖？

In the complex and ever-changing society nowadays, challenges such as the COVID-19 pandemic and global warming issues emerge one after another. In times of rapid changes, how should parents and teachers foster gifted students to become future leaders?

「教育面臨最大的問題是世界變了，以往用來培育孩子的方法，今天是否仍然適用？」香港大學榮休教授程介明教授在學苑年度盛事——2022 何東資優教育演講暨雙年家長會議上，以這句教人深思的提問展開精彩演講。他鼓勵家長、老師突破資優的枷鎖，讓孩子隨個人特質發展屬於自己的精彩人生。

‘The greatest challenge for education is that the world has changed. Are the methods used for nurturing children before still applicable today?’ Professor CHENG Kai Ming, Emeritus Professor of The University of Hong Kong began his keynote speech with this thought-provoking question at the Annual Hotung Lecture cum Biennial Parent Conference 2022, the signature event of the HKAGE. He encouraged parents and teachers to avoid being bounded by the traditional perceptions of giftedness but to let their gifted children / students flourish in their own way according to their own characteristics.

而雙年家長會議中的家長講座和教師講座，則分別邀得香港大學教育學院教育領導研究中心客席講師陳呂令意女士和香港青年協會領袖學院總監黃好儀女士主講。是次活動獲得二百多名教育界人士、家長以及公眾出席支持，而網上直播亦錄得逾二百人次的觀看率。

Mrs Lilian CHAN, Guest Lecturer of Centre for Educational Leadership of The University of Hong Kong, and Ms Miranda WONG, Director of The Hong Kong Federation of Youth Groups Leadership Institute, were invited as the speakers at the Parent Talk and Teacher Talk respectively in the Biennial Parent Conference. The event was well received by more than 200 educators, professionals, parents, and members of the public who attended the event in person. Besides, a viewing rate of over 200 visits was recorded for the live webcast.



香港大學榮休教授程介明教授以「資優：天賦？枷鎖？」為題，引發與會者思考：如何提防把今天的優勢看成終身的優勢，重視智能優勝卻忽略情意教育的重要性；如何提防把資優當成特權，把天賦變成枷鎖，把成為領袖的目標變成緊箍咒。

In his keynote speech titled 'Giftedness: Gifts or Shackles?', Professor CHENG Kai Ming, Emeritus Professor of The University of Hong Kong, inspired the participants to reflect on the following questions: How to avoid deeming today's advantages to be lifelong advantages? How to balance intellectual development with affective development? How to avoid treating giftedness as a privilege? How to prevent one's giftedness from becoming one's shackles? And how to avoid turning the nurturing of leadership into a band-tightening spell?

香港大學教育學院教育領導研究中心客席講師陳呂令意女士寄語家長：「希望大家不是不斷在孩子身上增加訓練，而是給孩子和自己更多留白空間，家長能為孩子做的是從小在他的生命建立幸福感。對我來說，領導能力就是管好自己，當你管理好自己，才有能力管理他人。」

Mrs Lilian CHAN, Guest Lecturer of Centre for Educational Leadership of The University of Hong Kong, shared her tips with parents, 'I hope parents will leave more space for their children and themselves instead of relentlessly increasing training for their children. One thing that parents can help their children is to give a sense of wellness in their lives from early childhood. To me, leadership is self-management. Only those who manage themselves well are capable of managing others.'



香港青年協會領袖學院總監黃好儀女士寄語老師：「希望作為老師的毋忘初心，今天就用雪亮的眼睛識別學生，為他們提供發揮潛能的平台！」

Ms Miranda WONG, Director of The Hong Kong Federation of Youth Groups Leadership Institute, shared her advice with teachers, 'I hope all teachers will hold tight to their original intention, keep a sharp eye on their students' potential, and provide them with a platform to unleash their potential!'

教育局總課程發展主任（資優教育）林達豪博士指出資優學生面對許多情意方面的困難，若得不到適當的培育很易退縮，故此需要家校合作，一起培育資優學生成為未來領袖。

Dr Lander LAM, Chief Curriculum Development Officer (Gifted Education) of the Education Bureau, said gifted students faced a number of affective issues and were apt to quit without proper nurturing. Therefore, home-school cooperation was essential in developing gifted students to become future leaders.



學苑董事局主席林曉鋒博士，工程師表示，「在這個以結果為本的社會，通才領袖相對地較為吃香，亦較能夠迎合現今千變萬化的社會節奏。」

‘Generalists are more popular in our result-oriented society, and can cater better to the needs of the ever-changing world.’ said Ir Dr Alan LAM, Chairperson of the HKAGE.

學苑助理院長（課程）黃忠波先生盼望學員透過學習路徑認識個人專長，成為未來領袖。

Mr WONG Chung Po, Associate Director (Programme) of the HKAGE, hoped that through the learning pathways, gifted students would know more about their specific talents and become future leaders.



特色課程

Signature Programmes



培育未來領袖 3 步曲

3 Steps to Nurturing Future Leaders

從認清自我 到成為造福社群的領袖

未必人人都是天生的領袖，但人人透過後天培訓、練習和實踐之後，便有機會成為獨當一面的領袖。資優學生擁有過人天賦，若把其天賦連結到社會發展之上，再加以悉心訓練，就能發揮潛能，肩負起改善社會及帶領社會進步的角色。為此學苑安排了多個領袖訓練課程，務求令學員獲得全面發展的機會，成就更多未來領袖。

A Leader Benefiting People Starts with Self-awareness

Not everybody is a natural-born leader, but one may become a capable leader by acquiring the relevant skills through training, deliberate practice and real-life application. Gifted students are exceptionally talented. With well-planned training to unleash their potential and link it to the development of the society, the gifted children can take up the role in benefiting and leading the whole society to move forward. In view of this, the HKAGE has launched a number of leadership programmes for gifted students' holistic development as a way to nurture our future leaders.

第一步：汲取名人經驗 了解領袖特質

Step 1: Learn from dignitaries' experience and understand leadership qualities



課程邀得（右起）范徐麗泰教授及蘇祉祺博士演講並頒發「卓越學生領袖」獎，有份獲選的資優學員俞厚澤（左二）在席上分享他的感想。

Gifted student YU Hau Chak (second left) shares his thoughts at the Outstanding Student Leader Award Ceremony, at which (from the right) Dr Rita FAN and Dr SO Chi Ki are invited to deliver their speeches and present the Awards.

要成為領袖，首先要了解領袖必須具備的能力。學苑與政賢力量合辦「卓越學生領袖培訓課程」及「時事評論寫作培訓計劃」，幫助資優學生踏出成為領導者的第一步。

To be a leader, one must first get to know what essential skills a leader should possess. The HKAGE organised in collaboration with The ARETE the Outstanding Student Leadership Training and the Writing Course for Current Affairs Commentary to facilitate gifted students taking their initial step to becoming future leaders.

「卓越學生領袖培訓課程」透過多次小組協作，以及導師安排的課後反思練習，既可提升學員

The Outstanding Student Leadership Training aimed to enhance students' leadership qualities and analytical skills

的領袖素養和分析能力，讓他們能夠在團隊中取長補短，同時亦讓學員了解到本身的特質與個性，再進一步思考自己屬於哪種類型的領袖，從而建立個人發展藍圖，培養對社會的責任感。

在課程取得優異成績的學員，獲政賢力量推薦參與歷時兩個月的第七屆「卓越學生領袖選舉」，其中學員龐卓瑤及俞厚澤更榮獲「卓越學生領袖」稱號。俞厚澤認為課程非常全面，不但讓他深入了解領袖所需的特質，包括團隊建設、溝通技巧、自我與項目管理、議題分析及思考方式等，同時讓他更了解社會與國家發展趨勢，以及香港管治現況。

俞同學透露，前人大常委范徐麗泰教授 GBM, GBS, JP、何建宗博士等城中名人在課程中的演講令他獲益良多，其中蘇祉祺博士 BBS, MH, JP 的分享令他特別印象深刻，俞同學說：「蘇博士的話令我提醒自己，要成為一位先知先覺，而非後知後覺的人。我認為作為一名學生領袖、乃至於社會上的領袖，其能力、見解及認知固然重要，但風度與態度亦不容忽視，因為領袖需要藉此展現其能力與認知，這些都是爭取追隨者支持的必需條件。」



學員進行二人對話活動，透過覆述組員的說話和模仿其語氣，學習成為聆聽者。
Students learn to be good listeners by repeating their partner's words and imitating their speaking tone in the 'two-person dialogue'.

through team building activities and after-class reflection exercises arranged by the instructors. Through these activities, students learned to complement each other according to their strengths and weaknesses and understand their own characteristics and personal traits. They then considered which type of leader they belonged to and tried to establish a blueprint for their personal development and learned to take up their social responsibility.

Students with exceptional performance in the programme were recommended by The ARETE to participate in the 7th Outstanding Student Leaders Selection which lasted for two months. Among them, PONG Cheuk Yiu and YU Hau Chak were selected as Outstanding Student Leaders. Hau Chak commented that the all-rounded programme not only gave him an in-depth understanding of leadership qualities including team building skills, communication skills, self and project management skills, analytical power and thinking methods; but also enabled him to know more about the social and national development trends, as well as current governance issues in Hong Kong.

Hau Chak said the lectures given by local dignitaries, such as Dr Rita FAN, GBM, GBS, JP, a former member of the Standing Committee of the National People's Congress and Dr HO Kin Chung, BBS, JP, had greatly benefited him. The sharing by Dr SO Chi Ki, BBS, MH, JP, had also impressed him a lot. 'Dr SO's words reminded me to be a person of foresight instead of being slow on the uptake. The ability, insight and knowledge of a leader, no matter among students or in society, are of course important. However, the leader's manner and attitudes are no less significant, as they will determine how a leader presents his/her competence and knowledge, and are essential for soliciting support from others,' said Hau Chak.



龐卓瑤（前排右一）
PONG Cheuk Yiu (front row, first right)



第二步：關心時事議題 鍛鍊領袖目光

Step 2: Care about current affairs and exercise leadership vision



學員與嘉賓導師張志剛先生（前排中）合照留念。

Students take a group photo with the guest instructor (middle of the front row) Mr CHEUNG Chi Kong.

認識何謂領袖之後，下一步便要透過思考訓練和練習，鞏固領袖特質。學員透過「時事評論寫作培訓計劃」學習關心社會議題，認識本港及世界局勢，提升時事觸覺及分析能力，裝備自己成為未來領袖。

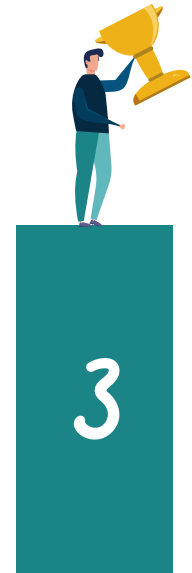
After knowing some basics about leadership, the students' leadership qualities were consolidated through training and practice on thinking. The Writing Course for Current Affairs Commentary was launched to prepare gifted students to become future leaders by boosting their interest in social issues, enriching their understanding of global and local situations, enhancing their sensitivity to current affairs, and improving their analytical skills.

課程邀得經驗豐富的專業時事評論員張志剛先生擔任嘉賓導師，向學員講解時事分析的方法和寫作技巧，以及分享擔任時事評論員的心得。參與計劃的學員均非常積極向社會建言獻策，他們以時事評論文章分享對現今社會的時事觀點與立場，針砭時弊，有理有據。部分由他們撰寫的文章，更加獲新聞媒體刊載。學苑亦已將其中的優秀作品結集成《學員文章選集》。

Mr CHEUNG Chi Kong, an experienced and professional current affairs commentator, was invited to be the guest instructor of the course and share with students the analytical and writing skills of current affairs commentary, as well as his experience as a current affairs commentator. Participants of the course actively offered advice and suggestions for improving the society. They shared their well-founded views and positions on current affairs in their commentary articles, which were later compiled and put into a collection by the HKAGE. Some of these articles have even been published in news media.

第三步：洞悉社會需要 以創意解難題

Step 3: Understand society's needs and address problems with creative solutions



學員參觀由發展局最新成立的地理空間實驗室。

Students visit the Geospatial Lab newly established under the Development Bureau.

