



Meeting the Social & Emotional needs of the Gifted

照顧資優生的
社交及情意發展需要



An Interview with Prof. Kuo Ching-chih:
專家專訪：郭靜姿教授

Affective Education for the Gifted
「資優生的情意教育」

Feature Article by Dr. Maureen Neihart
專題文章

Talent is not Enough
才華以外



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Editors' Note

編 者 的 話

Asynchronous development in gifted learners might make them more vulnerable to social and emotional adjustment issues which could lead to distress and other negative consequences. Over-sensitivity, perfectionism, underdeveloped social skills and unrealistic expectations from adults could negatively affect their self-concept, learning and even interactions with others. Hence, affective education is an essential component of gifted education.

The 2nd issue of our teacher magazine 'INSPIRE' – "*Meeting the Social and Emotional Needs of the Gifted*" focuses on affective education for the gifted. We have interviewed the Immediate Past President of the Asia-Pacific Federation of World Council for Gifted and Talented Children (APF-WCGTC), Prof. Kuo Ching-chieh, to share with us her views on developing gifted learners' affective domain. In the Feature Article - "*Talent is not Enough*", Dr. Maureen Neihart, Head of the Psychological Studies Department, National Institute of Education, Singapore, points out that educators should note the 7 critical mental and emotional competencies that would drive performance of gifted learners. In "*Reflections*", Ms Yoshie Lee from Sacred Heart Canossian College shares her experience in implementing affective education for the gifted in school. She also shares with us a school based programme, "Using Biographies in Affective Education" and how the study of biographies impacted the students and inspired them to reflect on the meaning of life. In "*Recommended Resources*", two resource booklets on using videos to address the affective needs of the gifted are shared. In addition, a new section, "*Book Review*" is included.

We hope that through raising the awareness of meeting the social and emotional needs of the gifted, we can understand them better and provide them with a supportive environment to develop their potential and a positive outlook on life.

Editorial Team
Teacher Professional Development
The Hong Kong Academy for Gifted Education

資優生

在學習與心理特質上均有別於一般同齡學生，不同步的身心發展，使他們容易受到社交適應及情緒問題困擾。有些資優生因過度敏感、過分追求完美、社交技巧欠佳或成人的期望過高而受到困擾，他們的學習、人際關係、甚至自我形象最終都難免受到影響。故此，情意教育在培育資優的路途上是不可或缺的。

本期《匯賢資訊》以「照顧資優生的社交及情意發展需要」為題，與各位讀者探討資優生的情意教育。我們專訪了上屆「世界資優兒童協會亞太聯盟」會長郭靜姿教授，分享她照顧資優生社交及情意發展需要的心得及見解。此外，新加坡南洋理工大學國立教育學院心理學系系主任 Dr. Maureen Neihart 為本期《匯賢資訊》撰寫專題文章〈才華以外〉，她指出教育同工需注意發展資優生七項的心智及情緒調控能力，以協助他們充分發揮潛能及追求卓越。本地方面，嘉諾撒聖心書院的李婉萍老師在〈感言〉中與大家暢談該校推展校本資優生情意教育的經驗，並介紹如何透過閱讀名人傳記，讓資優生認識自我，加強他們自省、面對逆境及規劃人生的能力，培養個人適應技巧，以及建立正向的人生觀。此外，〈前線推介〉介紹兩套情意教育教材，探討如何以電影輔導有情意需要的資優生。本期《匯賢資訊》增設〈書評〉的環節，為讀者推介資優教育的書籍。

我們希望透過探討資優生的社交及情意需要，加深大家對資優生的了解，認清他們的需要，多觀察、多包容，以及提供支持性的環境，從而協助他們建立正向的人生觀，讓他們得以盡展潛能。

香港資優教育學院
教師專業發展
編輯組



資優教育專家專訪：郭靜姿教授

資優生的情意教育

不少資優教育專家及學者均指出，資優生的認知與情緒特質有別於一般同齡學生。然而，認知與情意兩者實有著相互影響，資優生的情意適應能力往往影響著其整體認知及潛能的發展，故此教育工作者應同樣重視資優生認知和情意發展的需要。

本期《匯賢資訊》專訪了著名的資優教育專家郭靜姿教授，她將與大家分享她對資優生的情意教育的見解及建議。

資優生的情意教育 為何如此重要？

資優生有著過人的潛質和學習能力，使其能夠輕易超越同儕，以及取得非凡的成就，亦正如若干教師及家長往往只關注資優生其認知能力的發展，強

調課程的加速、進階，而忽略了資優生心理及情意發展的需要。

然而，資優生由於在學習與心理特質上有別於一般同齡學生，所以存在一些獨特的適應問題，可能導致他們的人際關係出現障礙，繼而影響其自我概念與自我發展。過去有關資優生情意適應的文獻均顯示，資優生遇上的挫折大多源自其不均

衡的身心發展、情緒過度敏感、過度的完美主義、成人過高的期望、自我設限、社交疏離、不適當的成長環境及角色衝突等 (Roedell, 1984)。此外，資優生因為在許多特質上有別於一般同齡學生，所以也必然有很多適應的問題，例如文化的限制、社會對於創造力的不瞭解與負面態度等等，這些問題均導致資優生情緒受困擾及潛能未展 (Gallagher, 1985; Torrance, 1968)。許多資優生與身邊的人例如同齡學生、師長、學校及其他社會教育機構發生衝突 (Torrance, 1962)，他們的創造潛能可能使自己的行為失去控制，因而與傳統的生活模式產生了衝突，影響了他們的適應能力，而這些也直接影響他們的心理健康和生產性。

Silverman (1993) 指出資優生不只認知能力較一般同齡學生複雜，其情緒特質亦然。過去，多數教育工作者均認為兒童的認知及情緒是兩種截然不同的能力，但 Silverman 卻指出，認知與情意其實同時影響智能的發展。例如高度的責任感其



