



香港資優教育學苑

The Hong Kong Academy for Gifted Education

Providing affective support to gifted students in student-initiated programme

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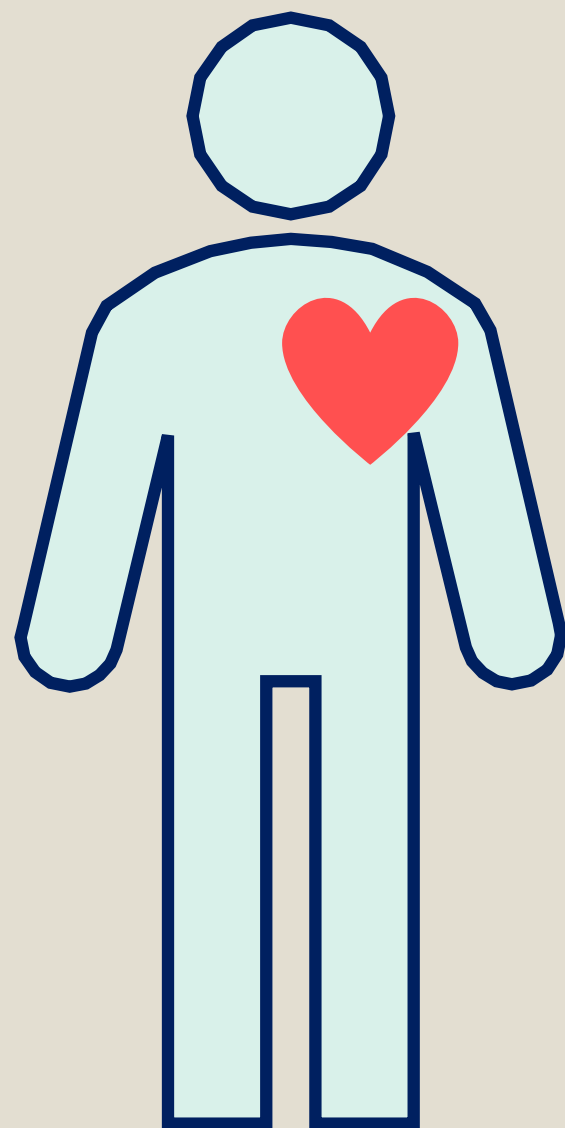
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Hall 3CDE, Hong Kong Convention & Exhibition Centre

Learning and Teaching Expo 2019 - SEN Theatre

Providing affective support to gifted students in student-initiated programme

1. The importance of affective support
2. What is student-initiate?
3. The role of a facilitator
4. Example – The Voice of Gifted Learners



- Self-actualization
- Self-esteem
- Love and belonging
- Social-emotional
- Empathy
- Value



Why affective support is important?

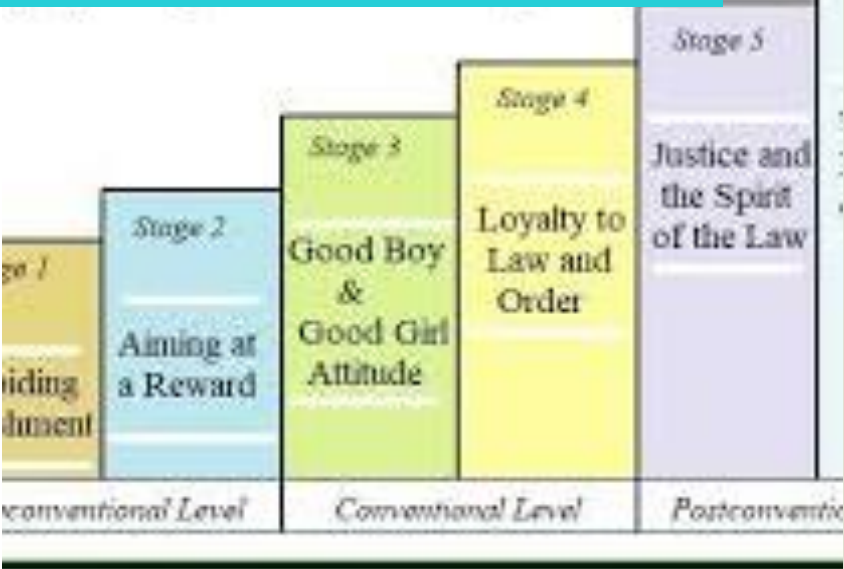
- When school curriculum focuses solely upon the cognitive realm, the uneven development of the other domains may be enhanced, thus emphasizing the **gifted child's feeling being 'out of sync' with his or her peers** (Silverman, 1993)
- If asynchronous development is **left unchecked, the adoption of unhealthy lifestyle** (e.g. perfectionism, self-criticism, poor self-concept) or maladjustment (e.g. depression, eating disorders, antisocial behavior) may ensue (Roeper, 1995)
- Gifted students face their challenges with **emotional balance and appropriate coping mechanisms** that promote success in reaching personal potential rather than failure to do so (Roeper, 1995)