最後，便要把資優學生的潛能付諸實行。資優學生創意十足，滿腦子皆是突破框架的意念，他們夢想大，點子多，部分資優學生更是年紀輕輕便夢想創一番事業，甚至改善社會及民生的抱負。

Finally, the gifted students' potential need to be put into practice. Gifted students are creative, with their minds filled with unconventional thoughts. They have big dreams and inexhaustible ideas. Some gifted students, despite their young ages, have the ambition to pursue their vocation, and even to improve the society as well as the people's wellbeing.

學苑聯同香港中文大學決策科學與企業經濟學系舉辦「資優生科技創業家培訓計劃」（教育局資優教育基金的校外進階學習課程），為學員提供於商業應用人工智能的課程，既可拉近資優學生與創業夢想的距離，亦可培訓他們成為能夠洞悉社會需要，並推行解決方法及造福社會的未來領袖。

The HKAGE and the Department of Decision Science and Managerial Economics of the Chinese University of Hong Kong co-organised the 'Nurturing Gifted Students to be Entrepreneurs in STEM Industry' programme (The Education Bureau's Gifted Education Fund: Off-school Advanced Learning Programmes) on the application of artificial intelligence (AI) technology in business, to facilitate gifted students to reach out for their entrepreneurial dreams and nurture future leaders who could understand the needs of society and execute corresponding solutions.



結合科技與商業

課程讓資優學生認識人工智能科技和商業應用知識，培養正面的商業價值觀與態度，並明白年輕企業家的社會責任。

學員陳可琳坦言，當初報名純粹因為喜歡 STEM，但課程的多元化卻令她喜出望外：「非常喜歡這個課程，我們可以學到很多不同範疇的知識，包括編程、商業知識、顧客分析、設計思維等，實在獲益良多。」

除了課堂理論，課程亦安排了很多實踐機會。學員需要分組撰寫計劃書，為一間社會企業解決營運的難題；還有參觀人工智能科創公司及地理空間實驗室，認識科技應用；又到訪非牟利組織，了解機構在日常營運時面對的挑戰。

The Mixing of Technology and Business

The programme aimed to enhance gifted students' knowledge of AI technology and its business application, cultivate their positive business values and attitudes and appreciate the social responsibility of young entrepreneurs.

Gifted student Valerie CHAN said she had signed up for the programme out of her love of STEM. She was, however, overjoyed by the diversity of the course content. 'I really like this programme as it covered topics in various fields, including AI coding, business skills, customer analysis, design thinking, etc. It has indeed benefited me a lot.'

Apart from theory classes, practice opportunities were arranged for participants of the programme. Students were required to submit in groups a proposal to solve operational problems for a social enterprise. They also visited science and technology companies and the Geospatial Lab to learn about the application of technology in real life, as well as non-profit organisations to understand their daily operations and challenges.



學員到訪非牟利組織以了解機構的日常營運與挑戰。

Students visit a non-profit organisation to understand its daily operations and challenges.

觀察長者需要 創應用程式促進溝通

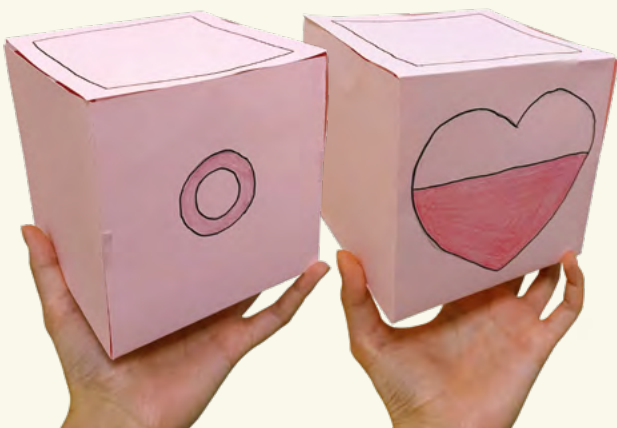
綜合課程所見所聞，學員需要組隊設計並提交如何利用科技解決問題的計劃書。他們活用過去數月在課程中吸收到的知識與見聞，發揮創意和領袖技巧，構思了多項回應社會需要的產品，包括：廚餘麵包再生食具、智能垃圾桶、平等教育應用程式等，希望以創意回饋社會。

其中 Care Cube 的計劃概念，獲得導師及評審委員一致讚賞，嘉許他們能以科技改善人與人之間的關係。Care Cube 組員留意到日常生活中，許多雙職家庭因為忙於工作和照顧子女，而忽略了關心父母的需要，於是構思出 Care Cube 應用程式和裝置，期望藉此觀察兩代之間的互動頻率，按時發出溫馨提示，並根據成年子女與父母輩的興趣和愛好，建議一同參與的活動和推薦餐飲好去處，拉近彼此的距離。

組員陳可琳分享：「這些年紀老邁的公公婆婆，容易感到孤獨、被忽略，我們很想關心他們，所以希望透過 Care Cube 促進他們和親人的關係，令大家明白應該珍惜所擁有的時間，多些相聚、問候對方。」

未來領袖除要具備知識和能力外，更需要掌握社會脈搏，與市民同呼同吸，真正能夠改善民生、改變社會的人，才能稱得上為領袖。

Care Cube 產品的原型。
A prototype of the Care Cube.



Meeting the Elderly's Communication Needs

Based on what they had learnt and observed in the programme, students worked in groups to submit their proposals to meet real-life challenges with technology. Hoping to give back to society, they exerted their creativity and leadership skills to design a number of innovative products in response to society's needs. Their designs included the recycled tableware made from kitchen waste and leftover bread, the smart trash bin, the equality education mobile application, etc.

Among the students' proposed projects, the Care Cube was highly commended by all the instructors and judges for its applied technology to strengthen the relationship between people. Members of the Care Cube project team had noticed that many dual-career couples might neglect to care about their elderly parents due to their busy schedule packed with work and their own children. In view of this, the team proposed the idea of the Care Cube and the related application, which would prompt users to get in touch with their elderly parents according to the interaction frequency observed, and to recommend suitable activities and dining places according to their interests and preferences. Closer relationship between the users and their elderly parents could then be promoted.

Valerie was a member of the Care Cube project team and said, 'We want to reach out to the elderly, who are prone to feeling lonely and neglected. We hope the Care Cube would help enhance their relationship with their family members, and that people would be reminded to cherish every moment spent with their beloved ones.'

Despite of knowledges and abilities, a future leader should also be able to feel the pulse of society, mindful for the people. Only those who can improve people's livelihood and change society would be called leaders.



Care Cube 組員構思的計劃概念獲得導師及評審委員一致讚賞！
The proposal of the Care Cube project team was highly commended by all the instructors and judges!



造就未來領袖的人才培育途徑

Talent Development Pathways for Nurturing Future Leaders



珍惜及培育人才

在全球化世代，為了爭取競爭優勢，幾乎每個國家都投放大量資源於建設人才庫及提升領導能力之上，香港亦不例外；而學苑是其中一個肩負重任、致力透過「人才培育模式」造就資優學生成為未來領袖。

Treasure and Nurture Talent

In the era of globalisation, almost every country is devoting considerable resources to building its talent pool and leadership capacity to enhance its competitiveness, and Hong Kong is no exception. The HKAGE, among other leading educational institutions, is committed to nurturing gifted students to become future leaders under the Talent Development (TD) Model.

學苑在 2018 年推行「人才培育先導計劃」，在機械人及人工智能領域建立系統化的學習路徑。由於此先導計劃成效理想，學苑便在 2021 年起重組課程，課程設計基於四個階段組成的「人才培育模式」，即「探索興趣」、「發展能力」、「成為專家」和終極的「達至卓越」。為了迎合 21 世紀的教育需求，學苑推出了更多學習路徑，多元的課程揉合了人文 / 藝術與科學 / 技術，如「大歷史與集體學習」課程及「社會與文化研究：重建價值觀——世界歷史、主要思想家、人工智能和機器學習」課程。

人才培育途徑引領潮流

多種學習途徑是按學員的興趣和熱衷的特定領域提供基礎知識，造就機會予他們踏上專門化和專業技能之路。學苑沿著這些精心設計的學習途徑培養資優學生，讓他們邁向非凡成就。學員可透過主題演講、公開講座、工作坊、實地考察、服務學習和網上自學等形式，按人才培育途徑進行學習。

除了深入學習特定領域的知識，學員還會探索相關行業的真實處境，並與他人協作完成不同項目、研究提案、產品原型、展覽品等。他們會在課程中應用所學，而表現出色且對學習充滿熱忱的學員，曾經學苑的師徒計劃獲配對大學教授、專業人士、初創企業家等師傅，進一步實踐他們的構思。以下是按人才培育模式設計的一些課程，當中涵蓋 STEM、語言、人文學和領導才能等領域。

The success of the TD Pilot Scheme implemented with the build-up of systematic learning pathways in the area of Robotics and Artificial Intelligence (AI) in 2018 had laid a solid foundation for the HKAGE to restructure its curriculum in 2021 based on the four stages of the TD Model: Exploring Interests, Developing Competence, Towards Expertise and ultimately Becoming Eminent. Catering for the 21st Century educational needs, the Academy further enriched the learning pathways with more diverse programmes blending humanities/arts with science/technology, such as the Big History and Collective Learning programme and the Social and Cultural Studies: Re-constructing Values – World History, Major Thinkers, Artificial Intelligence and Machine Learning programme.

TD Pathways Lead the Ways

The multiple learning pathways provide the gifted students with essential knowledge in specific areas that they are interested in and passionate about, as well as opportunities for embarking on a journey to specialisation and expertise. Gifted students are nurtured along these well-designed learning pathways for exceptional achievement. They pursue the TD pathways of learning in various forms, such as thematic talks, mass lectures, workshops, field visits, service-learning, and online self-learning.

Students not only gain in-depth knowledge in specific areas but also explore the relevant industries in a real-life context and collaborate with others to deliver projects, research proposals, product prototypes, exhibits, etc. They will apply what they have learnt in the programmes, and those with outstanding performance and commitment are matched with university professors, professionals, start-up entrepreneurs, etc. to further facilitate their ideas through the Academy's mentorship and internship programmes. Below are some examples of programmes designed under the TD Model, covering domains such as STEM, Languages, Humanities and Leadership.

STEM

人工智能和大數據分析行業在 21 世紀快速發展，相關的創新產品正在市場上應運而生，衍生出來的各種技術創新亦塑造了現今的數碼環境和工業 4.0。在香港及全球市場趨勢下，學苑回應社會的發展需要，設計並推出 STEM 學習途徑「人工智能課程（程度四）：人工智能與大數據分析」。

準未來的領袖須具備及懂得善用技術智能，以達致創新和成功。上述人工智能課程分為三個階段，涵蓋了大數據和 python 編程的基本知識。在最後階段學生會組隊構思一個跟大數據和人工智能相關的項目，並自行創建原型。

While AI and big data analytics industries are growing rapidly in the 21st Century, different innovative products applying the related technologies are developed in the current markets. These technological innovations have shaped today's digital environment and Industry 4.0. With this market trend prevailing in Hong Kong and worldwide, the HKAGE has designed and launched the STEM learning pathway Artificial Intelligence Course (Level 4): AI and Big Data Analysis in response to the development of our society.

As a future-ready leader, one must be equipped with technological intelligence so that their innovative ideas can be leveraged for success. The AI Course consists of three phases, which cover the essential knowledge of big data analytics and python programming. During the last phase, students will team up and initiate a final project related to the topic 'AI and Big Data Analysis' with a self-built prototype.



路潤博 LU Runbo

「『人工智能與大數據分析』課程是我最喜歡的課程之一。當中既學到人工智能的理論和實踐知識等硬技能，也學到溝通、項目管理和團隊合作這些軟技巧。這課程深具啟發性，讓我踏進人工智能的新天地。課程導師知識豐富又有耐心，鼓勵我們要保持好奇，多多提問。這課程無疑是我參加過的最佳學習活動之一。我很高興在學苑得到這樣優質的學習機會。」

'The AI and Big Data Analysis course was one of my favourite courses. I learnt both hard skills such as theoretical and practical knowledge of AI, and soft skills including communication, project management, and teamwork throughout the course. The course was inspiring and has led me into a new world of AI. Moreover, the instructors were knowledgeable and patient. They encouraged us to be curious and raise more questions. This course was doubtlessly one of the best learning activities I've participated in. I'm grateful to enjoy such quality learning opportunities in the HKAGE.'