情意教育不只是單方面的輔導學生，
周邊的支援系統如正確的親職理念與教養技巧、
適當的教學策略及良好的師生關係及互動
都是影響學生情意發展的重要因素。

實來自良好的認知能力，健康的自我概念亦會影響到自我實現的動機，因此，資優生的情意適應能力會影響其整體認知及潛能發揮。教育工作者需重視資優生的心理適應問題。

你認為情意教育帶來了什麼影響？

狹義的情意教育是指輔導學生情感的發展。輔導學生敏於感受，能協助他們控制情緒，使他們建立良好的個人適應能力及人際關係；廣義的情意教育則是指培養學生高尚情操，這包括利他、服務、助人、高層次的道德發展等。因此，實施情意教育有助學生習得個人與社交適應的技巧，亦有助他們建立正向的人生目標。

不過，周邊環境的支持對於促進資優生的社交適應能力、情緒成熟與積極的自我發展上扮演十分重要的角色。家長、教師及輔導者能否協

助資優生的成長及發展，能否提供適當的支持及引導，皆會影響資優生能力的發展與自我實現。因此，情意教育不只是輔導學生，周邊的支援系統如正確的親職理念與教養技巧、適當的教育態度及良好的師生互動都是影響情意發展的重要因素，任何一環產生問題，均會影響學生養成健全的人格。

情意教育的最新發展情況怎樣？

情意教育在最近十多年普遍受到各界的重視，Goleman (1995) 提出情緒智商 (Emotional Quotient, EQ) 的觀念得到極大回響，以導致各式各樣的情緒管理訓練方案應運而生。此外，樂觀 (Seligman, 1991; Peterson, 2000) 及正向心理學 (Fredrickson, 2001; Seligman, 2002) 的理論也在心理學界受到正面的支持。正向心理學改變了心理學界長期以來專注於研究負面病徵的傳統，將研究聚焦於如何提升

生命中美好的一面，而非修正缺陷 (Seligman & Csikszentmihalyi, 2000)。Seligman (2003) 提到，心理學有三個任務：第一是治癒心理疾病，第二是使一般人的生活更快樂，第三則是找出並培養具有特殊才能的孩子。此乃實與資優教育的目標不謀而合。2006年，英國並出現第一所教導學生如何「正面思考」(positive thinking) 的高中—威靈頓公學 (Wellington College)。Seligman 與 Csikszentmihalyi (2000) 均認為，正向心理學是一門關心正向的主觀經驗、正向個人特質及正向組織的科學，以改善生活質素及預防病態發生為目標。凡是關注人類正向的心理品質、著重人類生存與發展的相關研究，都成了正向心理學的發展子題。

EQ 及正向心理學的發展，顯示資優生的情意教育目標可以更廣泛，在提供預防性諮商及情緒輔導之外，培養學生樂觀、積極、正向的思考方式將可直接提升正向情緒、正向人格特質及正向組織環境的產生。

廣義的情意教育是指培養學生
高尚情操，這包括利他、服務、助人、
高層次的道德發展等。

在正向心理學的影響之下，Renzulli 等人 (Renzulli, 2002; Renzulli, Koehler & Fogarty, 2006) 以建立社會資本 (Social Capital) 的觀點提出「千鳥格經緯論」(Operation Houndstooth) 及「千鳥格經緯介入理論」(Operation Houndstooth Intervention Theory)。他們指出，學校應以潛在課程、課外課程等方式，結合既有的學生活動或社區/社會服務組織，促使學生投入其社會資本，發揮思考、創意與行動精神，解決存在於社區/社會中的真實問題，讓他們於就學期間可真正服務貢獻社會 (Renzulli, Koehler, & Fogarty, 2006)。

在促進資優生的社交及情意發展方面，有什麼理論模式可供參照？

Feldhusen (1986) 指出資優的發展有四大要素：一般心智能力、積極的自我概念、成就動機及特殊才能。我相信要協助資優生健康的社交及情意發展，除應奠基在良好的家庭、

學校及社會支持體系之上，亦應善用一些心理與教育模式提供輔導方向。在 EQ 及正向思考訓練之外，Lipman (1994) 之「關懷思考理論」(Theory on Caring Thinking)、Costa (Costa & Kallick, 2000) 之「思考的習慣」(Habits of Mind) 及 Wolin and Wolin (1992) 之「抗逆力的挑戰模式」(The Challenge Model of Resilience)，均能協助學生發展自我了解、自我省思、自我勉勵的後設認知能力，建立正向、積極、樂觀、創新的工作態度，培養關懷、服務、利他的人生觀。

亞洲地區有什麼培育資優生情意發展的有效方法？

雖然資優生的情意發展備受教師重視，但無可諱言地，我們對於資優生的情意輔導做得還不夠踏實。相關的情意輔導文獻大多於偏重資優生特質的研究，對於情意教育成效的研究卻寥寥可數。在亞洲，在大學裡設有資優教育研究所最多的地區是台灣，目前在資優生情意教育

輔導成效上雖有一些研究報告 (郭靜姿, 1983; 蔡典謨, 1996; 梁靜珊, 1997; 許慧如, 2000; 楊翠凌, 2005; 陳月珍, 2005; 籃玉君, 2008)，但為數仍然不足。雖然學校教師平日或許為學生提供許多情意輔導，卻鮮有見到教師撰文報告，這使我們無法精確掌握亞洲地區資優生情意教育的成效。

無論情意教育的成效如何，資優教育的情意輔導工作是學校不可忽略的一環。建議可由以下的方向進行：

在資優課程設計中加入情意教育元素

資優生的情意教育課程可包括下列主題：認識資優、自我期望、尊重他人，欣賞他人、了解個別差異，扶攜弱小、人際關係技巧，情緒敏感、善用幽默感、與眾不同、罪惡感、壓力調適、家庭互動、責任感、學習習慣、領導才能、生涯探索、利己與利他等。