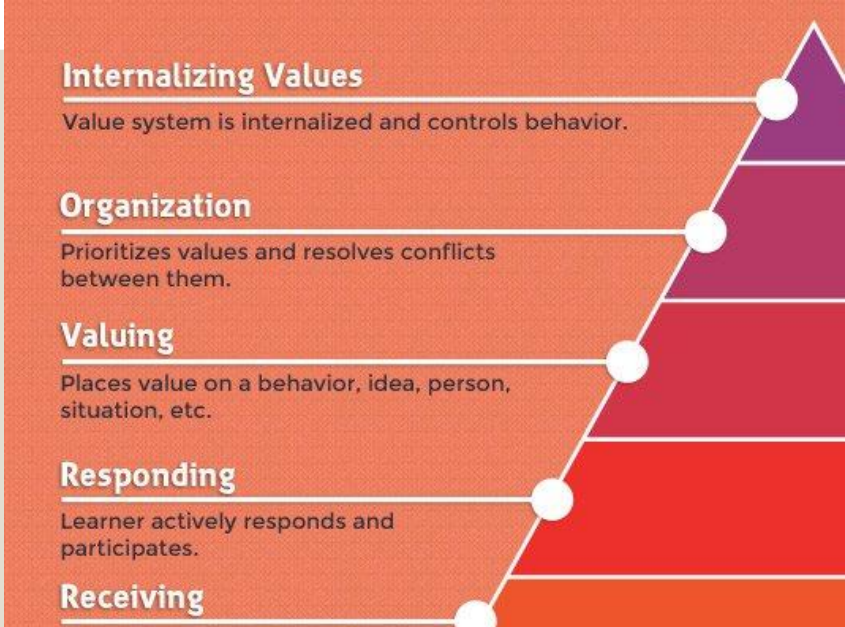
**Preventive
measure**



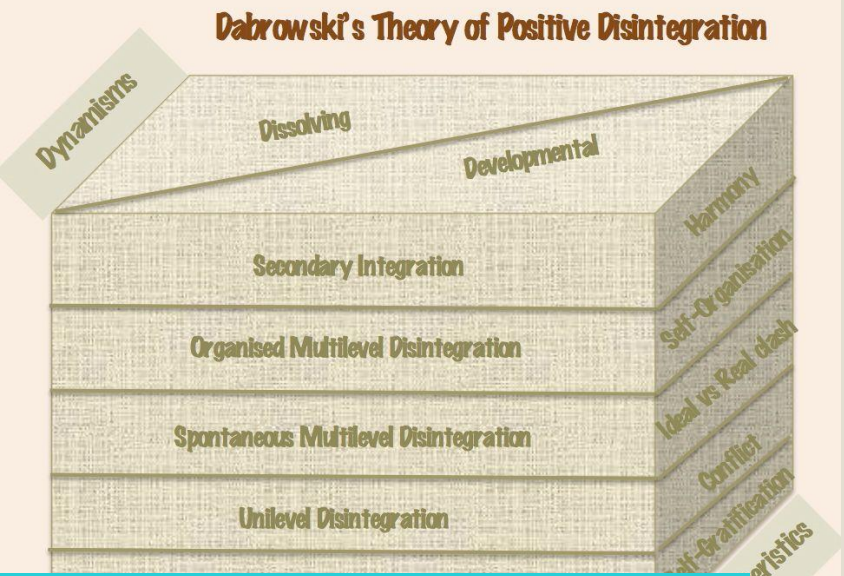
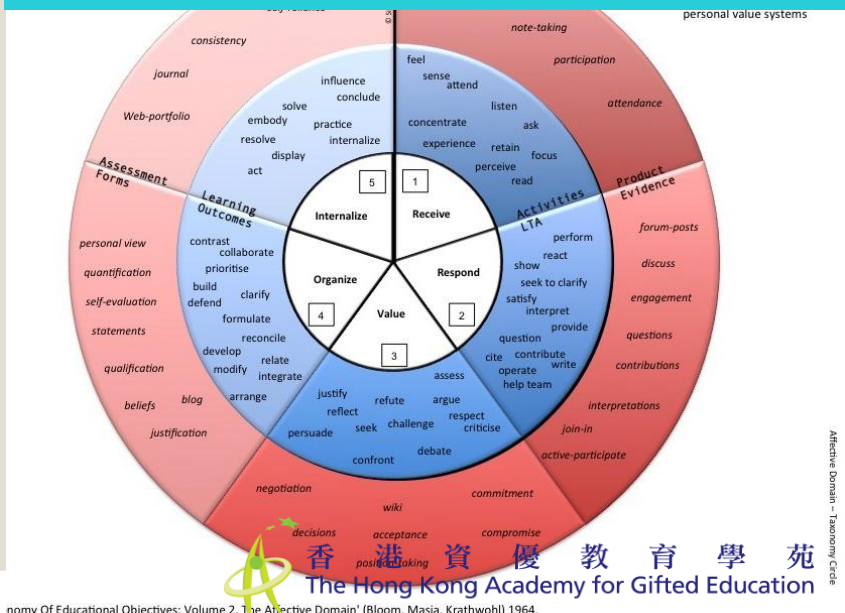
Kohlberg's stages of moral development (Kohlberg, 1974)