區力行 Austin AU

「坊間的人工智能和大數據課程良莠不齊，令我自學相關課題時常常無從入手。當我獲學苑取錄成為學員後，發現學苑有供中學生報讀的『人工智能與大數據分析』課程，而且是由淺入深的，我便儘快報讀！」

「在課程第一和第二階段，我認識了各種基本的機器學習方法，滿足了我的好奇心和求知慾。在第三階段，我很高興能夠以分組形式，跟組員一起設計和製作一個應用程式進行實戰，展現出我們解決實際問題的能力，很有滿足感。組內各人雖然各有強弱項，但又都同心一意，分工合作去為同一個目標而努力，這個學習過程令我十分享受。」

「The AI and big data courses available in the market are not comprehensive enough, making it difficult for me to plan for self-learning on these subjects. After I was admitted to the HKAGE and discovered this AI and Big Data Analysis course provided for secondary students along a progressive learning pathway, I got myself enrolled without any hesitation!

‘In Phases 1 & 2, I learnt various basic methods in machine learning. My curiosity and thirst for knowledge were greatly satisfied. In Phase 3, I was very happy to work in a team with other gifted students to design and create an application usable in real life. I felt very satisfied throughout the process as our problem-solving abilities were fully demonstrated. Despite our different strengths and weaknesses, all team members shared the same target and worked together for the same goal. The learning process was really enjoyable.’

語言 Languages

未來領袖需具備溝通和寫作技巧，以表達自己的想法，取得追隨者支持。「中國語文及文學課程（程度二）：編輯及人物專訪」是培育資優學生與他人互動和有效表達自我的學習途徑之一。課程中，學員需要掌握編輯的主要工作及人物專訪的技巧；進行專訪前，又要蒐集受訪者的資訊，並為訪談作好準備。



Future leaders need communication and writing skills to articulate their ideas and enlist the support of their followers. The Chinese Language and Literature Course (Level II): Editor and Profile Interview programme is one of the communication learning pathways for nurturing gifted students' ability to interact with others and express themselves effectively. In this programme, students need to master the major tasks of editing and the skills of profile interviewing. Before the interview, they are required to collect appropriate information about the interviewees and get well prepared for the interviews.

學員參加「中國語文及文學課程（程度二）：編輯及人物專訪」課程，獲益良多。

Students gained a lot from The Chinese Language and Literature Course (Level II): Editor and Profile Interview programme.



受疫情影響，三位嘉賓的採訪面談須改以網上形式進行。剛開始網上訪談時，氣氛略見拘謹，學員似乎有些腼腆，順序逐一提問，但各位嘉賓仍友善回應，分享了不少個人見解。

後來有學員憑着一個開放式問題打破僵局，各嘉賓紛紛熱烈回應，令談話內容更為深入，訪談氣氛也隨之變得生動活潑。學員最終都能適應以網上形式進行採訪，與嘉賓暢談無間。

The face-to-face interview with the three guests, which had been deterred by the pandemic, was finally switched to online interview. During the online meeting, the atmosphere was a little bit lethargic at the very beginning. The student participants seemed shy and they asked the prepared questions one by one. The guests responded kindly and shared many personal opinions.

One of the student participants broke the ice by asking an open question. All the guests responded enthusiastically. The content of the interview conversation became more in-depth, and the atmosphere of the interview became lively and energetic. The student participants could finally adapt to the virtual interviews and communicate well with the guests.



人物專訪以網上形式進行。
The profile interview was conducted via the online platform.



呂康晴 LUI Hong Ching

「在課堂中，我學到編輯、人物專訪、版面設計等技巧。我對人物專訪最為深刻，因為我們要訪問一位自己不認識的人，最初我感到有點尷尬，但最後也順利完成，令我很有成就感。此外，在學習設計方面我也獲益良多。我學到了如何設計雜誌版面，令讀者舒服地閱讀，相信這些技巧對我將來的工作會有幫助。」

'In the programme, I learnt the skills of editing, profile interview and layout design. The most impressive part of the programme was the profile interview, during which we were required to interview someone we didn't know. Though feeling quite embarrassed at first, I finally completed the task and got a great sense of accomplishment. I also learnt a lot about how to design the layout of a magazine to enhance readability. I believe these skills will be useful in my future work.'

人文學 Humanities

新冠疫情期間，回應社會需求的社會創新計劃紛紛推出。作為未來領袖，需要面對各種挑戰，例如氣候轉變帶來的威脅，並要意識到可持續發展的概念。「人文課程（程度二）：社區研習室」致力讓滿懷熱誠的學員關注社會議題，並讓他們有機會走入社區，帶來改變。

上述課程提供了寶貴的機會，讓學員認識志同道合的資優學生，並透過與現實世界的聯繫，啟發他們為社會價值和社會公益踏出大大小小的步伐。

課程透過一系列互動工作坊和虛擬社區考察，讓參加者安坐家中的同時，可以與知名社會企業的行政總裁會面，並跟當地社區建立聯繫。除了更了解社會創新及社會企業外，學員又在導師的指導下分組就不同議題進行研究，包括市區重建及仕紳化、住屋問題、夕陽產業、食物的角色和價值等等，學員最後簡報所建議的解決方案，並與相關領域的專業人士交流想法。

Amid the COVID-19 pandemic, numerous schemes of social innovation have emerged to address social needs. As a future leader, one has to face challenges such as the threats of climate change and be aware of the notion of sustainable development. The Humanity Course (Level II): Community Laboratory aspires to draw passionate students' attention to social issues and give them an opportunity to step into their neighbourhood and be the changemakers.

The programme provides a valuable opportunity for gifted students to meet like-minded peers. By connecting with the real-world, they are inspired to take big and small steps for social values and social good.

In a series of interactive workshops and virtual community field trips, participants are able to meet the CEO of a renowned social enterprise and get connected with the local community while still staying safe at home. Apart from understanding more about social innovation and social entrepreneurship, students are teamed up to conduct research on various topics under guidance, including urban renewal and gentrification, the housing problem, sunset industries, roles and values of food, and many more. Finally, they will have a group presentation to suggest solutions and exchange ideas with professionals in the field.



韋佩欣 Candice WAI

「這課程對我的生涯規劃很有幫助，也確定了我對城市規劃的興趣。我要特別感謝導師陳杏怡。當我向她表示有意從事城市規劃工作，她便提供一些方法讓我進一步探索自己對這方面的興趣。我也要感謝其他參加課程的同學，提出了許多改善我們社區的創意構思。這個進階學習課程實在令我得益不淺。」

'This programme was helpful to my career planning. It confirmed my interest in urban planning. My special thanks to our tutor, Edith, to whom I talked about the idea of pursuing my career in town planning. She provided ways for me to explore further my interest in the field. My thanks also go to my coursemates who brought up plenty of creative ideas about improving our community. I really benefitted a lot from this advanced learning course.'



領導才能 Leadership

學生籌委會是學苑的學生團體之一。在導師指導下，學生籌委會成員會共同協作，為學苑其他學員及 / 或其家長構思、設計和籌辦不同的活動及 / 或項目。這種紮實的實踐式培訓讓學員與不同持份者互相協作，從而提升他們未來領導組織或團隊的能力。

在 2021/22 學年，有 28 名中學學員獲選加入學生籌委會，成為第六屆籌委會成員。學苑為新成員安排了一系列有關設計思維、項目管理、公開演說及宣傳工作的專業培訓課程，讓籌委會成員具備策劃活動的基本知識和技能。第六屆學生籌委會銳意透過回應社會需求和挑戰，展現資優學生對社區的關愛，為社會帶來積極影響。

The Student Organising Team (SO Team) is one of the student communities in the HKAGE. Under the trainers' guidance, the Student Organisers (SOs) will initiate, design, and organise different events and/or programmes for HKAGE student members and/or their parents, in collaboration with their peer gifted students. This solid and hands-on training enables students to step into a real-world collaboration with various stakeholders, which empowers them to lead an organisation or a team in the future.

In the 2021/22 school year, 28 secondary school student members were selected to join the SO Team as the 6th Cohort. A series of professional training courses on design thinking, project management, public speaking, and publicity are arranged to equip the SOs with fundamental knowledge and skills for event planning. The 6th Cohort SO Team is determined to create a positive impact on society by addressing its needs and challenges and by demonstrating caring and compassion to the community as gifted students.



領導才能訓練課程有助提升領導能力。
Leadership training programmes enhance leadership skills.



學生籌委會成員無懼第五波疫情，趁着 2022 年 3、4 月間的特殊假期，以全新姿態策劃一系列網上活動，提醒資優學生關注個人健康和社區需要。各項網上活動於 2022 年 5 月相繼推出，鼓勵參加者把構想付諸實行，並於今年夏季結束時彼此交流經驗。

Undeterred by the fifth wave of the pandemic, the SOs started afresh and made good use of the special vacation in March / April 2022 for planning a series of online events aiming to inspire gifted students to address personal well-being, as well as community needs. The online events were launched in May 2022. Participants were encouraged to put their thoughts into action and share with each other their experiences at the end of this summer.



黃君如 Tessa WONG

學生籌委會成員黃君如說：「經過專業培訓，再考慮到香港目前的疫情和作為資優學生的身份，我們很快就選定了關注的議題，開始籌劃活動。最初我們有幾個基本構思，隨後我們把各個小小的想法組合成整體構想，從無到有（即活動的目標、大綱等），再到一應俱全（即各項相關活動的細節、宣傳工作等）。看見自己構思的成果，我們都很有成就感。這實在是疫情期間一次非常寶貴的學習經歷！」

Student Organiser Tessa WONG said, 'Following the professional training and having considered the current pandemic situation in Hong Kong and our identity as gifted students, we soon figured out the issues of our concern and began planning the event. We started with several basic ideas and combined the small ones into a big one, working from nothing to something (the objectives, activity outline, etc.) and then to everything (the details of each sub-activity, promotion, etc.). We all felt a sense of accomplishment in seeing our ideas come to fruition. It was such a valuable learning experience during the pandemic!'

人才培育的工作從來都是任重道遠，除需因應學生的潛能進行培訓，亦要從廣泛的領域中，發掘最熱愛的學科，繼而發展為能力，成為專長，貢獻社會。正如已故文學及教育學家胡適先生的名句：「為學要如金字塔，要能廣大要能高」，不但闡述了百多年前的學習態度，同時亦展現出今時今日人才培育模式的精髓。

The work of talent development has always been a long way to go. In addition to nurturing students according to their potential, the students should be encouraged to explore various fields so as to discover their favourite subjects, then with deliberate practice turn the knowledge into abilities, and expertise, and finally, contribute to society. Just as the renowned author and educator Mr HU Shi's saying goes: 'Learning is just like a pyramid. It has to go with a broad base, and be able to reach high altitude.' The saying not only expounds on the learning attitude people adopted more than a hundred years ago but also captures the essence of today's TD Model.

一對一師徒制 實踐生命影響生命的教育循環

Hong Kong Gifted Apprentice Programme: Be Inspired to Inspire



為滿足資優學員非一般的學習熱忱，學苑特別設計出「香港資優師徒計劃」（計劃），為有心在特定領域深造的學員，提供度身訂造，與師傅一對一同行學習的獨特經歷。

計劃的目的是以生命影響生命，激勵學員勇於接受挑戰，盡展潛能，並把從師傅身上學習的知識和經驗，透過活動實踐，傳承下去。所以，計劃其中一項特色就是學員與師傅會共同策劃一個學員主導項目，由學員構思能夠實踐抱負、為社會帶來正面影響的項目，師傅則從旁指導及分享經驗。

不經不覺計劃已舉辦至第四屆，以下是其中兩位學員分享如何與師傅同行，並且實踐所學的故事！

To address the gifted students' special learning needs, the HKAGE has launched the Hong Kong Gifted Apprentice Programme (HKGAP) to provide students who are ready to develop in a specific field with an individualised learning opportunity supported by masters offering one-on-one guidance and advice to them.

The apprenticeship programme is a life-influence-life undertaking that inspires students to embrace challenges and unleashes their potential. One of the unique features of the HKGAP is the engagement of an apprentice and a master on a student self-initiated project aiming at fulfilling individual aspirations and bringing a positive impact to society.