安排預防性與補救性諮商輔導

學校如能適當安排資優生接受諮商與輔導，協助他們的社交適應能力，必定會為他們帶來裨益。尤其對於

具有情緒統整失調或過度敏感或焦慮的學生，預防性的諮商更能防止嚴重行為問題的產生。

教學與情意輔導的結合

在日常教學時，教師如能多注意學生的情意需求，提供言語或行為的引導，當能協助學生建立正確、利他的社會態度。此外，教師如能協助資優生建立正確的人生目標、價值觀及處事方式，並針對他們之特質與需求予以引導，都對資優生有莫大的裨益。因此，資優生的教師除肩負「經師」的角色外，更需肩負「人師」及「良師」的角色，以培育資優生成為有用的人才。

建立個案輔導資料，舉行個案研討會

對於情緒嚴重受困擾的學生，校方應積極建立輔導資料，同時組成個案研討專責小組，加強個案研討，以給予學生必要的協助，適當化解危機。

建立資優生的輔導網絡

資優生除了接受校方輔導外，亦可善用校外資源。輔導網絡的運作有賴轉介工作，教師如能適時、有效地運用資源，當能為學生提供多元的輔導管道。

在照顧資優生的社交及情意發展需要上，你對本地學校同工有什麼建議？

談到情意的發展，Dabrowski (1964) 曾提及資優者情緒發展的潛能涵蓋四個要素：智力、特殊才

能、過度激動及動能。其中過度激動與動能為預測情緒發展的主要變項。在發展的過程中，個體之改變有賴低層次心理結構之分解以形成更高層次的心理結構。個體在經歷情緒不統整時產生高度的內在張力，使得個體有向上提昇的動力。所謂「正向不統整」是指個體在覺醒自己的思考方式後，朝向同情、統整、利他的方向發展；而「負向不統整」則是指個體的心理結構缺乏道德及倫理的成份，因此思考停留在自我中心的規範中，無法突破衝突向上提昇。Silverman (1993) 指出在情緒發展的過程中，輔導員的角色是在協助個體辨識自己的思想，使他能經由自我檢驗，建立責任感及利他情懷。

由於資優生的智能、想像及情緒的過度激動特質顯著地高於一般學生，教師及家長需要特別關心他們在這幾項特質的表現，並協助他們發展潛能。對於可能出現的適應問題，則應儘早輔導，提供預防性的諮商與輔導，以減少適應困難的產生。此外，由於資優生在學習或人際交往的過程中，容易表現其過度激動的性質，可能導致他人的誤解，以為他們有「行為問題」，並且以負面的態度對待他們。資優生的自我概念發展往往會因此受影響，教師與家長應多仔細觀察判斷資優生的行為特質，並予以適切的引導，協助他們突破情緒的黑暗期，應付因正負向特質互相矛盾所導致的困境。

受訪者（本學院訪問學者）簡介：

郭靜姿教授是著名資優教育專家，現職台灣師範大學特殊教育系教授，亦是現任中華資優教育學會理事長及上屆「世界資優兒童協會亞太聯盟」會長。郭教授專長於識別資優、資優教育課程發展與評鑑、以及具特殊學習需要兒童的認知發展。郭教授致力推動台灣本土及海外的資優教育發展，她曾多次獲香港教育局和各所大學邀請來港，為教師提供資優教育培訓。

About the Interviewee, the HKAGE's Visiting Academic:

Prof. Kuo Ching-chih is currently a professor at the Department of Special Education of National Taiwan Normal University (NTNU). Her research interests are identification of gifted children, gifted education curriculum development and assessment, and cognitive development of children with special needs. She is also the President of Chinese Association of Gifted Education (CAGE) and the Immediate Past President of the Asia-Pacific Federation of World Council for Gifted and Talented Children (APF-WCGTC) who drives the development of gifted and talented education domestically and internationally.



Synopsis of An Interview with Prof Kuo Ching-chih: Affective Education for the

Gifted

In this issue of INSPIRE, we have interviewed an expert in gifted education, Prof. Kuo Ching-chih to share her views on affective education for the gifted.

Why is Affective Education (AE) so important in nurturing the gifted?

Gifted learners have higher intellectual ability and potential than their peers. Hence, there is a tendency for parents and teachers to focus more on their cognitive development through acceleration, enrichment and advanced learning and possibly pay less attention to their psychological and emotional needs.

Gifted learners' uniqueness in their cognitive and affective characteristics often make them vulnerable to a number of issues and situations that might negatively affect their self-concept. According to literature, the setbacks faced by the gifted are typically due to a spectrum of factors including their asynchronous development, oversensitivity, perfectionism and unrealistic expectations from adults.

Silverman (1993) pointed out that the

affective characteristics of the gifted are as complex as their cognition. Most educators in the past regarded cognition and emotions as separate entities. However, Silverman believed that the two are in fact inter-related in impacting intellectual development. Hence, social and emotional adjustment significantly influences the overall development in cognition and potentials of the gifted, which calls for an emphasis on affective education.

What are the impacts of AE?

AE, if narrowly defined, refers to counselling to help students in their social and emotional well-being. Broadly speaking, AE aims at developing students' values and morals and sense of altruism to serve others. Whatever the definition of AE we adopt, it should bear a vital mission in promoting personal and social adaptive strategies as well as helping one to develop positive life goals.

Affective development involves having

an effective support system comprising sound parenting attitude and nurturing skills, appropriate teaching strategies, and good student-teacher relationship and interaction. Parents, teachers and the students each play a unique and significant role.

What are the recent developments in AE?

In the recent decade, AE has received a lot of attention from different academics. Goleman's idea of Emotional Quotient (EQ) (1995) widely triggered off various training programmes on emotion management. Theories on Optimism (Seligman, 1991; Peterson, 2000) and Positive Psychology (Fredrickson 2001; Seligman, 2002) also gained abundant support from academics in psychology. The development in EQ and Positive Psychology signals a need to extend the goals of AE for the gifted, including provisions for nurturing optimism and positivity in thinking for a more holistic affective development. "Operation Houndstooth Intervention Theory"¹ from Renzulli, Koehler and Fogarty, 2000, offers a comprehensive framework with practical strategies to achieve the goals. They pointed out that schools could enrich provisions by integrating community social services into existing learning activities and curricula to promote the spirit of service to the community.

What are the theoretical models for developing social and emotional learning of gifted learners?