Maslow's hierarchy of needs (Maslow, 1971)



Taxonomy of Educational Objectives (Atkinson, 2012) Krathwohl's affective taxonomy (Krathwohl, Bloom & Masia, 1964)



Dabrowski's theory of positive disintegration (Dabrowski, 1964)

What is student-initiative?



Why **student-initiatives** are important?

- Based on HKAGE Needs Assessment 2017/18 for Secondary Members (Social-emotional Needs)
- Students with multipotentiality tend to have multiple talents and interests in different areas. As confused goals and aspirations might hinder the development of students, the Academy could **encourage the students to broaden their horizons under the free atmosphere of the Academy** (i.e. off-school setting).
- Besides, the student members should also be made aware of the benefits and importance of affective programmes, through which they could **enhance their self-understanding and personal growth.**

The Time Factor of Affective Support in Student-initiated Programme



What is a facilitator?

Teacher

Knowledge

Have the answer

Know-how

Able to assess student

Judge

Guidance

Active

Facilitator

Knowledge

Have the answer

Know-how

Able to assess student

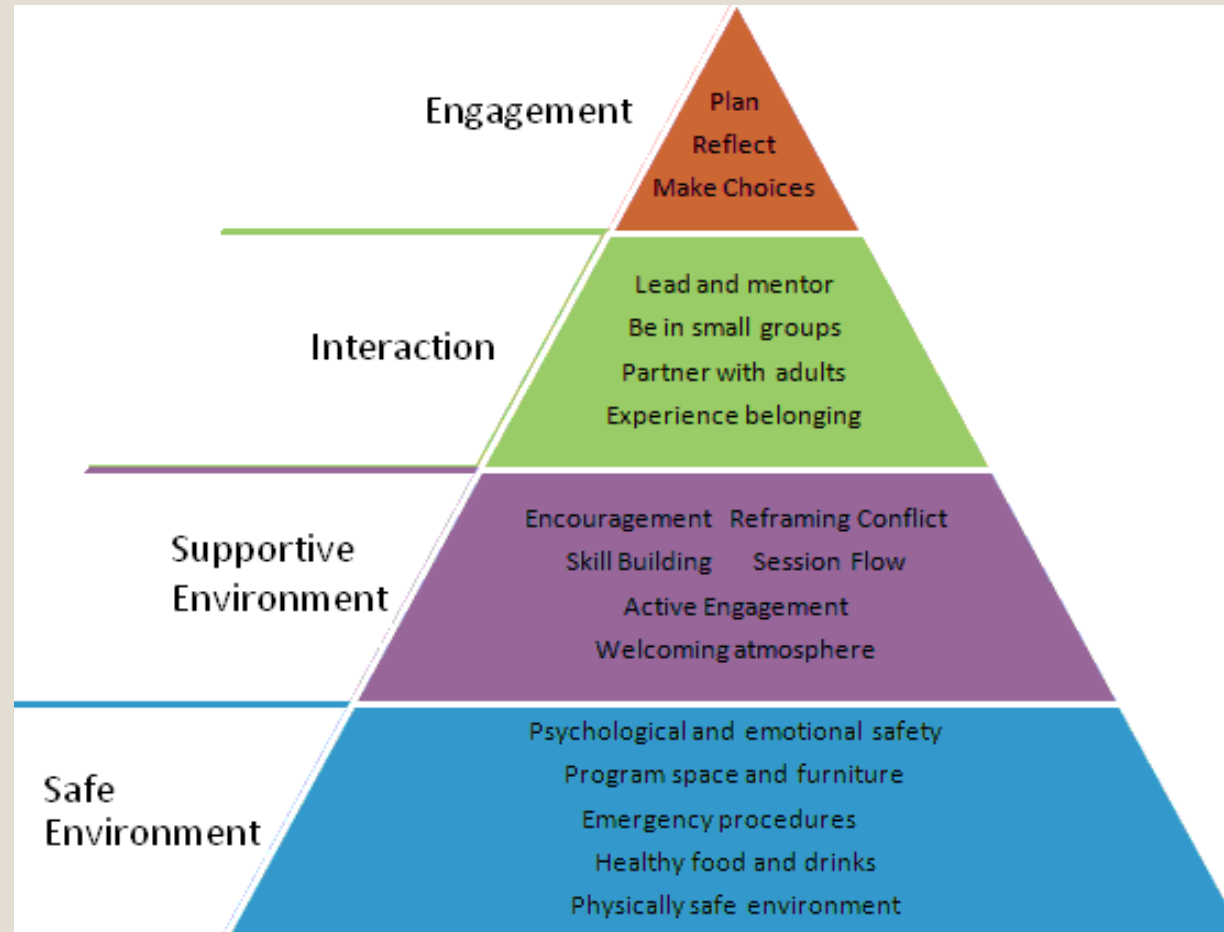
Judge

Guidance

Active



Role of a facilitator



Source: Facilitators Training Manual, STEPS Forward, British Columbia

Student-initiated Programme in ALED



How a Gifted Mind Starts



The Voice of Gifted Learners



