

Sha Tin Government Secondary School

Gifted Education Committee

Three-year Plan on the Use of Diversity Learning Grant (DLG) for 2018/19 to 2020/21

Objectives

To devise systematic and strategic planning to identify gifted and talented students who possess outstanding performance or potential in some aspects and to foster their holistic development as well as their commitment to serving the community

To provide challenging learning opportunities for gifted and talented students so as to fully develop and stretch their potential in a wide range of specialist areas, including leadership, creativity, personal-social competence.

To develop school-based training programs and to disseminate information of gifted programmes to the targeted students

Note: The Renzulli's Three-Ring Conception of Giftedness (1978) and Howard Gardner's Theory of Multiple Intelligences are adopted for screening and selection of gifted and talented students through multiple channels and pathways.

Activities proposed

1. mbot STEM Robot Course and Competition
2. Strategic planning & interviewing skills in focused professions (For S6 students)
3. Preparative course for Scientific Competitions
4. Basic Japanese Course for understanding other cultures
5. Junior Achievement Company Program
6. Creative Writing and Language Appreciation Course
7. School Team Sports and Leadership Training Camp
8. Subsidy for External Gifted Programs
9. Training course for Debate Team



Renzulli (1978)

Three-year Plan – Provision of Gifted Education Programs for 2018/19 to 2020/21 cohort of Senior Secondary Students
With the Use of Diversity Learning Grant (DLG)

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|---|--|--|----------------------------------|-----------------|---|-------|-------|---|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 1. mbot STEM Robot Course and Competition | To help students to gain knowledge of robotics and programming | A company / tutor specialized in organizing the courses | 10-30 hrs | S4-S6 | 15 | 15 | 15 | The knowledge of students about programming and robotic technology has been enhanced and their performance in relevant competitions | Gifted Education Committee i/c |
| 2. Strategic planning and Interviewing skills | To enhance students' strategic planning skills and interviewing skills. To promote their awareness on career planning | A company / tutor specialized in strategic planning, career planning and interviewing skills | 6-12 hrs | S6 | 20 | 20 | 20 | The knowledge and skills in strategic planning, self-management & interviewing skills of students have been enhanced. Their uncertainty about JUPAS and career planning has been reduced. | Gifted Education Committee i/c Careers Committee i/c |

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|---|--|--|----------------------------------|-----------------|---|-------|-------|---|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 3. Preparative course for Scientific Competitions | To provide support to S4 & S5 students to participate in scientific competitions which include Hong Kong GreenMech Contest and Budding Scientist Award | A company / tutor specialized in electronics / Research skills / Technology Training | 30 hrs | S4-S5 | 20 | 20 | 20 | The creativity, problem solving skills and research skills have been enhanced as reflected in their performance in scientific competitions | Gifted Education Committee i/c |
| 4. Basic Japanese Course for understanding other cultures | To help students to gain a basic language use in Japanese To give an opportunity for students to deepen their understanding in Japanese culture | A company/ a tutor specialized in organizing Japanese course | 20 hrs | S4 – S5 | 10 | -- | 10 | Both the written and spoken Japanese ability have been enhanced. This can be reflected from comments from the tutor and the performance of the quiz at the end of the course. | Gifted Education Committee i/c Japanese Culture & Studies Club i/c |

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|--|---|---|----------------------------------|-----------------|---|-------|-------|---|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 5. Junior Achievement Company Program | To provide training and resources to support students to participate in Junior Achievement Company Program | Junior Achievement | 60 – 80 hrs | S4 – S5 | 20 | 20 | 20 | The knowledge of students about planning and running a business has been enhanced | Gifted Education Committee i/c Economics Department representative |
| 6. Creative Writing and Language Appreciation Course | To enhance students' creativity and communication through creative writing | Hong Kong University or other language institute | 15 - 18 hrs | S5 | 10 | 10 | | Creativity, Communication and English writing ability of students have been enhanced Sharing of learning outcomes through publication or seminar | Gifted Education Committee i/c/ |
| 7. School Team Sports and Leadership Training Camp | To build up teamwork among teammates and strengthen discipline To provide training to help students develop problem solving skills Strengthen individual skills in a sport. | Tutors and suitable camp site specialized in sports and leadership training | 3 days and 2 nights | S4- S5 | 20 | 20 | 20 | Teamwork and problem solving skills have been enhanced. Performance in sports competitions in school teams | PE teachers Gifted Education Committee i/c/ |

| DLG funded Gifted Education Programs | Strategies & benefits anticipated | Name of program(s) / course(s) & provider(s) | Duration of the program / course | Target students | Estimate no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|---|---|--|----------------------------------|-----------------|---|-------|-------|--|---|
| | | | | | 18/19 | 19/20 | 20/21 | | |
| 8. Subsidy for External Gifted Programs | To subsidize students to participate in gifted education programs offered by local tertiary institutes or external organizations | Local tertiary institutes or external organizations | NA | S4-S6 | 20 | 20 | 20 | Students reflected on what they have learnt from the courses and share their learning with other schoolmates | Gifted Education Committee i/c/ |
| 9. Training course for Debate Team | To prepare students for Debate competitions To enhance communication, problem solving, critical thinking and leadership skills | A tutor will be hired to conduct a comprehensive debate training for students selected for debate competitions | 10-15 hrs | S4-S6 | 20 | 20 | 20 | Performance in debate competitions Comments from the tutor | Gifted Education Committee i/c Chinese Debating Club i/c |