I believe that to facilitate healthy affective development of gifted learners, instead of just relying on the support from families and the community, we should also provide counselling support. This support should be based on sound psychological and educational models such as Theory on Caring Thinking (Lipman, 1994), Habits of Mind (Costa & Kallick, 2000), and The Challenge Model of Resilience² (Wolin and Wolin, 1992), which can effectively help the gifted learners develop meta-cognition, self awareness, optimism as well as cultivate a caring and service-oriented outlook of life.

What are the effective practices of AE in Asian countries?

It is a fact that counselling has not been widely implemented though there is now an increasing emphasis on affective development of gifted learners. There is also a lack of research into the effectiveness of AE. Although Taiwan tops the list of countries with the most number of research institutes on gifted education in universities, there is still a lack of such research reports. Despite

this deficiency, what are the possible approaches schools can adopt in the area of counselling the gifted? These may include incorporating an affective component into the gifted education curriculum; providing preventive and remedial counselling; integrating counselling into regular teaching; compiling case files into case studies and establishing a counselling network for gifted learners.

What would you suggest to schools here in catering for the social & emotional needs of gifted learners?

Gifted learners often excel in the intellectual domain but some show signs of over-excitabilities. Therefore, both teachers and parents have to carefully observe their distinctive traits which may be manifested in their behaviour. This would not only help parents and teachers to develop the gifted learners' strength but also to seek early intervention when they notice that issues arising from maladjustment could possibly lead to more serious problems. This approach should be effective for the socio-emotional development and well-being of the gifted.

[Notes: For the full text, please refer to the original article in Chinese.]

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Footnotes:

¹ Operation Houndstooth Intervention Theory: It fosters social awareness and utilises the talents of the gifted to help others.

² Resilience: The capacity of people to cope with stress and suffering/hardship. In the Challenge Model of Resilience, it identified seven areas of strength in resiliency which comprises insight, independence, relationships, initiative, creativity, humour, and morality.

Affective Education is not just about providing counselling support to the gifted. An effective support system comprising sound parenting attitude and nurturing skills, appropriate teaching strategies, and good student-teacher relationship and interaction are also critical.

Talent

Gifted children are often referred for counselling because of concerns related to their academic performance. They may have lost their zeal for working hard, become discouraged, or reached a point where their efforts no longer seem to be carrying them forward the way they used to. What they and their parents or teachers don't realise is that there is a level of achievement at which talent and hard work is no longer enough. What is needed are mental and emotional competencies that drive performance. Wise, effective counsellors can do a lot to engage and support the talent development of gifted children when they pay attention to 7 critical competencies needed to make the transitions from high ability to achievement and from high achievement to elite performance:

- **Learning to cope with anxious feelings**
- **A willingness to take reasonable risks**
- **SMART Goal setting**
- **Mental rehearsal**
- **A positive explanatory style**
- **Mood management**
- **An ability to resolve the need to belong with the need to achieve**

The above competencies could help to keep one's focus sharp, order attention, and sustain engagement in hard work. In this article, we shall briefly examine each one of these skills and their role in maintaining high performance.

Learning to cope with anxious feelings

We all know that fear often gets in the way of higher achievement. As competition intensifies and stakes rise, so does stress. Children who lack clear strategies for managing the anxious feelings that come with higher levels of achievement may eventually find that the pleasures they once enjoyed in high achievement are no longer there. Heightened anxieties have eroded their joy.

Stress gets such a bad rap that it is easy to forget it is not the enemy. Children need some stress. Stress facilitates achievement because it sharpens our focus and keeps us working hard. However, the relationship between performance and anxiety is not the same for everyone. Some children have a high tolerance for stress while others are debilitated by even low levels. Fear causes some children to pull back from achievement while for others it interferes with concentration or motor control.

One of the most helpful things counsellors can do for gifted children is to help them understand the nature of anxiety. Children need to know that anxiety grows when they avoid the things that scare them. It's also helpful to realise that anxiety is a lot like cold water. If they can expose themselves to a little of it and stay with it, their bodies become comfortable with it pretty quickly.

The goal, then, is not to eliminate anxiety for children, but to help them learn how to make it work more effectively for them. To become good managers of anxiety, children need to learn and practice just three skills. Even the youngest children can master the basic competencies necessary to keep anxiety from compromising their achievement if they practice. They

is not Enough

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simply need to learn to:

- breathe
- relax their bodies
- keep moving towards the things they fear

A willingness to take reasonable risks

Sometimes failure to realise potential is associated with an inability to **take reasonable risks**. This can be especially true in Chinese contexts, where saving face is emphasised and making mistakes is often associated with the damaging feelings of shame. It's understandable that young children may quickly learn to avoid risk in order to minimise these uncomfortable feelings. Sadly, this strategy becomes self-defeating because the farther one moves along the trajectory of achievement, the more important it becomes to work at the edge of one's competence. No one goes from good to great without taking reasonable risks.

Understanding the relationship between risk taking and achievement, and evaluating one's willingness to work at the edge of competence are the starting points for increasing reasonable risk taking. Turning risk taking into a game and helping children to set small, specific goals for risk taking will keep them developing their talent. In addition, counsellors can help parents understand the importance of working at the edge of competence and how to value and even celebrate the mistakes associated with working there.

SMART Goal setting

There is a strong relationship between setting goals and achievement. Goals are essential because they focus attention, influence persistence, and energise people. Difficult goals tend to increase persistence when children perceive that they have some control over the amount of time they have available to work. The most effective goals are challenging but attainable. Children are good at dreaming but clueless about setting

“Realising one's dreams takes more than talent and hard work, and that developing the psychological edge needed to negotiate the sometimes gruelling terrain of talent development requires more than academic skills.”

goals and adults are often not much better. Dreams are not goals. Goals are the daily action plan that helps us realise our dreams. Counsellors can help gifted children and their parents bring out their best by learning how to convert their dreams into **SMART goals**. These goals are Specific, Measurable, Attainable, Realistic, and Timely.