Up to now, four cohorts of students have joined the HKGAP as apprentices, among which two are sharing their apprenticeship experience with us!

熱愛中華文化 立志成為老師

認識張靖暄的人都會被他文質彬彬的談吐所吸引，今年就讀中六的他，自小對中國歷史有著濃厚興趣。說來可能有點匪夷所思，靖暄的啟蒙老師不是任何「人」，而是一本本蘊含不同範疇知識的書本。多年來，他從書本中領略到很多道理，並選擇以「和而不同、求同存異」作為待人處事的座右銘，他說：「在研究歷史的過程中，我了解到不同人有不同意見是很正常的事，所以即使大家各持己見，我們也不應該詆毀別人，應該互相包容。」

Chinese Culture Lover Pursuing His Teaching Dream

Anyone who knows CHEUNG Ching Huen will be fascinated by his gentle and refined manner. Currently studying in Form 6, Ching Huen has developed a very intense interest in Chinese history since he was a young kid. You may be surprised that Ching Huen's enlightenment teacher was not a human, as he has been learning a lot over the years by seeking answers from his books on different topics. Being familiar with how to integrate knowledge and ideas, Ching Huen upholds the motto 'seeking common ground while reserving differences to embrace both harmony and diversity'. 'Studying history helps me realise that it is normal for different people to have different opinions. Hence, we should not vilify those who don't agree with us. Mutual tolerance is particularly important,' said Ching Huen.



靖暄（中）樂於與人分享他對中華文化的熱愛。
Ching Huen (middle) enjoys sharing his love for Chinese culture with others.

靖暄的志向是成為一位老師，他希望能將自己對中國文化的熱愛傳承予下一代。他在師傅即學苑董事梁兆強先生的指導下，與其他學員一同設計及試辦中華文化閱讀分享會，以實踐對中華文化的熱愛。

分享會嘉賓包括梁兆強先生及香港華人基督教聯合真道書院陳思茵副校長，主題為「家庭倫理在現代的實踐與傳承」。靖暄與籌備小組事前挑選了六篇建議文本，讓參加者事先閱讀，並於活動當天邀請大家根據文本及已有知識，討論何謂「孝」。

當天的討論內容非常豐富，包括古今孝道之異同，以及「繼志述事」是否適用於現代社會等，引發參與學員重新反思何謂「孝」。靖暄參考了試辦的經驗，準備和學員們再辦其他中華文化主題的閱讀分享會，探討如何深入學習和交流學習中華文化的方法。對希望成為老師的靖暄來說，分享會不但讓他學會與人溝通、合作的技巧，亦有助未來以討論為本的教學實踐。



靖暄於中華文化閱讀分享會邀請師傅梁兆強先生進行分享。
Ching Huen invited his master Mr LEUNG Shiu Keung to share at the Chinese culture reading and sharing session.

Ching Huen aspires to become a teacher and pass on his passion for Chinese culture to the younger generation. Under the guidance of his master, Mr LEUNG Shiu Keung, director of the HKAGE, and in collaboration with other apprentices, Ching Huen has designed and organised on a pilot basis a sharing session on Chinese culture to share with others his love for Chinese culture.

Mr LEUNG and Ms CHAN Sze Yan, Assistant Principal of The Hong Kong Chinese Christian Churches Union Logos Academy, were invited to join the sharing session as guest participants. Under the theme 'Contemporary Practice and Inheritance of Family Ethics', six selected articles had been recommended for the participants to study before the sharing session. Discussion on filial piety (*an attitude of respect for parents and ancestors in societies influenced by Confucian thought*) was conducted and participants exchanged among themselves their views on the related topics.

Diverse issues were covered in the discussion at the sharing session, which included the similarities and differences between filial piety in ancient and modern times, whether the tradition of 'inheriting and following the ambition and career of one's parents / ancestors' is applicable in contemporary society, etc. The participants were inspired to reflect on the meaning of filial piety. Drawing on the experience gained from the pilot session, Ching Huen and the organising team are preparing to hold more sharing sessions on other topics related to Chinese culture and explore further on how to study and share with others about Chinese culture. For Ching Huen, who embraces the aspiration of becoming a teacher, the sharing sessions will not only sharpen his skills of communication and cooperation with others, but also give him a taste of discussion-based teaching.



探索微生物 走向科研教授之路

當你對感興趣的事物滿腔熱誠，這份情感便為你帶來勇氣，引領你尋覓心中的烏托邦。

學員邱若嵐的父母皆是電腦及工程出身，但她卻自小喜歡生物學，十歲那年，她讀畢生物書籍《What a Fish Knows》後深受啟發，不但撰寫了一份閱讀報告，更將報告和感受以電郵方式直接發給該書的作者，結果獲作者親自回覆，鼓勵若嵐繼續努力鑽研生物學，自此，若嵐便展開探索生物學的奇妙旅程！

疫情下，若嵐未能回到學校的科學室進行實驗，但她未忘對生物學的熱誠，毅然將睡房改造成小小實驗室，義無反顧地搬到客廳睡覺，在睡房繼續她的研究夢。

若嵐立志成為科研教授，期盼能藉科研及教育貢獻社會。透過師傅香港科技大學生物工程學吳若昊博士的幫助，若嵐可以經常到科大擔任師傅實驗室的影子實習生。在師傅的鼓勵下，若嵐亦在學苑籌辦工作坊，與小學學員分享生物知識，一方面希望獲得更多教學經驗，另一方面亦可透過小學學員那鼓無窮無盡的好奇心與學習熱誠，一次又一次重燃自己那顆對生物學的初心。

在師傅的協助下，若嵐（右一）經常到科大實驗室當影子實習生。

With her master's help, Ariel (first right) was arranged to attend a laboratory at HKUST as a shadow intern.

Young Researcher Acting out Her Passion for Biology

The passion for your interests will generate motivation and courage that guide you on the journey to your utopia.

With parents coming from the computer and engineering fields respectively, gifted student Ariel YAU's interest in biology has been revealed since she was a young girl. At the age of ten, Ariel was deeply inspired after reading the book *What a Fish Knows* written by a biologist. After writing a book report, she sent it together with her reflections to the author by e-mail. Subsequently, she received a direct reply from the author, encouraging her to explore further in biology. That reply marked the starting point of a wonderful journey of exploring biology for Ariel!

During the pandemic outbreak, Ariel could not conduct biology experiments in her school laboratory. Without hesitation, she altered her bedroom into a small laboratory to pursue her passion for biology. She would rather sleep in the living room so that she could continue her biology research in her bedroom.

With the help of her master, Dr Angela WU, Assistant Professor, Division of Life Science of The Hong Kong University of Science and Technology (HKUST), Ariel was arranged to attend a laboratory at HKUST as a shadow intern. As Ariel aspires to become a research professor and contribute to society through scientific research and education, she was encouraged by Dr WU to organise a workshop at the HKAGE to share her biology knowledge with gifted students studying in primary schools.





若嵐熱愛鑽研生物學，有時更把她的想法轉化成為漫畫。

Ariel loves to study biology and depicts her thoughts in her illustrations.



若嵐從小喜歡生物學，疫情下毅然將睡房改造成小小實驗室。

Ariel, who has been passionate about biology since she was a child, and resolutely transformed her bedroom into a small laboratory during the pandemic.

為了籌備該工作坊，若嵐需要事前把在公園收集到的枯葉浸泡在水中，並研究顯微鏡如何與手提電話螢幕配合，讓參加者即使在網上課堂中，仍能一睹微生物的模樣。面對著眾多興奮又好奇的學生爭相發問，初次教學的若嵐處變不驚，淡定地控制著課堂秩序，逐一回答大家的疑問，盡顯老師風範。

Ariel prepared well for the workshop she organised. She spent time collecting dried leaves in the park and soaked them in advance for the experiments to be conducted at the workshop. She tried to figure out how to use a mobile phone to capture the images viewed through a microscope, so that students could observe the micro-organisms clearly even when the lecture was delivered online. When facing the excited and curious students who threw out endless questions at the workshop, Ariel, though without any teaching experience, responded like a professional teacher. She maintained good classroom order and calmly answered the questions one by one. For one thing, Ariel has gained much teaching experience from the workshop. For another, the curiosity and learning enthusiasm of the primary school participants have reminded her of her commitment to biology studies.

學習、實踐、傳承，是教育中重要的一環。靖暄和若嵐各自在熱愛的領域中不斷學習、探索和成長，他們透過計劃從師傅身上獲得啟發，且毫不吝嗇地與別人分享個人努力成果，把知識傳承下去，激發出更多創意和智慧火花，實踐以生命影響生命。

Learning, sharing, and inheriting knowledge are important parts of the learning cycle. Both Ching Huen and Ariel keep on learning, exploring, and growing in the fields they love. Having been inspired by their masters under the HKGAP, they generously share their fruits of learning with others. The inheritance of knowledge ignites even more sparks of creativity and wisdom when the two youngsters step out to influence the lives of many.



體育精神 成就未來領袖 Our Future Leaders, Get Set, Go!!!



「資優教育」是甚麼？大概普遍較為傳統的看法或會以為「資優教育」就是學術方面的增潤課程，特別是數理科學方面的加強版。這大概是普遍人較為傳統的看法。然而，自去年暑假起，學苑的資優課程靜靜地起了變化，首次引入了體育課程，而且是非主流的新興運動。

朝全人教育方向發展

學苑具前瞻性的把資優教育和體育運動結合，朝全人教育方向發展，為資優學員打造更全面的資優教育課程，裝備他們成為未來領袖。

新興運動課程除了可以提升學員參與體育運動的意欲，更重要是給他們灌輸體育精神，在公平競賽下學習互相尊重、團體合作及以正面思維面對勝負順逆，藉以提升身心靈健康。

What is 'gifted education'? Some people who hold a relatively traditional view may take 'gifted education' as enriched academic programmes, especially those in the mathematics and science areas. Since last summer, however, changes have been introduced in the HKAGE curriculum with a series of non-mainstream emerging sports programmes launched for the very first time.

Towards Whole Person Education

With the incorporation of sports elements into gifted education, the HKAGE aims to take a forward-looking perspective and develop a holistic curriculum in the direction of whole person education, so that gifted students will be better equipped to get set and go for their future leadership goals.

The emerging sports programme series does not just encourage gifted students to get involved in physical training, but, more importantly, it also helps them embrace the spirit of sportsmanship that mutual respect, teamwork, and a positive attitude towards adversity and victory will be built under fair play. As a result, the gifted students' holistic well-being could be enhanced.



躲避盤：閃避球 × 飛盤

而其中一個引入的新興運動課程正是近年流行的躲避盤。其英文名稱 Dodgebee 由兩個英文詞語組成，分別是 Dodgeball（閃避球）和 Frisbee（飛盤），顧名思義，躲避盤是一項用軟飛盤去玩閃避球的運動。它講求眼界準繩、腦筋靈活及隨機應變，十分適合喜歡思考的資優學生。

學苑與中國香港新興運動協會（協會）合作推出的一系列躲避盤課程，主要內容包括傳接技術、防守訓練、攻擊訓練、戰術運用和比賽體驗。協會總幹事周志偉先生表示，該會希望透過課程來訓練資優學員的體育精神、溝通技巧及毅力，這些對他們未來的發展有很大幫助。每期躲避盤課程的報名情況均十分熱烈，資優學員享受到運動樂趣之餘，亦對此課程有非常正面的評價，包括能透過運動競賽建立到團隊精神。

Dodgebee: Dodgeball × Frisbee

Dodgebee is one of the emerging sports newly introduced to gifted students in the HKAGE. The name 'Dodgebee' consists of two words: Dodgeball and Frisbee. In other words, Dodgebee is a sport that uses a frisbee to play Dodgeball. Emphasising good vision, sound mind, and high responsiveness, Dodgebee is an ideal game for gifted students who have an active mind.

The Dodgebee programme series organised in collaboration with the China Hong Kong Newly Emerged Sports Association (NESA) covers the pass and catch techniques, defensive training, attack training, tactical application, and hands-on experience of the game. According to Mr William CHAU, Executive Director of NESA, the Association hopes to nurture gifted students' sportsmanship, communication skills, and perseverance through the programme, as these are critical elements that support their future development. The Dodgebee courses are well received by student members with very high registration rates and positive feedback. Apart from enjoying the fun of sports, participants will also have their teamwork skills improved.