Chat Club



Student Forum

Student-initiated Programme in ALED

- **Design & organise** an event (event management)
- Enhance students' **self-initiation, creativity and competence**
- **Hands-on learning** experience (Do it yourself (DIY))
- **Collaboration** with their peers (**work as a team** with other student members)
- **Interacting and networking** with other stakeholders such as alumni (studying in universities & working), parents, etc.

Participants



**Student organising (SO) team/
Student organiser (SO)**

The Voice of Gifted Learners: A Learner's voice

Is evident in “those pedagogies in which youth have the opportunity to influence decisions that will share their lives and those of their peers either in or outside of school settings.” (p.194)

Source: Wolfe, Steinberg, & Hoffman (2013). Anytime. Anywhere: Student-Centered Learning for Schools and Teachers. Cambridge, MA: Harvard Education Press.



Example: The Voice of Gifted Learners

For S1 to S6 gifted students to **work with peers in a small team and deliver a talk to parents of gifted students.**



The Voice of Gifted Learners: Intended Learning Outcomes

1. Initiative and Creativity:

Gain experience in planning, organising and delivering a talk to parents of gifted students

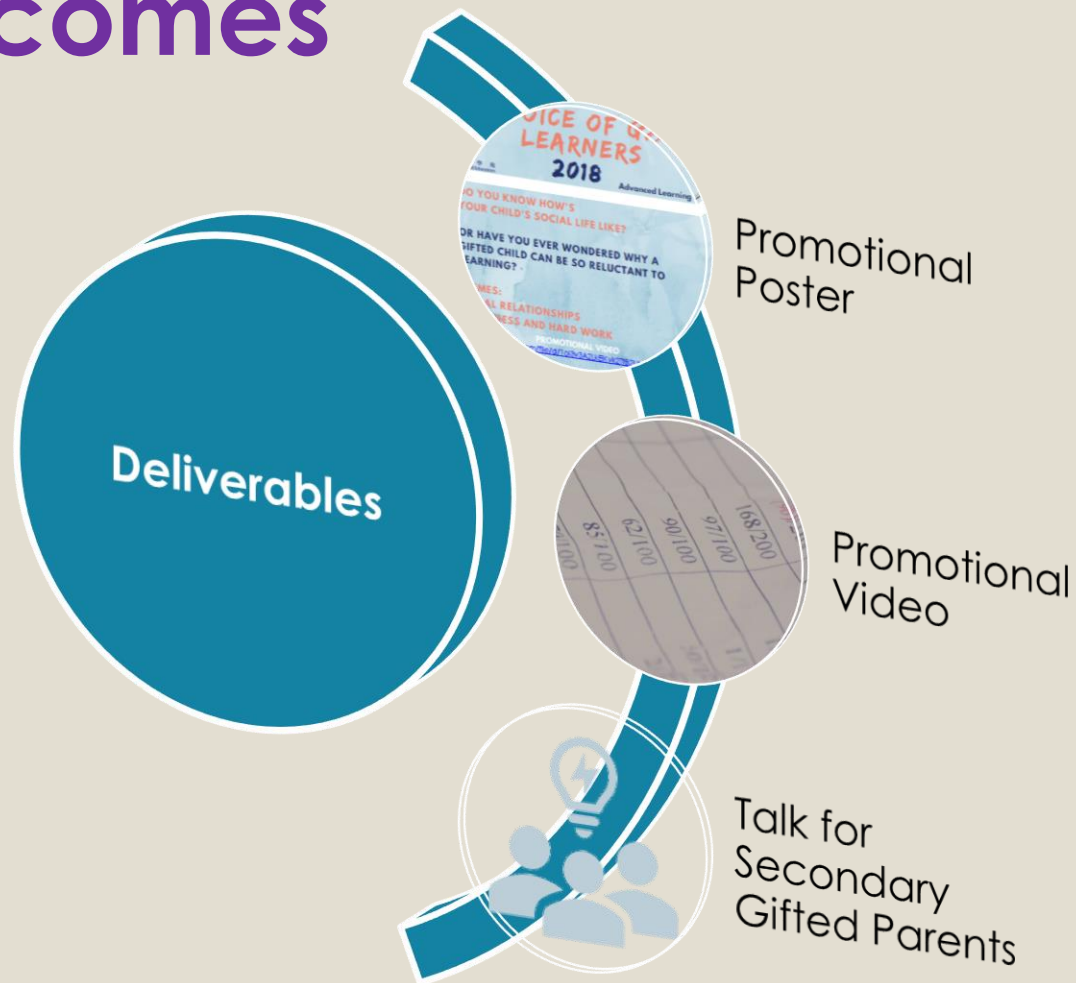
2. Communication: Be confident to be a speaker and facilitator; understanding parent's views and perspectives