Mental rehearsal

Sports psychologist Terry Orlick said that when your performance falls apart, it usually falls apart in your head first. **Mental rehearsal** means to practice in your head. We know

from decades of research that a) mental rehearsal is better than no practice at all, b) mental rehearsal in combination with physical practice is more effective than either in isolation, and c) mental rehearsal enhances cognitive tasks more than motor tasks. Mental rehearsal is especially effective at improving confidence and enhancing self-control. Counsellors who can develop children's ability to see a desired performance in their head will help them improve their achievement.

A positive explanatory style

Some gifted children persevere in the face of adversity while others give up easily. The difference lies in their explanatory style, or how they interpret their success and failure experiences. Children who blame themselves for their setbacks, who catastrophise their disappointments and who determine that the causes of their mistakes are enduring will achieve much less than those who attribute their setbacks to external factors, who limit the effects of disappointments and who see the causes of their mistakes as temporary. It's possible to learn to be more optimistic, to bounce back better from failure experiences. Counsellors can assess the explanatory styles of gifted children and their families (see Seligman, 1995 for assessment tools) and teach children how to interpret both their success and failure experiences positively.

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Mood management

Every child has limits but these limits can be extended. Mood management is knowing the conditions that keep us mentally alert and energised and exploiting them to extend our limits. The aim is to be able to mobilise energy on demand. Mood directly impacts our attention and our ability to control



our minds. It shapes our thoughts and our focus. Many elite performers are deliberate in their efforts to manage their mood or emotional arousal. They often adhere to a strict regimen of diet, exercise, rest and self-talk to keep themselves in their zones of optimal functioning. Personal energy works as an exchange. Counsellors can help gifted children and their parents learn how to control this energy exchange by teaching them what foods take energy (e.g. sugar) and which ones add energy (e.g. protein) as well as how to monitor and maximise caffeine, rest, and daily rhythms for optimal achievement.

An ability to resolve the need to belong with the need to achieve

As they get older, some talented children feel torn between their desire to do well and their desire to belong. When their achievement needs and desires are not valued by their family, peer group, or culture, gifted children will feel conflicted about their achievement. In some cases, this tension can become so strong that they may want to quit. They need targeted support to resolve the need to belong with the need to achieve. If not resolved, these conflicts undermine their achievement and can contribute to an enduring loss of motivation and potential. Fortunately, there are things that counsellors can do to minimise the eroding effects of these conflicts. Ongoing discussions about identity and achievement and about the psychological costs of success appear to help talented students grow more confident in their ability to manage these conflicts. And normalising these conflicts helps these youth keep their experiences in perspective. What's clear is that children need to be able to see, name, and talk about these issues in order to persevere.

The mental and emotional skills associated with high performance are not innate, but can be cultivated and shaped. Gifted children and their parents must understand that realising one's dreams takes more than talent and hard work, and that developing the psychological edge needed to negotiate the sometimes gruelling terrain of talent development requires more than academic skills. Counsellors play an important role in keeping effort and motivation high when they equip gifted children with the psychological tools they can draw on when the going gets tough.

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資

優生往往會因為學業問題被轉介接受輔導。他們的問題可能是欠缺動力、覺得沮喪或無法再突破自己的成績。資優生甚或其父母或老師皆未意識到單靠天賦及努力是不足以提升自己到更高水平的，其實資優生亦需要一定程度的心智及情緒調控能力才能提升表現。明智及經驗豐富的輔導員可以協助資優生充分發揮潛能，方法是培養他們七項主要能力，讓他們把自己的高能力發揮得淋漓盡致，以達致傑出的成就。這些能力包括：

- 學習妥善處理焦慮的情緒
- 願意承擔合理的風險
- 訂立「聰明目標」(SMART Goal)
- 「內心演練」(Mental Rehearsal)
- 正面的「解釋型態」(Positive Explanatory Style)
- 情緒管理
- 解決「歸屬需要」與「成就需要」之間的分歧

以上種種能力皆有助學生專心致志、努力學習。本文將扼要分析上述各種能力，以及這些能力對發揮出色表現所產生的作用。

學習妥善處理焦慮的情緒

恐懼往往是追求更高成就的絆腳石，這是眾所周知的。競爭越激烈、冒的風險越高，壓力也會越大。追求更高成就的孩子會產生焦慮的情緒，若他們缺乏有效的方法處理這些情緒，最終會喪失高成就的喜悅，他們的欣悅心情將被焦慮蠶食。

種種負面因素往往使我們誤以為壓力對我們百害而無一利，但其實孩子是需要適當的壓力的。壓力有助孩子取得成就，使他們更專注、更用功。但每個人對焦慮的承受程度皆不同，有些能承受較多的壓力，有些則連輕微的壓力也受不了；有些會因為焦慮而退縮，有些則會無

法集中精神或控制肌動神經。

輔導員可以運用各種方法幫助資優生，其中最有效的是讓資優生了解焦慮的本質。他們需要知道自己越逃避畏懼的事情，就越覺焦慮。輔導員要讓他們明白焦慮就如冷水一般，身體接觸多了就會逐漸適應。

因此，輔導員要做的並非消除資優生的焦慮，而是教他們如何更有效地運用焦慮的情緒。要好好管理自己的焦慮情緒，就需要學習和練習三種技巧。只要加以鍛鍊，即使是幼童也能掌握基本的技巧，防止焦慮的情緒影響他們的表現。他們只需學習：

- 呼吸
- 放鬆身體
- 勇敢面對畏懼的事情

願意承擔合理的風險

學生潛能未展往往是由於他們不願承擔合理的風險，這個情況在中國人的社會尤其普遍，這是因為中國人愛面子，犯錯只會讓他們感到羞愧。他們為了逃避這種負面的情緒而不願冒險是可以理解的，但這個方法只會導致「自我挫敗」。拒絕承擔合理風險的孩子根本無法提升自己，他們要取得卓越成就及發揮自己能力的優勢，就必須勇敢地承擔此等風險。