唐榆 TONG Yu



對創意發明充滿熱情的資優學生唐榆同時亦非常喜歡做運動，他指出：「躲避盤可以讓我同時玩兩種運動，即飛碟和閃避球，在沙灘、草地都可以玩。這項運動講求技術、策略和團隊合作，比賽的過程可以加強與他人合作的能力和讓我認識更多新朋友。」

TONG Yu, a gifted student who is passionate about innovative inventions, is a sports fan. 'Dodgebee allows me to play two sports at one time, i.e. Dodgeball and Frisbee, and it can be played on the beach or on the grass. Highlighting skill, strategy, and teamwork, Dodgebee helps strengthen my collaboration skills and brings me more new friends.'



香港資優教育學苑
躲避盤課程的精彩片段



Video highlights of the
HKAGE's Dodgebee programme

領袖聊天室： 未來領袖的搖籃

Leadership Chatroom – The Cradle of Future Leaders



在「星星時刻」中，每張貼紙都代表着團隊成員間的互相肯定。
Every star sticker given out during the Starry Moment
represents mutual appreciation among team members.

何謂領袖？領袖的身份究竟是來自身處的崗位，還是來自受眾的認可和擁戴呢？

What is a leader? Is a leader defined by his / her position, or by the recognition of his/ her followers?

領導才能被喻為二十一世紀青少年其中一項重要技能，為此，學校都會透過不同方式培訓學生的領導才能，例如委任部分具突出表現的學生成為領袖生，而資優生往往因為具有良好的學業成績和處事認真而獲委任成為組長、班長甚或風紀等領導崗位。然而，部分資優生有着不同步發展及完美主義的特質，以致對個人和他人要求過高而有機會妨礙其社交發展，在領導別人時亦較易出現困難。為了提升資優生的全人發展，學苑設計出「領袖聊天室」課程，內容包括運用高層次思維，培養他們的情意特質，提升他們的領導才能。

Leadership has been hailed as one of the most important 21st century skills for teenagers. In view of this, leadership skills are nurtured among students in different ways in schools, such as the appointment of outstanding students to take up leadership roles. With their well-above-average ability and task commitment, gifted students are often appointed to leadership positions such as team leaders, class monitors, or school prefects. However, some gifted students might encounter difficulties when leading others due to their asynchronous development and perfectionism, which might contribute to their highly demanding character and impair their social relations. In order to enhance the whole-person development of gifted students, the HKAGE has launched the Leadership Chatroom workshop that aims to sharpen students' leadership skills by enhancing their higher-order thinking and cultivating their affective qualities.

了解自己 欣賞他人

「了解自己，欣賞他人」是領袖的其中一項重要特質，不但有助領袖選賢任能，更有助他們理順人際關係。在「領袖聊天室」課程中，學員先透過導師授課，了解一些關於領袖的理論，辨識不同領袖風格的優缺點，再透過自評問卷檢視個人能力及特質。此外，導師還會透過體驗式活動和分享，讓學員與他人協作，展現個人領袖風格，同時應用解難、組織和協調等知識，掌握成為領袖的技巧。

Understand Oneself and Appreciate Others

The ability to understand oneself and appreciate others is an important leadership quality as it helps one leverage followers' strengths and acts as a lubricant in social interactions. In the Leadership Chatroom workshop, participants first learn the personality traits of a leader and identify the strengths and weaknesses of different leadership styles through lectures. They then examine their own abilities and traits through self-assessment questionnaires. Participants also have their leadership skills nurtured through experiential activities and group sharing, during which they will cooperate with their teammates, find out more about their own personality and characteristics, and practise various skills such as problem-solving, organisation, coordination, etc.

姚泓正 Ayson IU



就讀小六的資優學員姚泓正表示，「領袖聊天室」課程讓他獲益良多。「學校老師認為我具備領袖潛質，很多時讓我擔當領袖角色，可惜有時未必得到同學的支持和配合。透過『領袖聊天室』導師的講解，讓我明白到原來作為領袖要因應情況活用不同領導模式，有時需要當機立斷，有時需要聆聽意見。在分組製作大車輪時，我擔任組長實踐所學，最後雖然未能帶領全組勝出，但卻感受到組員之間的團結和支持，好有愛！這是令我最深刻的。」

Primary 6 gifted student Ayson IU said he benefited a lot from the Leadership Chatroom workshop. 'My schoolteachers told me that I had leadership potential and they would offer me opportunities to take on different leadership roles. However, I did not always get the support and cooperation from my peer

schoolmates. In the workshop, I came to understand that to be a leader, I need to apply different leadership styles according to the actual situation. Sometimes it is necessary to act decisively, and sometimes it is necessary to spend time and listen to others. During a competition game for making a continuous track, I was elected as the leader of our team. I put into practice what I had learnt in the workshop. Although I failed to lead our team to win the game, I could still feel the unity and support among my teammates. This heart-warming experience has deeply impressed me!' said Ayson.

成功的領袖既要懂得自我欣賞，同時也要適時鼓勵團隊成員，鼓舞士氣。因此每次課堂結束前，均設有「星星時刻」，讓學員先反思當日的課堂學習到甚麼，再根據體驗式活動中自己與組員之間的互動，給予自己和組員貼紙以資獎勵，此舉有助提升自我肯定及欣賞別人的能力。學苑希望透過有系統的培訓，讓資優學生從實踐中學習，一步步成長成為深得人心的領袖。

Successful leaders know well how to appreciate themselves and motivate others. Hence, a 'Starry Moment' is arranged at the end of each class for participants to reflect on what they have learnt and give out star stickers to show their appreciation for themselves or their teammates' performance during that class. The 'Starry Moment' helps enhance the participants' self-affirmation and appreciation of others. The HKAGE hopes that with the well-designed programmes, gifted students can be nurtured through hands-on learning and take one step after another to become charismatic leaders who win people's hearts and minds.



透過遊戲，參加者學習觀察組員的行為反應，藉以提升領袖的觀察力。
A participant observes his teammates in a game to enhance his observation skills as a leader.



分組共同製作「大車輪」，以實踐不同的領導技巧。
Gifted students work in groups to make a continuous track in order to practise different leadership skills.

第二屆香港資優教育學苑 傑出學員頒獎禮

The 2nd Outstanding Student Awards Ceremony

表揚具卓越表現的學員

Shine Light on Distinguished Achievements



學苑第二屆傑出學員頒獎禮已於 2021 年 12 月 17 日圓滿舉行，以表揚在創新發明或學術上具卓越表現的學員。頒獎禮上除了向 14 名學員頒發「傑出學員獎」之外，亦頒發了「傑出學生獎」及「傑出校友獎」。

The 2nd Outstanding Student Awards Ceremony of the HKAGE was successfully held on 17 December 2021, to commend students who have made distinguished achievements in academic aspect or innovation and invention. Apart from the Gifted Star Awards presented to 14 student members, the Outstanding Student Award and the Outstanding Alumni Award were also bestowed.



傑出學員頒獎禮得獎學生與頒獎嘉賓合照。

A group photo of the Outstanding Student Awards Ceremony.

「傑出學員獎」

「傑出學員獎」的設立，旨在表揚該學年於學苑安排的課程、活動或比賽中表現出色的學員。今年獲獎的 14 名學員，分別於六個本地及國際賽事中獲得驕人成績，實在令人鼓舞！

Gifted Star Awards

The Gifted Star Awards recognise student members who have outstanding performance in programmes, activities or competitions arranged by the HKAGE in the relevant school year. The 14 winners of the Gifted Star Awards have respectively achieved impressive results in six local and international competitions, encouraging!

游証恩 Timothy YAU



他代表香港於 2020 年 11 月參與「第 36 屆中國數學奧林匹克」，並奪得金牌。中國數學奧林匹克屬全國中學生級別最高、規模最大、最具影響的數學競賽。本屆共有 456 名來自 32 個省市和自治區的學生參與。

Timothy represented Hong Kong in the 36th China Mathematical Olympiad in November 2020 and won a gold medal. The China Mathematical Olympiad is the highest-level, largest, and most influential mathematics competition for secondary school students in the country. A total of 456 students from 32 provinces, municipalities, and autonomous regions competed in this competition in 2020.

徐子豐 CHUI Tsz Fung



他代表香港於 2021 年 7 月參與「第 62 屆國際數學奧林匹克」並奪得金牌。競賽考核參賽者的數學基礎、創意及解難能力。今屆共有 619 名來自 107 個國家或地區的學生參加。

Tsz Fung represented Hong Kong in the 62nd International Mathematical Olympiad in July 2021 and won a gold medal. The competition challenges the participants' mathematical knowledge, creativity, and problem-solving ability. A total of 619 students from 107 countries / regions participated in this competition last year.

黎慶如 LAI Hing Yu



她於 2021 年 8 月參加「香港國際模擬聯合國會議」並獲得「優秀表現獎」。這項活動由香港模擬聯合國協會舉辦，目的是讓參賽學生透過模擬不同國家外交官的思辯過程，增強對國際事務的了解及關注。是次比賽為期三天，密集討論主題為：「疫情全球大流行下的國際合作」。

Hing Yu participated in the International Hong Kong Model United Nations Conference held in August 2021 and received the Honourable Mention Award. Organised by the Hong Kong Model United Nations Club, the conference aims to enhance students' understanding of and interest in global affairs by playing the roles of United Nations representatives from different countries. The theme of the intensive 3-day discussion this year was 'Promoting International Cooperation on Pandemic Solution'.

左起順序 from the left

蔣咏真 JIANG Yong Zhen
黎曼穎 LAI Mang Wing
伍亮恆 Nathan NG
曾子由 Joshua TSANG
陳智謙 CHAN Chi Him



五名學員參加了由以色列戴維森研究所主辦的「2021 年破解保險箱國際物理錦標賽」。參賽者除要運用物理知識設計一個「天下無敵」的保險箱，亦要用物理知識去攻破其他團隊的保險箱。在此賽事中，全球共有 42 支隊伍參加，而學苑的團隊就奪得多個獎項，包括 (i)「虛擬錦標賽」綜合第三名；(ii)「評判的選擇獎」第一名；及 (iii) 戴維森研究所網站公開短片比賽中的「公眾最喜愛的保險箱」。

The five student members participated in the Safe Cracking International Physics Tournament (IPT) 2021 organised by the Davidson Institute of Science Education in Israel. Participants of the competition were tasked with designing, building, and operating a locking mechanism for a safe that was sophisticated enough to be impossible to crack; and at the same time deciphering the physics principles behind the safes of the other teams. Among the 42 participating teams from all over the world, the HKAGE team won several awards, including (i) The Overall 3rd Place in the Virtual IPT; (ii) The 1st Place in the Judges Pick Prize; and (iii) The Public's Most Favourite Safe in the Public Video Competition on the Davidson Institute website.

孫浩翔 Michael SUN



一直很關心人類健康及醫學發展的浩翔，在 2020 年研發了一個有望可運用於微創醫療手術的微型生物機械人。之後更以該發明參加「2021 年再生元國際科學與工程大獎賽」，並獲得二等獎。這是全球最大規模的中學生科學競賽，吸引了來自世界各地超過 70 個國家和地區的 1,700 多名高中生參與，並展示其發明與研究。

Deeply concerned with human wellbeing and medical development, Michael in 2020 developed a micro bio-robot that could potentially be used for micro-surgery. With this invention, he participated in the 2021 Regeneron International Science & Engineering Fair (ISEF) and won a 2nd Place Award. The ISEF, the world's largest science competition for secondary school students, attracted more than 1,700 senior high school students from over 70 countries/regions around the world to participate and showcase their inventions as well as research outcomes.