3. Collaboration: Work collaboratively with others; consolidate team members' views and perspectives

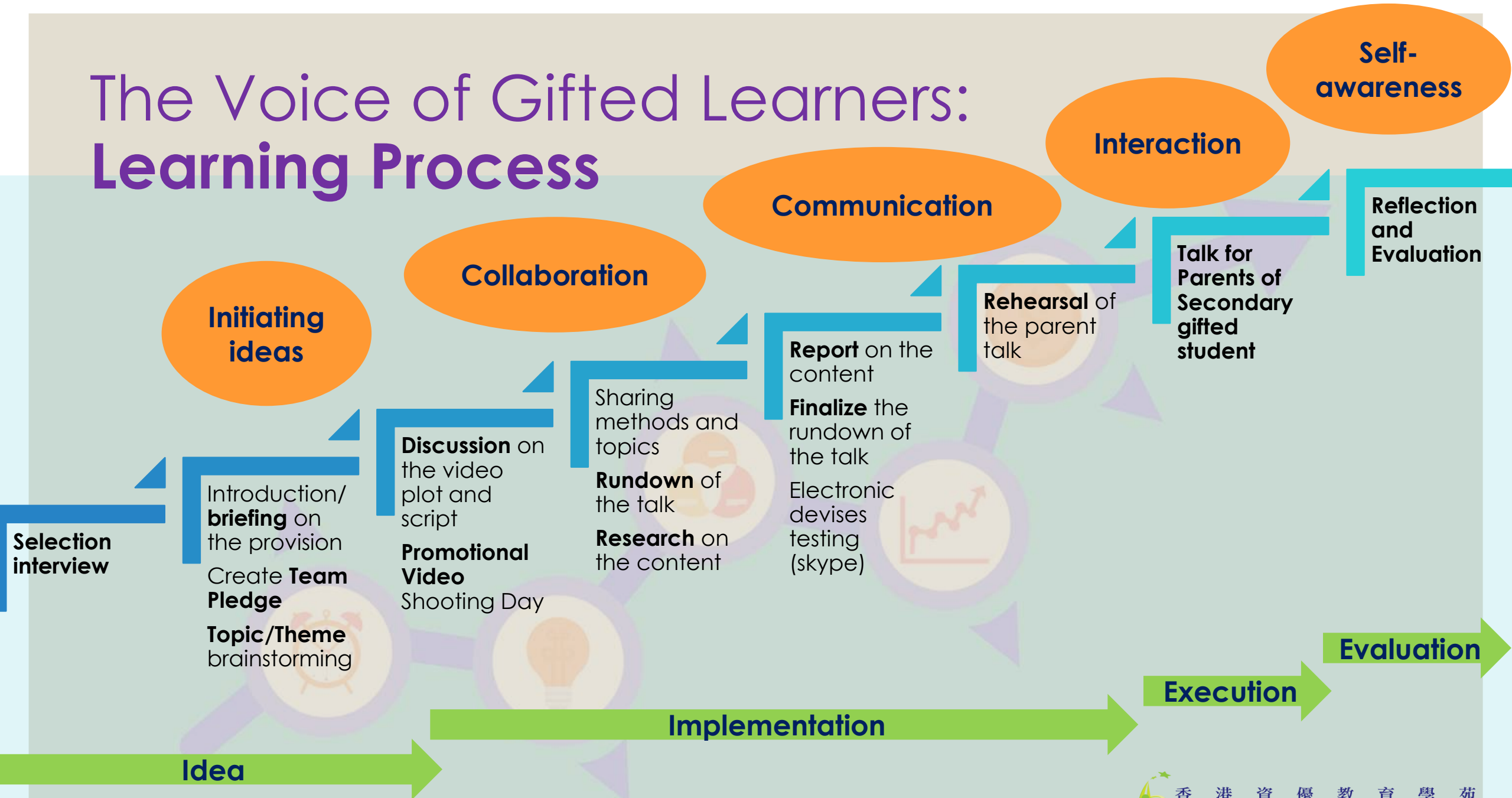
4. Social and citizenship:

Networking with peers and parents

5. Self-awareness: Increase self-awareness and self-understanding



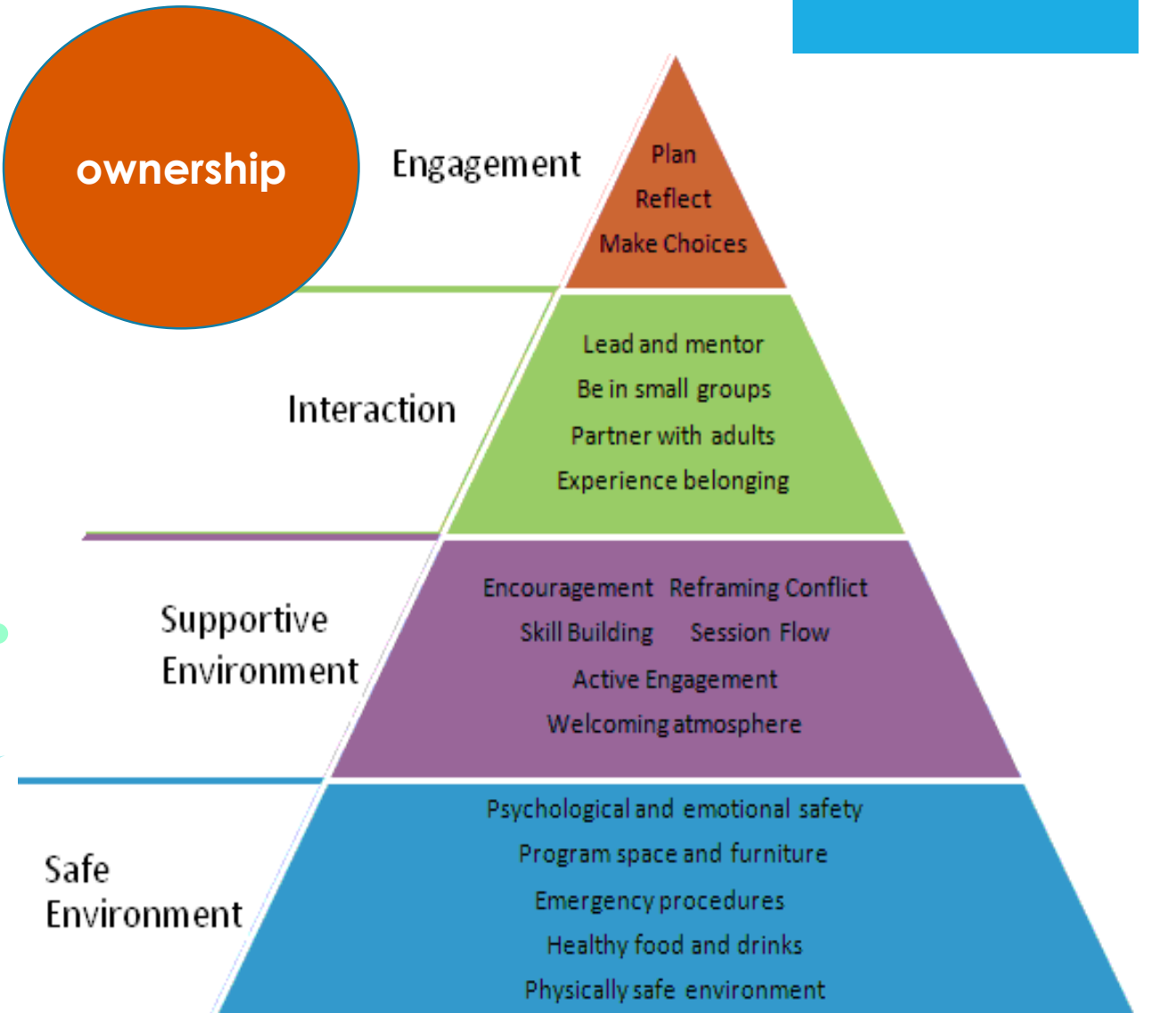
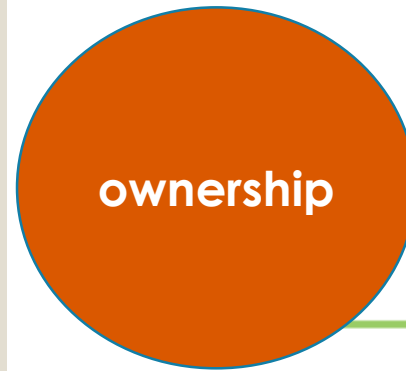
The Voice of Gifted Learners: Learning Process