在準備承擔更多合理風險之前，我們需讓學生瞭解冒險與成就的關係，並且評估自己是否願意發揮自己能力的優勢。把冒險變作遊戲並且幫助他們訂立明確的小目標都有助他們發展潛能。此外，輔導員要讓家長和資優生明白，發揮能力優勢的重要性和重視從錯誤中學習，以作改善。

訂立「聰明目標」(SMART Goal)

「目標」與「成就」兩者關係密切。目標是不可或缺的，因為有了明確的目標，我們才會集中注意力、堅持不懈和充滿幹勁。假如資優生意識到自己在某程度上能控制自己工作的時間，即使目標是艱巨的，他們亦可

“單靠天分與努力是不能實現夢想的，而單靠學術的能力也不足以讓資優生跨越各種障礙；建立心理優勢，才可以讓他們在發展天分的路上如履平地。”

以堅持下去。最實際的目標是那些具挑戰性但非遙不可及的目標。孩子喜歡夢想，但對於訂立目標卻一無所知，而其實很多成年人都是如此。夢想並非目標，目標是每天的行動計劃，它可以幫助我們夢想成真。輔導員可以教導資優生及其家長把夢想轉化為「**聰明目標**」(SMART)。「聰明目標」是指明確的 (Specific)、可以測量的 (Measurable)、可以達到的 (Attainable)、實際可行的 (Realistic) 以及適時的 (Timely) 目標。

「內心演練」(Mental Rehearsal)

運動心理學家奧力克 (Terry Orlick) 指出，一般是先有心理的問題然後才出現表現不濟的情況。「**內心演練**」(Mental Rehearsal) 是指一種心智的練習。經過數十年的研究，現在我們知道：

1. 進行內心演練尤勝於毫無預演
2. 身心配合進行演練較有效，僅單方面的練習效果則稍遜。
3. 內心演練可加強認知能力多於肌動神經能力

內心演練對改善信心及增強自控尤其有效。假如輔導員能發展資優生預計理想表現的能力，他們將會有所進步。

正面的「解釋型態」(Positive Explanatory Style)

有些資優生面對逆境仍然可以堅持不懈，但有些卻節節敗退。分別就在於他們的「**解釋型態**」，即他們詮釋成敗的方法。有些會因為失敗而怪責自己，把自己的失敗災難化，並且認定失敗的成因會揮之不去，他們的成就均會較為遜色；相反，有些只會把失敗歸因於外在因素，將失敗的影響減到最低，並且認為失敗的成因只會短暫存在，這些資優生的成就皆會較高。樂觀是可以學習的，我們都能捲土重來。輔導員可以嘗試評估資優生及其家人的解釋型態（請參考 Seligman, 1995 所述的評估方法），並且教資優生以正面的態度詮釋自己的成敗得失。

情緒管理

每個孩子的能力都有局限，但其實局限是可以突破的。

情緒管理讓我們認識什麼條件會使我們精神抖擻，並且運用這些條件去突破自己的局限，使我們在需要時充滿幹勁。情緒會直接影響注意力和控制理性的能力，並且會塑造我們的思想形態及焦點。許多傑出人士都會銳意控制自己的情緒或情緒激發，他們經常會嚴守飲食、運動、作息及「自我對話」(self-talk) 的規律，以保持最佳的狀態。個人能量是交替的過程，輔導員可以讓資優生及其父母學會如何控制這個過程，教他們什麼食物會消耗能量（例如糖份），什麼食物會增加能量（例如蛋白質），也要教他們如何控制或充分利用適量咖啡因、休息時間及日常的生理節奏，以達致最理想的成績。

解決「歸屬需要」與「成就需要」之間的分歧

有些資優生在成長中會渴望表現出眾，成就理想兼獲得認同。假如他們在個別範疇所追求的理想未能得到家人、同輩或文化認同和重視，他們就會感到左右為難。在某些情況下，這種矛盾的關係會變得越來越嚴重，使資優生想到要放棄。他們需要別人提供針對性的支援，去解決他們在「**歸屬需要**」與「**成就需要**」之間的分歧；不然，兩者的衝突只會慢慢損害他們的成就，使他們長時間喪失幹勁，無法發揮潛力。幸好輔導員是可以運用一些方法把這些影響減至最低，例如不斷與他們討論自己的個性、成就以及成功背後所付出的「心理代價」，這做法應該可以提升資優生處理矛盾的信心，矛盾解決了，孩子就可以重回正軌。有一點是顯而易見的，那就是孩子需要有察覺、指出及討論這些矛盾的能力，因為只有這樣他們才可以堅守自己的立場，不易輕言放棄。

要達致出色的表現，我們就需要懂得運用心智及情緒調控的技巧。這些技巧並非與生俱來，但只要悉心培養，我們是可以加以掌握的。資優生及其父母必須明白，單靠天分與努力是不能實現夢想的，而單靠學術的能力也不足以讓他們跨越各種障礙；建立心理優勢，才可以讓他們在發展天分的路上如履平地。輔導員能讓資優生學會種種應付難題的心理方法，促使他們努力不懈及積極向前，因此輔導員的角色是十分重要的。

Frontline Experience Sharing:

“Using Biographies in Affect

「人物傳情」

校本資優生的情意教育分享

— 嘉諾撒聖心書院

心靈陶育 是本校的辦學方針，藉著宗教教育以陶造為人正直、才華卓越的女性。故此，本校在構思及推行校本資優課程時，特別注重資優生的情意教育。在過去數年，本校曾在抽離式的資優培育課程中加入不同元素，例如品格教育、領導才能等。去年，更與課程發展處資優教育組合作，舉辦名為「人物傳情」的情意教育課程。以下將為大家介紹該課程的內容，設計教案的經驗，以及學生之所學。

顧名思義，「人物傳情」就是讓一群中三的資優生透過閱讀名人的傳記，從而學習其美德，並瞭解他們如何面對人生中的起起跌跌。同時，藉著不同的活動，加強學生自我認識、自我反省的能力。為了讓同學從古今中外的名人軼事連繫到待人接物的生活態度，因此我們在選擇名人傳記時的確花了不少心思。例如藉白衣天使南丁格爾教人明白使命感的真正意義、單車選手岩士唐讓同學感受到家人朋友的重要性、物理學家愛因斯坦要我們知道如何認清及發揮自己的才能等等。