左起順序 from the left

方梓茵 FONG Tsz Yan
潘穎霖 Jane POON
Albin Olof NILSSON
袁天富 YUEN Tin Fu
岑沛宜 SHAM Pui Yi



他們參加由創新科技署和香港科技園公司協辦的「城市創科大挑戰」，並在總決賽中勇奪初中組季軍。比賽旨在鼓勵全民發揮創意思維，以創新及科技協助市民應對日常生活遇到的難題，共同推動香港未來發展。一眾學員留意到本港使用即棄餐具的情況嚴重，因此他們構思了餐具租用服務「EcoVender ~ Vending for a brighter and greener future」這項極富創意的設計。

They participated in the City I & T Grand Challenge, coorganised by the Innovation and Technology Commission and the Hong Kong Science and Technology Parks Corporation, which aims to encourage innovative ideas from all to promote the future development of Hong Kong by helping the community adapt to daily challenges through innovation and technology. Noting the high usage of disposable tableware in Hong Kong, the team put forward a proposal for a reusable utensil lending service called 'EcoVender ~ Vending for a brighter and greener future'. Their innovative design won the 2nd runner up in the junior high school group in the finals.



徐浩龍 (左)
Terence Tsui (left)

未來領袖須由「心」出發

Future Leadership Stems from a Caring Heart

徐浩龍：2021年傑出校友獎得主

Terence TSUI: Winner of the Outstanding Alumnus Award 2021

問：《資優薈萃》 答：徐浩龍
Q: Gifted Gateway A: Terence TSUI

現於牛津大學攻讀數學博士學位的校友徐浩龍獲頒 2021 年「傑出校友獎」。作為 2019 年的香港羅德學人，他不僅在學術上有突出成就，更是熱心於推動公益教育。徐浩龍於 2016 年創立慈善機構「昇普計劃 Access Abroad Hong Kong (前稱 Project Access Hong Kong)」(昇普)，向有志赴英升學的基層學生，提供一對一的免費升學輔導服務，助他們突破社經地位的限制，實現夢想。

PhD candidate in mathematics at the University of Oxford (Oxford) and winner of the Rhodes Scholarships for Hong Kong in 2019, Terence TSUI was awarded the Outstanding Alumnus 2021 for his academic achievement and his advocacy for education charities. To champion social equity for access to quality education, he co-founded Access Abroad Hong Kong (AAHK, formerly known as Project Access Hong Kong) in 2016 which aims to increase access to UK universities for underprivileged students by offering free one-on-one consultation services.



問：請分享一下你的得獎感受。

答：我感到意外，也很感恩，希望藉此獎項鼓勵資優生，多嘗試透過不同方法為社會和教育作出貢獻。

問：為何創立昇普？

答：這是來自當年報讀牛津大學的自身經歷。升學牛津的念頭在中六時萌生，跟家人商討後才意識到困難重重，例如報讀程序、撰寫個人簡介、籌集學費等，為家人帶來不少壓力。但我還是不認命，要堅決一試，感恩最終獲取錄並得到獎學金。這經歷讓我體會到很多所謂的障礙和難關，原來都只是自己製造出來的心理作用。近年，當我參與不同資優生生活動時，仍留意到不少有才能的資優生因為家境或學制問題放棄海外升學的念頭，而昇普助基層學生圓夢的構思，就是由此誕生。

問：你認為未來領袖應具備甚麼特質？你有信心成為未來領袖嗎？

答：即使正在攻讀博士學位，但自覺仍處於人生的探索階段，至於最終能走到人生的哪個崗位仍屬未知之數。然而，我認為未來領袖須擁有一顆貢獻和服務社群的心。

問：對年輕資優生有何勸勉？

答：年輕的資優生不要因為天資而自滿，令自己墮進「小時了了，大未必佳」的困局。做人最重要是虛心，更要關心社會和身邊的事，多構思改善社會的計劃，連結志同道合的人一起實行這些計劃，成為有抱負的人，這樣自然會成為優秀的領袖。

Q: Please share your feelings about winning the award?

A: Surprised and grateful. Hope this award could encourage gifted students to serve the community in various ways.

Q: Why did you co-found AAHK?

A: Such an idea emerged from my personal experience. The thought of pursuing study at Oxford arose in Form 6 and I only realised after a discussion with my parents those hassles, I would need to go through, such as the application procedures, the preparation of my personal profile, sourcing of financial support, etc. These had also put quite some pressure on my family. But I insisted and got it through with admission and scholarship. It was proven that the so-called obstacles and difficulties were just psychological barriers created by our own selves.

Q: What qualities should a future leader possess? Will you be one?

A: Though I'm pursuing a PhD degree, it is still too early to tell how far I can go. However, I believe that a future leader must have the heart to contribute and serve the community.

Q: What advice would you give the gifted youngsters?

A: Being complacent about their talents would trap them in the fate of 'achieving nothing special when grown up in spite of being smart in their childhood'. They should be humble and should care for the community. With a heart for a better society and connections with like-minded people, they can turn ideas into plans and eventually into actions. Excellent leaders will emerge through this process.

多接觸不同事物，擴闊視野

Trying New Things Helps Broaden Your Horizons

李永康：2021年傑出學生獎得主

Stephen LEE: Winner of the Outstanding Student Award 2021



問：《資優薈萃》 答：李永康
Q: Gifted Gateway A: Stephen LEE

俗語有云，一分耕耘，一分收成。學習需要時間的累積，資優學生的成長亦然。2021年「傑出學生獎」得主李永康便是一個好例子。永康是一位非常活躍的學員，自十歲獲學校提名加入學苑，從高小至中學畢業，積極投入學苑的學習生活，共完成52項課程。去年3月，他和同學在「第47屆日內瓦國際發明展」勇奪銅牌。同年9月獲香港科技大學取錄成為工程學系學生。

As the saying goes, hard work pays off. Learning takes time and so does the growth of gifted students. Stephen LEE, winner of the 2021 Outstanding Student Award is a good example. Stephen was a very active student member of the HKAGE. Since he was nominated to join the HKAGE by his school at the age of ten, Stephen had actively participated in learning activities provided by the Academy and had completed a total of 52 programmes during his upper primary and secondary school studies. In March 2021, Stephen teamed up with his schoolmates and won a bronze medal at the 47th International Exhibition of Inventions Geneva. He was admitted as an engineering student by the Hong Kong University of Science and Technology in September of the same year.

問：可否分享一下獲獎感受。

答：我覺得有點意外，學苑有許多優秀的學員，能夠獲獎對我來說，是很大的鼓勵。

問：可否分享一下在學苑難忘的學習片段？

答：較為難忘的是中學時期探訪非洲烏干達 Watoto 兒童村，我懷著興奮又好奇的心情，親身到第三世界地區體驗，在那裏進行義務工作，為社區建造一座水井，眼界得到進一步拓廣。參加那次交流活動時，我年紀較小，當中有機會與學長結緣，建立終身友誼，遇上問題，也可請教他們，後來也偶爾在其他活動再遇他們，不經意地再次重聚，為學苑生涯添上驚喜！

問：你認為未來領袖應具備甚麼特質？你有信心成為未來領袖嗎？

答：我認為領袖該多跟不同的人相處，認識不同文化，多接觸不同事物，擴闊視野。在學苑除了有很多機會涉獵新知識之外，也為我們提供很多與學員協作的機會，讓自己變得更成熟、更懂得待人接物，創意解難和應變能力亦得以提升，奠定成為未來領袖的良好基礎。目前自己仍在大學一年級階段，需要更多時間實踐所學。

問：你有甚麼說話想跟師弟妹分享？

答：我希望他們可以把握機會，嘗試多參加不同類型的活動，例如新增的體育及創意藝術課程等，探索個人興趣。我希望家長可以支持孩子在學苑的學習，讓他們的潛能得以展現，成為資優譜系的下一顆新星！

Q: Can you share your feelings about winning the Outstanding Student Award?

A: I was a little surprised to be selected among so many outstanding gifted students in the HKAGE. The Award was really a great encouragement for me.

Q: Can you share with us some unforgettable moments during your learning at the HKAGE?

A: One unforgettable memory is the trip to the Watoto Children's Village in Uganda, Africa when I was studying in secondary school. With excitement and curiosity, I went to the third-world country as a volunteer to build a well for the community there. The experience broadened my horizons. Besides, a lifelong friendship was built with some older gifted students in the HKAGE when I visited the Watoto Village as a young boy. Whenever I encountered problems with my learning, I could ask them for advice. After the visit, we occasionally met in other programmes organised by the HKAGE. These unexpected reunions have added fun to my learning at the Academy!

Q: What qualities do you think future leaders should possess? Are you confident you can be a leader in the future?

A: A leader should have a broad mind, which could be developed by getting along with different people, getting to know different cultures, and getting in touch with different things. In addition to the various learning programmes to acquire new knowledge, the HKAGE offers us many opportunities to collaborate with other gifted students so that we can become more mature, understanding, and considerate. Our creative problem-solving skills can be further polished, making us more resourceful. These prepare us to become leaders in the future. I am currently a Year 1 university student and would need more time to put into practice what I have learnt.

Q: Is there anything you want to share with other gifted students?

A: I would encourage them to try out different programmes provided by the HKAGE, such as the newly launched programmes on sports and creative arts, with a view to finding their interests and passions. I hope parents would support their gifted children's learning at the HKAGE so that their potential can be unleashed and shine bright as the next gifted star!

未來領袖的培育

Nurturing and Upbringing Future Leaders:

家長課程的重要性與意義

Importance and Significance of Parent Programmes

作者：學苑註冊臨床心理學家劉繼璋博士

Author: Dr Richard LAU, Registered Clinical Psychologist, the HKAGE



對於育有資優子女的父母來說，除了心存感恩，慶幸能孕育出如此優秀的孩子之外，在育兒路上家長有機會面對更大的壓力和挑戰，或會因此而產生負面情緒。近年的研究發現，相比非資優孩子的父母，資優孩子父母的主觀健康感較差（因他們面對更多負面經驗），他們亦傾向表達更多憤怒。

有研究指出，資優孩子的家長屬於危機組別，這是因為資優孩子的資優特徵，令他們在生活或成長過程裏經歷各種困難，例如因情感過度亢奮而出現更多不愉快情緒、因智能過度發展而對學習環境或老師產生不滿、因完美主義而對自己不滿所產生的負面情緒。還有，面對師長或家長提醒或管教時出現的抗拒心理、未能有效管理其情緒時出現的困擾、因生活或環境上不如意狀況而產生的挫折感、與同輩或家人相處時出現的困難或衝突等。這些情意特質也許是家長從未經歷過的，以致他們在教養及培育資優孩子成為未來領袖的路上，遇到莫大的挑戰。

因此，學苑積極為肩負培育及教養資優孩子重任的父母提供適切及多元化的課程；形式包括以知識及概念為主的講座、理論與技巧並重的培訓課程、以增進技巧為主的工作坊，及以情緒及心理支援為主的小組輔導等。

In addition to feeling grateful for having an extraordinary child, parents who have gifted children may also face greater stress or challenges in parenting and might hence experience more negative emotions. Recent research has found that compared to parents of non-gifted children, parents of gifted children have poorer subjective well-being (because they face more negative experiences), and they also tend to express more anger.

The research reveals that parents of gifted children belong to the at-risk group. This is because, with their gifted characteristics, gifted children usually experience various difficulties in life or growth, such as but not limited to, experiencing more unpleasant emotions due to emotional overexcitability, dissatisfaction with the learning environment or teachers due to over development of intellectual functioning, negative emotions caused by dissatisfaction with oneself which due to perfectionism, resistance when facing teachers' or parents' reminders or discipline, troubles when they fail to effectively manage their emotions, frustration due to unsatisfactory situations in life or environment, difficulties or conflicts in their peer or family relationships, etc. These affective characteristics, which might have never been experienced by the parents, pose great challenges on the parents' road of nurturing and upbringing their gifted children to become future leaders.

In view of the above, the HKAGE actively provides appropriate and diversified programmes for parents who are responsible for nurturing and upbringing gifted children. These programmes include seminars focusing on knowledge and concepts, training courses focusing on both theories and skills, training workshops focusing on skill enhancement and group counselling focusing on emotional and psychological support.



學苑提供適切及多元化的課程，幫助家長陪伴資優孩子面對成長的各項挑戰。

The HKAGE provides appropriate and diversified programmes to facilitate parents in accompanying their gifted children to face various development challenges.

培育未來領袖的貼士 Tips for parents in nurturing future leaders



1. 家長先關注個人或配偶的情緒、心理、精神、婚姻健康狀況
2. 家長多學習與資優子女健康成長相關的理論、概念，或技巧
3. 家長多認識其他資優家長作彼此交流及學習有效的管教方式
4. 家長在有需要時主動聯絡並向專業臨床或教育心理學家查詢



本苑為學員家長提供的家長講座。
Parent seminars for parents of HKAGE student members.