Initiative ideas

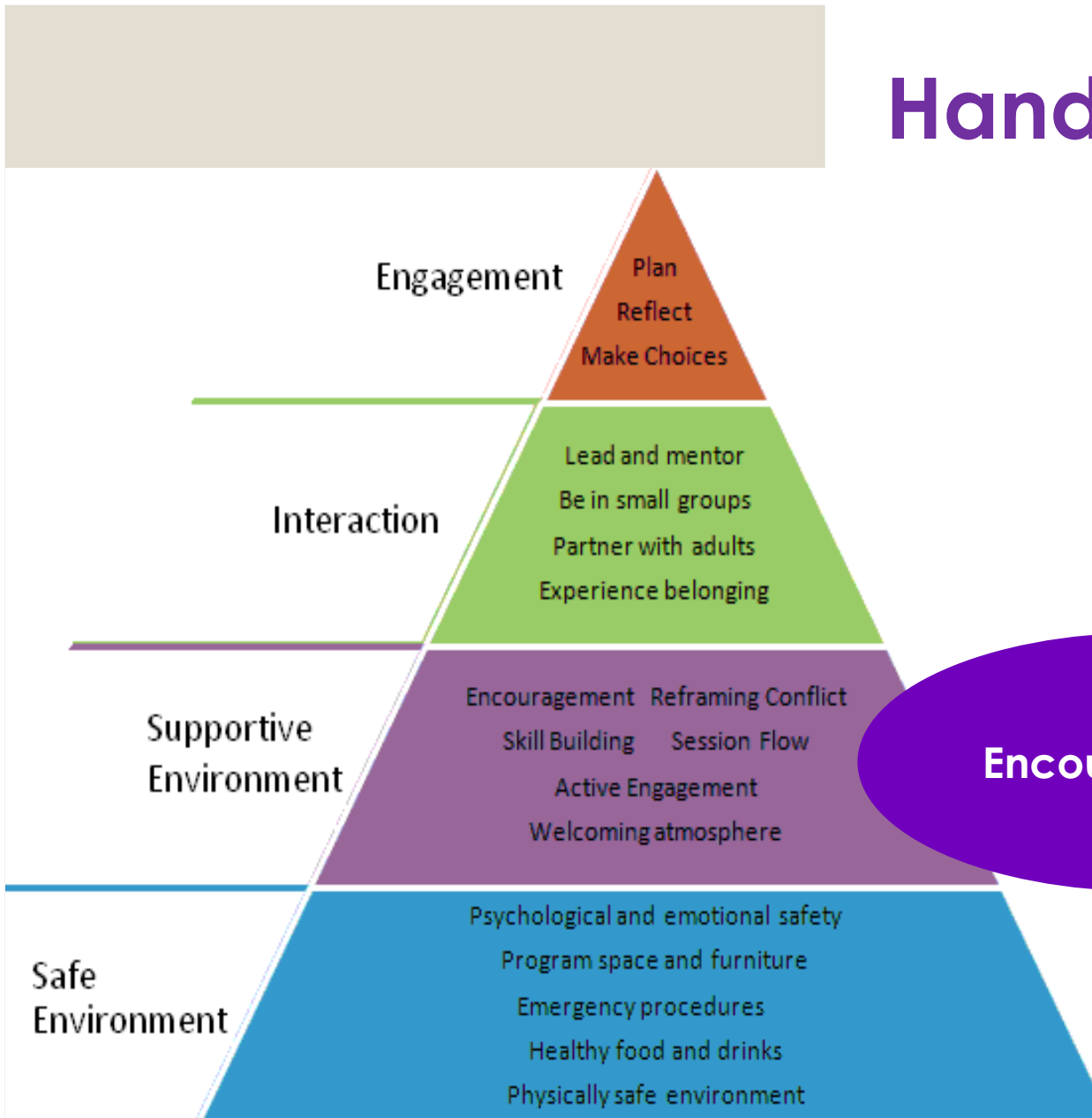
Group activity in the selection interview:
Collecting individual's ideas
and then with a **group discussion**

Building up a **timeline**:
With **contingency plan** and how to be
achievable yet realistic



Source: Facilitators Training Manual, STEPS Forward, British

Hands on learning experiences Implementation stage



in group

oogle drive

n: Share their personal stories

and facilitators in Q&A session

ons

ing – agenda, meeting notes

S

s, manpower, flow of speech)

Source: Facilitators Training Manual, STEPS Forward, British Columbia

The Voice of Gifted Learners: Student inputs

- **Activity** done with the parents
 - To start the event 「你想講」
 - To end the event 「他/她想聽」
 - Allow parents to **take away and share** with their child
- Parents are actively **exchanging contact** with the student organisers