為了讓同學更能產生共鳴，我便想到前立法會主席范徐麗泰女士。范太一生中遇過不少挫折，她卻能抱著隨遇而安的心態面對逆境，這不正是資優生所需要學習的嗎？剛巧在書展中看到《悲歡都付笑談中——范徐麗泰》

一書，於是引發我設計了「人生起跌·人生喜樂」這單元，希望同學能明白只要懷著積極的態度面對種種的挑戰，即使遇上跌跌碰碰，也可從中學習，並獲得無比的快樂。在這單元中，我先讓同學認清范太曾面對過的三大困境：捐腎給女兒、自己患上乳癌，以及丈夫的逝世。之後為每位同學分配角色，讓她們能設身處地地思考如何解決各種困難和心靈上的掙扎。同學藉此反思甚麼東西在生命中才是最重要：健康？工作？成就？家庭？不少飾演范太的同學在課後都認為她能在各方面作出平衡，確實了不起！

在短短的八節中，我們只能就著「自我認識」、「面對逆境」及「生涯規畫」三個課題與學生探討個人發展及人生目標的建立等，雖然短短的八節並未能作全面的情意教育，但我深信同學必定有所裨益。課程的完結並不代表結束，反而是資優生反思生命意義的開始。猶記得有一位同學在分享之中提到：「我開始頓悟出『活在當下』的意義，只要此時此刻活出生命的意義，便會一生無悔。」真想不到這句話竟出自一個中三同學。少少的點撥已可激發同學們的思維，驀然回首，自己所做的點點滴滴確實意義無窮。

李婉萍
嘉諾撒聖心書院

ive Education”

Sacred Heart Canossian College

Synopsis

Teacher Yoshie Lee from Sacred Heart Canossian College shared her experience using the study of biographies in affective education. The mission of her school is to nurture their students into talented young women of integrity through religious education. They place great emphasis on affective education in their school based gifted programme. In order to achieve their goal, Ms Lee and her colleagues have infused elements of character education and leadership development into various pull-out programmes.

In this article, Ms Lee shared a programme, “Using Biographies in Affective Education” for secondary three students which was a collaborative project with the Gifted Education Section of the Education Bureau. Through the study of the biographies of some famous people including Albert Einstein, Lance Armstrong and Florence Nightingale, the students were able to learn from the experiences of these famous people and appreciate their qualities. Discussing the stories provided the platform for students to explore in depth concepts such as sense of purpose, perseverance and friendship. The activities within the programme also helped the students to develop self awareness through reflection. In addition, Ms Lee also shared how the story of a local leader was used to inspire the students. They could learn from Ms Rita Fan’s optimism in adversities. Ms Lee concluded by saying that though short, the 8-session programme including the study of biographies impacted the students and inspired them to reflect on the meaning of life.

Yoshie Lee

Sacred Heart Canossian College



Using biographies in affective education could be considered a bibliotherapy approach. The use of bibliotherapy/bibliocounselling is an important strategy to help gifted learners to cope with social and emotional issues in life and develop their mental and emotional health. Gifted learners can be highly sensitive and feel deeply or are greatly affected by events happening around them and life’s difficulties. This strategy could also be an effective way to challenge the minds of gifted readers and develop reasoning. Through the use of thought-provoking questions about the characters, gifted learners could use their advanced cognitive abilities to help them understand how other people think when faced with similar situations and then apply their problem solving skills accordingly. Similar to videotherapy, it provides a safe environment for gifted learners to release their suppressed emotions and to use empathy to relate to the characters and then gain insights to manage similar situations they face.

Educators or frontline practitioners are recommended to pay special attention to the choices of books to be used. Books with characters and storylines developmentally appropriate for the gifted students could be considered. Bibliotherapy, like videotherapy, may be used developmentally or clinically with individuals, groups, and entire classes.

References:

Frasier, M.M., & McCannon, C. (1981). Using bibliotherapy with gifted children. *Gifted Child Quarterly*, 25(2), 81-85.

Halsted, J. W. (1990). *Guiding the gifted reader*. Retrieved December 8, 2009, from ERIC Digest:
<http://www.ericdigests.org/pre-9216/guiding.htm>

資優生

透過電影輔導 有情意需要的

電影除了是一種娛樂之外，亦可作為一種輔導資優生的方法。

電影作為輔導方法的好處很多，其中之一是能夠在短時間內，引起學生的學習動機。教師可藉電影中的故事和人物的心路歷程，引導學生探索敏感的情意問題。特別是對人和事都有敏銳觸覺的資優生而言，電影輔導能夠給予他們很大的安全感：他們可以用第三者的身份，自由地探索戲中人物和自己的情意問題。

筆者建議教師或其他教育工作者如欲以電影輔導資優生，必須留意選材，因為並非任何電影均合用。在選取電影作為編寫輔導教材時其中一項重要原則，就是電影中的人物，必須具有資優生的情意特質；其次，被選取的影片必須具有教育和探索意義。在此簡略舉述三套電影作為參考：

「蟲蟲特工隊」中的公蟻阿飛是一位科學天才，由於不懂得與人溝通，受到群眾的排擠。阿飛最後是如何重建自信，融入群體之中是其中探索的主題；「五星級大鼠」中的老鼠味王，期望成為一位出色的總廚，卻受到父親

的阻攔和社會人士的排斥，內心出現很大的掙扎。究竟味王是如何克服重重障礙，達成自己的理想？這有待學生自行探索。「打造天子門生」中的學生沙域聰明過人，但為人放縱，為了名利可以不顧道德操守。這套電影帶出在追逐名利的同時，堅持道德操守也很重要。此外，啟導資優生如何為自己定下合理的期望，亦是資優生需要學習的重點。

其他電影不能在此一一盡錄。這些電影都有一個共通點，就是其故事情節和人物角色之間的互動和衝突，均好比一面鏡子，讓學生代入片中人物的心路歷程時，同時反照著自己的個性和情意特徵，加深對自己的了解，並從片中人物如何面對困境取得靈感，激勵他們運用不同的方法來解決問題。