2021-22 年度，家長講座及培訓課程歡迎學苑及非學苑學員的家長報名參加。講座的内容涉及資優學生全人發展的多個範疇。

Seminars and training courses for 2021-22 were open for parents of both HKAGE student members and non-HKAGE students, covering many areas of the whole-person development of gifted students.

家長講座/工作坊內容

Areas Covered in Parent Seminars/Workshops

- 生活智慧
Life wisdom
- 生活責任感與毅力
Life responsibility and perseverance
- 生活危機管理
Life crisis management
- 生活中理想與不理想的習慣
Desirable and undesirable habits in life
- 生活中理想與不理想的思維方式
Desirable and undesirable mindsets in life

家長培訓課程內容（舉行兩次，每次十堂）

Areas Covered in Parent Training Courses (run for 2 rounds, with 10 sessions for each round)

- 了解資優兒的資優特質及需要
Understanding gifted attributes and needs of gifted children
- 管教方法
Parenting style
- 建立有利的學習環境和習慣
Developing a conducive learning environment and habits
- 關係
Relationships
- 培育創意
Nurturing creativity
- 建立社交與情感技能
Social and emotional development
- 動機和學習
Motivation and learning
- 孩子健康
Taking care of children's well-being
- 行為提升訓練
Behavioural enhancement training

至於家長技巧工作坊及支援小組則專為學苑學員家長而設。家長技巧工作坊的主題緊接家長講座提及的理論及概念之後，為家長提供相關主題的技巧增進方法及實踐方法。2021-22 年度的家長工作坊的主題與家長講座及培訓課程涵蓋的範疇相類似，而 2021-22 年度的家長支援小組主要為有壓力的家長提供小組輔導。除了此系列的支援小組之外，學苑於 2021-22 年度為上述十堂家長培訓課程的結業家長提供六堂深造式的家長支援小組聚會，此深造式支援小組除了為家長提供小組式的諮詢及輔導外，亦包括了專題內容。

Parent skills workshops and support group counselling are specially designed for parents of HKAGE student members. The topics of the workshops echo the theories and concepts mentioned in the seminars, providing parents with skill enhancement methods and practical methods on related topics. During 2021-22, parent workshops were organised to cover areas similar to those of the parent seminars and training courses. Group counselling was also provided to stressful parents through parent support groups. For parents who have completed the 10-session parent training courses mentioned above, a 6-session advanced version of the parent support group was available in 2021-22.

家長支援小組內容（共五堂）

Areas Covered in Parent Support Groups (five sessions)

- 分析父母壓力經歷的易感因素、誘發因素、延續因素，及保護因素
To analyse the predisposing factors, precipitating factors, perpetuating factors, and protective factors of parents' stressful experiences
- 啟發父母處理壓力的方法，並降低他們的壓力水平
To enlighten parents on ways to handle their stressful experiences and lower their stress levels
- 促進父母的精神、心理，及情緒健康
To enhance the mental, psychological, and emotional well-being of parents
- 在整個小組輔導過程中，與小組其他成員建立可信賴的關係
To build a trustworthy relationship with other members of the group throughout the group counselling process

深造式的家長支援小組聚會之專題內容（共六堂）

Special Topics Covered in the Advanced Version of the Parent Support Group (six sessions)

- 處理親子關係的技巧
Skills for handling parent-child relationships
- 情緒調節
Emotional regulation
- 應對兒童情緒崩潰的技巧
Skills in response to children's emotional meltdowns
- 與青少年相處的技巧
Skills for getting along with adolescents
- 父母福祉 / 自我保健
Parental well-being / self-care
- 加強兒童社交互動的技巧
Skills in enhancing children's social interaction
- 人生規劃
Life planning

學苑為家長及有資優特徵子女提供的面談諮詢或輔導服務。
Face-to-face consultation or counselling services of parent and children with gifted characteristics.



認識資優生心理特徵 培養創業家精神

Understanding the Psychological Characteristics of Gifted Students Participating in Cultivating Entrepreneurship

作者：學苑研究部

Author: Research Division, the HKAGE

引言

創業的定義是「由個人或小群體創建新的商貿企業，當中企業家扮演著社會變革主要推動者的角色，啟動工業進步，導引出更廣泛的文化轉變」(Kent et al., 1982)，而企業家是「新企業的創辦人或開設一家前所未有新企業的人」(Cunningham & Lischeron, 1991)。因此，創辦企業不僅需要對業務有所認識，還要具備迎接挑戰的積極態度。根據任汝理的資優三環概念 (Renzulli, 2016)，資優學生通常表現出更高的創造力、更深層次的任務承諾和更勇於冒險的勇氣。由於創辦和經營企業往往需要冒險跨出一大步的勇創精神，因此研究資優學生會否較一般學生表現出更多創業心理特徵是一項有趣的課題。

近年，香港特區政府一直鼓勵年輕一代開設科技初創企業。一般認為，科技初創企業會推動經濟增長，帶動經濟發展。事實上，初創企業本身已創造許多就業機會。因此，社會上有各種支持年輕企業家創業的資助計劃。研究顯示，由於初創企業營運較為靈活，較諸大型企業更快掌握商機 (Chu, 2020)，故能更迅速地回應市場變化。因此，新一代企業家將會對本港經濟產生重大積極影響，為香港經濟發展作出貢獻。

Introduction

Entrepreneurship is defined as 'the creation of new business enterprises by individuals or small groups, with the entrepreneur assuming the role of society's major agent of change, initiating the industrial progress that leads to wider cultural shifts' (Kent et al., 1982). An entrepreneur is 'the founder of a new business or a person who started a new business where there was none before' (Cunningham & Lischeron, 1991). It follows that setting up a business will require not only knowledge about the business but also a positive attitude that supports taking on challenges. According to J. RENZULLI's three-ring conception of giftedness (Renzulli, 2016), gifted students commonly display higher creativity, deeper task commitment, and stronger risk-taking courage. It is therefore interesting to examine whether gifted students would exhibit more psychological characteristics of entrepreneurship than their counterparts as it is obvious that starting and running a business often involve a lot of risk-taking acts.

In recent years, the Hong Kong SAR Government has been encouraging technology start-ups among the young generation. It is believed that technology start-ups will facilitate the economy to scale heights and give impetus to economic development. In fact, the start-ups themselves have already created numerous job opportunities. In this regard, various start-up funding schemes are available in the community to support young entrepreneurs. Studies showed that the agility of start-ups have helped them respond to market changes more readily, hence enabling them to capture market opportunities much faster than corporates (Chu, 2020). Thus, this new generation of entrepreneurs are producing a great positive impact on the economy of the territory, contributing to the economic development of Hong Kong.

創業課程

有鑑於創業精神的重要性，50 名資優學生於 2021 年 6 月至 12 月參加了一項由大學舉辦的課程。該課程不僅為學生提供創業所需的知識和技能，同時亦培養學生有關創業的心理特徵。早前曾有研究顯示，某些心理特徵有助於選擇創業及最終達致成功，其中企業家在成就動機、冒險傾向、創新這幾方面，得分都明顯較高。

是次研究採用了包括以下五項創業心理特徵的框架 (Zhang & Zhang, 2013)：

- (i) 創業能力 (例如：主動做事)
- (ii) 創業信念 (例如：喜歡迎接挑戰)
- (iii) 創業意識 (例如：認為創新是成功創業的重要條件)
- (iv) 創業動機 (例如：創業是我的夢想)
- (v) 創業決心 (例如：願意工作更長時間以取得成功)

研究收集了一般學校學生和參加創業課程的資優學生的數據，以回答下列問題：

- (i) 資優學生和一般學校學生在創業心理特徵上有何不同？
- (ii) 不同人口特徵對學生的創業心理特徵有多大影響？
- (iii) 創業課程在促進資優學生培養積極的創業特徵方面成效如何？



Entrepreneurship Programme

In view of the importance of entrepreneurship, a programme for 50 gifted students was delivered by university academics from June to December 2021. The programme not only aims at equipping students with the essential knowledge and skills for entrepreneurship but also nurturing the related psychological characteristics. Previous studies suggested that certain psychological characteristics contributed to the choice of entrepreneurship and its ultimate success. Entrepreneurs found that their scores on achievement motivation, risk-taking tendency, and innovativeness were significantly higher.

In the current study, we followed a framework (Zhang & Zhang, 2013), in which five dimensions of psychological characteristics of entrepreneurship were constructed:

- (i) Entrepreneurial Capacity (e.g. do things proactively)
- (ii) Entrepreneurial Belief (e.g. like to meet challenges)
- (iii) Entrepreneurial Consciousness (e.g. think that innovation is the important condition for successful entrepreneurship)
- (iv) Entrepreneurial Motivation (e.g. entrepreneurship is my dream)
- (v) Entrepreneurial Determination (e.g. willing to work longer to achieve success)

The study collected data from students in general schools and the participants of the gifted entrepreneurship programme so as to answer the questions below:

- (i) What are the differences in psychological characteristics of entrepreneurship between gifted students and students in general schools?
- (ii) What extent do the various demographic characteristics have on the psychological characteristics of entrepreneurship of students?
- (iii) What is the effectiveness of the entrepreneurship programme in facilitating the development of positive entrepreneurship characteristics among gifted students?

是次研究旨在加深了解資優學生在創業方面的優勢和劣勢。如能掌握哪些性格特徵有助促進學生的創業熱誠，便可以規劃合適課程，並為學生提供所需幫助，培養創業精神。

研究設計及結果

數據收集方法

2021 年年中以電子方式向多所中學的一般學生進行了一項關於創業心理特徵的調查，合共收到 198 份回覆。另外又以紙筆問卷形式，向剛參加當時開辦的創業課程的資優學生，進行了相同的創業心理特徵調查，共收回 50 份問卷。課程結束後，再派發相同問卷給該些資優學生填寫。此外，也收集了他們在課程中的表現得分。

研究結果

研究首先進行了獨立性卡方檢驗，以確定一般學生和資優學生在性別、就讀年級和社經地位方面¹是否存在統計上的顯著差異。在 5% 的顯著性水平上，一般學生和資優學生在這幾方面分別都沒有統計上的顯著差異。

It is the purpose of this research project to enhance our understanding of the strengths and weaknesses of gifted students in their motivation towards entrepreneurship. When we are more familiar with the personality qualities that contribute to their zeal for entrepreneurship, we can plan for desirable programmes and render necessary assistance to support the development of their entrepreneurial spirits.

Research Design and the Findings

Data Collection Method

An e-survey on psychological characteristics of entrepreneurship was conducted in mid-2021 with general students from a number of secondary schools. The number of responses totally amounted to 198. On the other hand, a paper-pen questionnaire survey on the same psychological characteristics of entrepreneurship was conducted with gifted students enrolling in the entrepreneurship programme, which was started in the same period of time. The number of responses amounted to 50. After the completion of the programme, the same questionnaire was completed by these gifted students again. Besides, the scores of their programme performance were also collected.

Results and Findings

First, the chi-square test of independence was conducted to determine whether there were statistically significant differences between general and gifted students, in terms of gender, grade level, and social economic status¹ (SES). No statistically significant differences respectively in these aspects between the general and gifted students were found at a 5% significance level.

註 1 高社經地位：在自置私人房屋居住。低社經地位：在租用公共房屋 / 租用私人房屋 / 其他處所居住。

Note 1 High SES: students who lived in self-owned private housing. Low SES: students who lived in rental public housing / rental private housing / others.

(i) 一般學生與資優學生的差異

為調查一般學生和資優學生的各項心理特徵是否存在差異，研究分別就兩個組別進行了雙樣本 t 檢定，結果見表一。

(i) Differences between General and Gifted Students

To investigate if there are any differences in psychological characteristics between general and gifted students, we conducted the two-sample t-test respectively. The results are shown in Table 1 below.