The Voice of Gifted Learners: Feedback from parents

“Very good to have the gifted child to share their thinking and feeling. (student) has done a very good and through presentation”

“瞭解gifted child的想法”

“再放鬆信任多點”

Overall evaluation score is **3.01** out of 4



The Voice of Gifted Learners: Students' Reflection and Evaluation

*"This is a really meaningful project. While there were **ups and downs**, I was genuinely touched when we got positive response from a few parents, when I realised I really **made a difference**, and when the project had to come to an end."*

*"The parents are surprisingly responsive and I have gained a deeper insight in the issues of giftedness and its **relationship with families**."*

Overall evaluation score is **3.17** out of 4

Make an impact

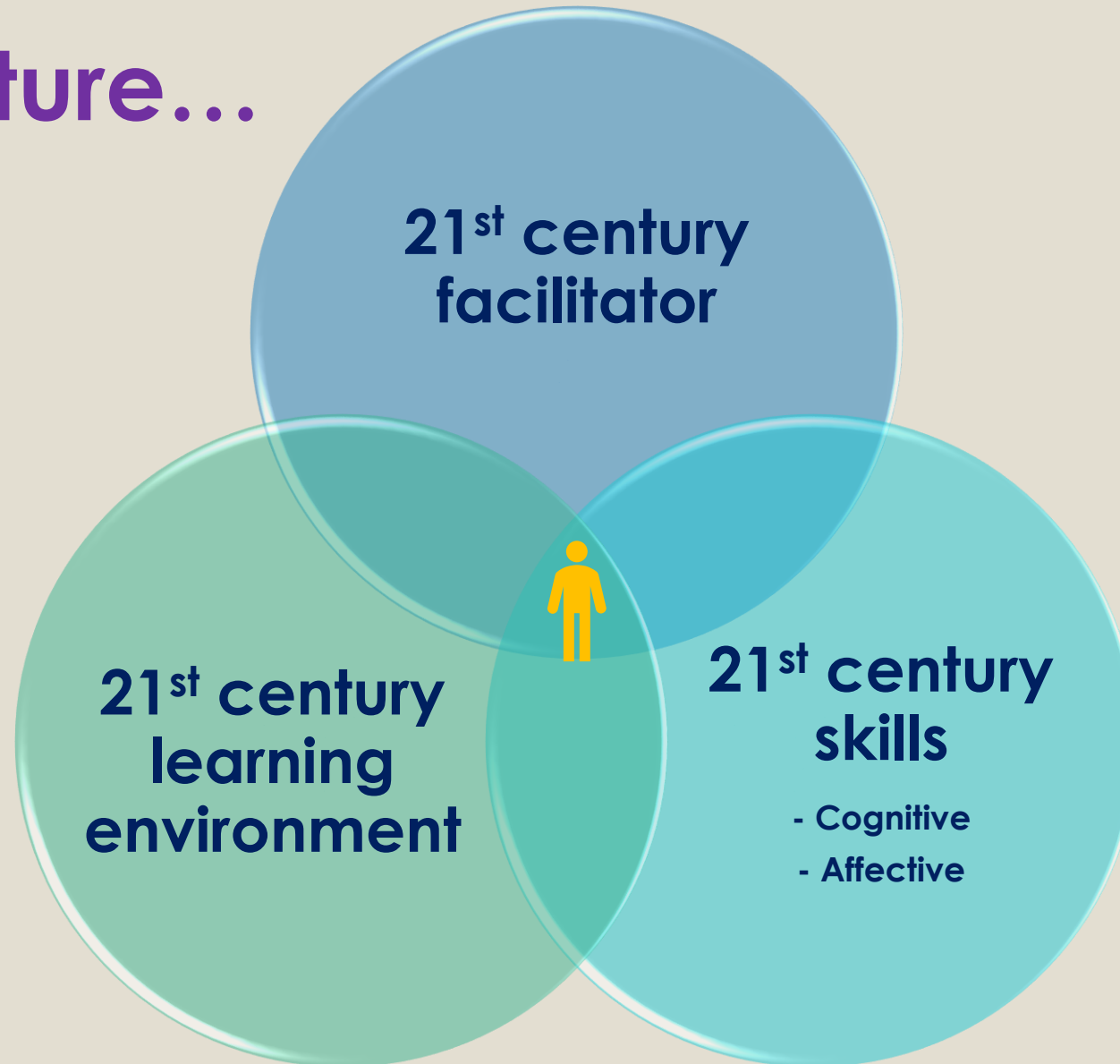
Self-recognition

Self-awareness

Empathy

Get connected

In the future...



THANK YOU

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Booth N16