表一：一般學生及資優學生心理特徵差異

Table 1: Differences in Psychological Characteristics between General and Gifted Students

一般學生 對比 資優學生 General vs gifted students			
創業心理特徵 Psychological Characteristics of Entrepreneurship	一般學生平均得分標準差 General Students Mean SD	資優學生平均得分標準差 Gifted Students Mean SD	檢定統計量 t-stat
創業能力 Entrepreneurial Capacity	<u>3.37</u> 0.61	<u>4.08</u> 0.43	<u>7.780**</u>
創業信念 Entrepreneurial Belief	<u>3.41</u> 0.69	<u>4.12</u> 0.46	<u>6.934**</u>
創業意識 Entrepreneurial Consciousness	<u>3.98</u> 0.74	<u>4.37</u> 0.44	<u>3.629**</u>
創業動機 Entrepreneurial Motivation	<u>3.00</u> 0.79	<u>4.10</u> 0.59	<u>9.207**</u>
創業決心 Entrepreneurial Determination	<u>3.33</u> 0.68	<u>3.99</u> 0.52	<u>6.389**</u>

註 Note: ** $p < 0.01$.

(參加上述課程的) 資優學生五項創業心理特徵的平均得分均顯著高於一般學生 ($p < 0.01$)。這兩組之間較顯著的差異分別在於「創業動機」和「創業能力」(檢定統計量分別為 9.207 和 7.780)。

The mean scores of all the five psychological characteristics of entrepreneurship of gifted students (who enrolled in the programme) were statistically significantly higher than that of general students ($p < 0.01$). The prominent differences between these two groups were respectively in Entrepreneurial Motivation and Entrepreneurial Capacity (t-stat were resp. 9.207 & 7.780).



(ii) 不同人口變項的組別變量

研究中同樣就性別（男或女）、社經地位（高或低）和就讀年級（初中或高中）進行了雙樣本 t 檢定，結果見表二。

(ii) Group Variations across Demographic Variables

Similarly, we conducted a two-sample t-test with respect to gender (male vs female), SES (high vs low), and grade level (lower secondary vs upper secondary). The results are shown in Table 2 below.

表二：不同人口變項的心理特徵組別變量

Table 2: Group Variations of Psychological Characteristics across Demographic Variables

	性別 Gender			社經地位 SES			就讀年級 Grade Level		
	男 平均得分 標準差 Male Mean SD n=134	女 平均得分 標準差 Female Mean SD n=114	檢定 統計量 t-stat	高 平均得分 標準差 High Mean SD n=131	低 平均得分 標準差 Low Mean SD n=117	檢定 統計量 t-stat	初中 平均得分 標準差 Lower Mean SD n=93	高中 平均得分 標準差 Upper Mean SD n=154	檢定 統計量 t-stat
創業心理特徵 Psychological Characteristics of Entrepreneurship									
創業能力 Entrepreneurial Capacity	3.49 0.66	3.54 0.63	-.633	3.48 0.68	3.55 0.61	-.851	3.61 0.63	3.45 0.65	1.809
創業信念 Entrepreneurial Belief	3.58 0.68	3.52 0.74	.673	3.53 0.77	3.58 0.64	-.645	3.58 0.72	3.54 0.71	.430
創業意識 Entrepreneurial Consciousness	4.03 0.73	4.09 0.68	-.737	4.05 0.69	4.06 0.72	-.090	4.09 0.72	4.03 0.70	.657
創業動機 Entrepreneurial Motivation	3.23 0.89	3.21 0.86	.178	3.17 0.96	3.28 0.77	-.979	3.47 0.88	3.07 0.84	3.606**
創業決心 Entrepreneurial Determination	3.47 0.74	3.45 0.67	.318	3.44 0.72	3.48 0.69	-.422	3.63 0.75	3.36 0.67	2.967**

註 Note: **p<0.01.

從上表可見，不同性別及社經地位在這五項創業心理特徵方面並沒有統計上的顯著差異；而初中學生「創業動機」和「創業決心」的平均得分，在統計上均顯著高於高中學生（ $p<0.01$ ）。

From the table, it can be observed that there were no statistically significant differences in these five psychological characteristics of entrepreneurship with respect to gender and SES. On the other hand, the mean scores of lower secondary students respectively for Entrepreneurial Motivation and Determination were higher with statistical significance ($p<0.01$) than that of upper secondary students.

此外，研究調查了學習興趣不同的學生在這些心理特徵方面是否存在差異。結果發現總體而言，對某個領域學習興趣較高的學生，創業心理特徵平均得分高於學習興趣較低的學生。若學習興趣較高的領域為語言及人文學科，這種差異就最為明顯。

Besides, we investigated whether there were any variations in these psychological characteristics with respect to the study interests of students. It is found that in general, the group of students, who had higher interests in a certain area, had higher mean scores of these psychological characteristics of entrepreneurship than those having lower interests. Such kinds of differences were most prominent when study interests concerned were in the area of Languages and Humanities.

(iii) 課程結束後進行的成效評估

課程結束後，再派發相同問卷供參加課程的資優學生填寫。為評估課程成效，我們比較了這些資優學生參加課程之前及之後的心理特徵得分，並通過配對他們參加課程之前及之後的得分，進行了配對的單一樣本 t 檢定。其中共有 44 項配對，結果見表三。

(iii) Evaluation of Programme Effectiveness after Course Completion

After the completion of the programme, the same questionnaire was completed by these gifted students again. To evaluate the programme effectiveness, we compared pre-test and post-test scores on the psychological characteristics of these gifted students and conducted paired one-sample t-test by pairing up their pre-test and post-test scores. Totally, there were 44 pairs. The results are shown in Table 3 below.



表三：參加課程之前及之後的心理特徵得分對比

Table 3: Comparison of Post-test with Pre-test Scores on Psychological Characteristics

創業心理特徵 Psychological Characteristics of Entrepreneurship	平均差（課程後 — 課程前） Mean Diff (Post-Pre)	檢定統計量 t-stat	p 值（單尾） p-value (One-tailed)
創業能力 Entrepreneurial Capacity	<u>0.29</u>	4.01	<u>0.000**</u>
創業信念 Entrepreneurial Belief	<u>0.24</u>	2.73	<u>0.018*</u>
創業意識 Entrepreneurial Consciousness	0.15	2.00	0.104
創業動機 Entrepreneurial Motivation	0.05	0.51	1.231
創業決心 Entrepreneurial Determination	0.08	0.88	0.764

註 Note: **p<0.01, *p<0.05

上表可見「創業能力」和「創業信念」顯著增加，而「創業意識」則略有提升，證明了課程的成效。此外，課程主辦單位根據學生在課程中的傑出表現和對分組項目的貢獻，以及對課程知識的掌握，向學苑推薦了八名學生。研究發現，該八名學生幾乎所有心理特徵的平均得分均高於其他學生。然而，由於樣本規模較小，有關差異在統計上並不顯著。另一方面，學生的整體表現（主要基於出席率和分組研究課題的表現）與他們的心理特徵之間，除了在「創業能力」上顯示出 0.17 甚為微弱的相關性外，其餘並沒有顯示相關性。

Significant positive changes in Entrepreneurial Capacity and Belief, and some mild positive changes in Entrepreneurial Consciousness were observed. This provided supportive evidence for the programme effectiveness. Besides, the programme organiser had recommended eight students to the HKAGE based on their outstanding performance and contributions to the group and knowledge of the programme. It is found that this group of eight students obtained higher mean scores in almost all psychological characteristics, as compared with that of the rest. However, due to the small sample size, the differences were statistically insignificant. On the other hand, no correlation between students' overall performance (which was mainly based on attendance and group projects) and their psychological characteristics was found, except for Entrepreneurial Capacity which displayed a very weak correlation of 0.17.

摘要及討論

是次研究顯示，資優學生創業心理特徵得分顯著較一般學生高，尤其在「創業能力」和「創業動機」方面更為明顯。這可能反映他們的資優特質，也可能正是他們對該課程感興趣的原因。另一方面，上述得分沒有顯著的性別差異，但較低年級的學生在「創業動機」和「創業決心」方面得分明顯較高。因此，培育企業家精神應從小開始。另一項有趣的觀察是，對不同學科（尤其是人文學科和語言）學習興趣較高的學生，顯示出更高度的熱情和好奇心，這點從他們明顯較高的得分可以見到。課程結束後，再就學生的創業心理特徵進行評估，當中觀察到「創業能力」和「創業信念」顯著增加，而「創業意識」則略有提升，證明了課程的成效。然而，學生的整體表現（主要基於出席率和分組研究課題的表現）與他們的心理特徵之間，並沒有顯示相關性。這可能表示在評估學生的課程表現方面尚有改進空間。總的來說，是次研究的結果為未來如何設計創業課程及甄選合適學員提供了一些方向。

Summary and Discussions

The study revealed that gifted students had significantly higher scores, especially in Entrepreneurial Capacity and Entrepreneurial Motivation, as compared with that general students. This might reflect the characteristics of giftedness, and also might be the reasons why they were interested in the programme. On the other hand, there was no significant gender difference; but lower grade students attained significantly higher scores in Entrepreneurial Motivation and Determination. Thus, nurturing entrepreneurship should start from a younger age. It was also interesting to note that those students with higher study interests in various subjects (especially in Humanities and Languages), displayed a higher degree of enthusiasm and curiosity, as reflected by significantly higher scores. After completion of the programme, the students' psychological characteristics of entrepreneurship were re-assessed. Significant positive changes in Entrepreneurial Capacity and Belief, and some mild positive changes in Entrepreneurial Consciousness were observed. This provided supportive evidence for the programme effectiveness. However, no correlation between students' overall performance (which was mainly based on attendance and performance in group projects) and their psychological characteristics was found. This might suggest room for improvement in the assessment of student performance in the programme. Collectively speaking, the findings of the study provide directions for designing entrepreneurship programme and selecting appropriate candidates in future.

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學員資格提名計劃

Nomination Scheme for HKAGE Membership

適用於 中小學「學校提名」及「自身提名」

Applicable to 'School Nomination' and 'Self Nomination' for Secondary and Primary Students

學苑致力確保就讀於香港境內學校的 10 至 18 歲資優學生獲得合適的學習和發展機會。

The Hong Kong Academy for Gifted Education (HKAGE) endeavours to secure appropriate learning and development opportunities for gifted students aged 10 to 18 who are currently studying in schools in Hong Kong.

學苑每學年主要透過「學校提名」及「自身提名」計劃取錄適齡學員。有意成為學苑學員的資優學生必須先以合格成績完成「第一階段：甄選課程」，方可於「第二階段：遞交學生個人檔案」接受進一步甄選。

The HKAGE admits student members of appropriate ages mainly through the 'School Nomination' and 'Self Nomination' schemes every school year. Gifted students interested in being members of the HKAGE are required to pass 'Stage 1: Screening Programme' before entering 'Stage 2: Submit Student Personal Profile' for further screening.

每年學苑將安排一次可於該學年內完成的提名程序。

One nomination will be arranged to be completed within a school year annually.

2022/23 提名計劃時間表（暫定） Nomination Scheme Timeline 2022/23 (Tentative)

第一階段：甄選課程 Stage 1: Screening Programme

2022 年 9 月 Sept 2022	步驟一 簡介會：整體提名計劃安排 Step 1 Briefing Session: Overall Arrangement for the Nomination Scheme
2022 年 9 月至 10 月 Sept to Oct 2022	步驟二 報讀甄選課程 Step 2 Apply for the Screening Programme
2022 年 11 月至 2023 年 1 月 Nov 2022 to Jan 2023	步驟三 以合格成績完成甄選課程，方可進入第二階段遞交學生個人檔案 Step 3 Complete the Screening Programme with a Pass to be Entitled to Stage 2 to Submit Student Personal Profile



第二階段：遞交學生個人檔案 Stage 2: Submit Student Personal Profile

2023 年 3 月 Mar 2023	步驟一 簡介會：遞交學生個人檔案的安排及網上提名平台運作 Step 1 Briefing Session: Arrangement for Submission of Student Personal Profile and Operation of the Online Nomination Platform
2023 年 3 月至 4 月 Mar to Apr 2023	步驟二 透過網上提名平台遞交學生個人檔案作進一步甄選 Step 2 Submit Student Personal Profile through the Online Nomination Platform for Further Screening
2023 年 6 月 Jun 2023	步驟三 透過網上提名平台查閱提名結果並註冊成為學員 Step 3 Check Nomination Results and Register as Student Member through the Online Nomination Platform

書名 Book

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