筆者曾經採用電影輔導的方法與一些中小學協作，試行輔導有情意需要的資優生，無論是教師和受輔導的學生，對採用電影輔導的回應均是十分良好。因此，前線同工及家長不妨參考採用電影作為教材，一面欣賞電影，一面探討片中人物的情意問題，獲得娛樂之餘，也具有教育意義。

二零零八年十月教育局出版的兩本電影情意輔導教材，一本為《情意電影教室》（小學生版），另一本為《樂Teen 電影會》（中學生版），當中除了介紹電影輔導的理念和具體施行建議外，並輯錄了試行學校的教學示例及所選用的教材以供同工參考。上述兩本教材均可在教育局網頁內下載，網址為：

http://resources.edb.gov.hk/gifted/ge_resource_bank/

陸志強
觀塘功樂官立中學



Using video in addressing the affective needs of Gifted Students

Watching video is more than entertainment. It can be used in affective education for gifted students.

Using video to address the affective needs of the gifted, i.e. watching a video with gifted students and having them discuss the issues and characters, could have many benefits. One of which is that it could in a short span of time engage the gifted to the issues to be analysed. A teacher could use the characters or storyline to guide the students to explore sensitive issues and emotions. Looking at issues as an outsider provides sensitive

gifted students greater sense of security. This is because they could freely and more objectively examine the issues faced by the characters (which they perhaps could be facing as well) as an outsider without feeling vulnerable.

In choosing movies or short films for videotherapy, educators ought to note a couple of points. Firstly, the character within the clip ought to have some similar affective characteristics with the target gifted students. In

addition, the clip should have relevant meaningful contents that allow for in-depth discussion and exploration.

The misfit, Ant Flik, in *A Bug's Life* is a creative inventor. Lacking social skills and getting into lots of trouble, he was subsequently admonished by his colony. This movie shows how Flik strives to rebuild his confidence and assimilate into the community. *Ratatouille* tells the story of Remy who aspires to be a chef but struggles as he faces disapproval from his father and discrimination from others. How does this gifted person with a keen sense of smell and taste overcome the obstacles to realise his dreams? In *The Emperor's Club*, student Sedgwick is smart but wanting in values. The moral of the story is that in the pursuit of success, one should not put aside integrity. Gifted students need to learn how to set reasonable targets and expectations and it is our responsibility to guide them during the learning process.

There is a long list of suitable movies and films. These offer a “mirror” that reflects upon the tribulations, dilemma and conflicts that students face through the characters in the plot. It also helps students to identify the personality and emotions which the students had not previously recognised. Hence, deepening their self awareness and understanding. They could also be inspired by the characters' triumph over their plight and learn how to use different approaches to deal with their problems.

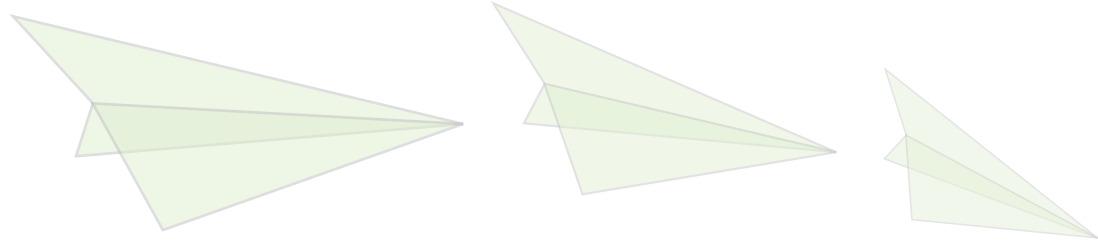
I had used videotherapy/video-counselling approach with some primary and secondary school students before. Response and feedback from both students and teachers were positive. I strongly recommend that teachers use movies as teaching materials to explore affective issues with gifted students. Movies can be both entertaining and educational as well.

Two teaching resource booklets on video-counselling were published in October 2008 by the Education Bureau (EDB). They are “**Using Video to address Affective Needs of Gifted Students**” for primary students (情意電影教室) and for secondary students (樂Teen電影會). In addition to introducing the idea of videotherapy and providing detailed suggestions on its implementation, the two booklets also include reference materials for educators including the teaching exemplars from the pilot schools and their teaching resources. The electronic version of the booklets is available on the EDB website: http://resources.edb.gov.hk/gifted/ge_resource_bank/

LUK Chi-keung

Kwung Tong Kung Lok Government Secondary School





Dr. Sylvia Rimm:

Why Bright Kids Get Poor Grades and What You Can Do About It

3rd Edition:
A Six-step
Program for
Parents and
Teachers

.....

Dr. Sylvia Rimm, an internationally renowned expert on the causes and remedies for underachievement, has produced an informative and highly applicable manual for parents and teachers coping with underachieving children. For those who are unfamiliar with the many potential causes of underachievement, Dr. Rimm provides a detailed explanation of dozens of different risk factors, such as the dynamics of inter-parental rivalry. These descriptions and explanations are enlivened by plenty of interesting examples.

In the second half of the book, Dr. Rimm further elaborates her definition of underachievement and introduces three types of underachievers. What follows is a six-step programme that uses the 'Trifocal Model' to meet the needs of these different types of underachievers, which involves assessment, communication, changing expectations, role model identification, correction of deficiencies, and modifications at home and school. The guidelines of implementing these steps are described in meticulous detail, and teachers and parents are provided with detailed suggestions and examples of everything from parent-teacher meeting agendas, to how to improve morning routines before school, how to reduce 'pencil-anxiety' in children, and the term she uses for the anxiety associated with the underdevelopment of physical writing skills. Both parents and teachers will find Dr. Rimm's book an excellent piece of resource for understanding underachievement, minimising the chances of its development, and effectively countering it once it has become prevalent.

希爾維亞·雷姆博士：

資優兒潛能未展

的原因及 解決方法

家長及老師的六部曲
(第三版)

希爾維亞·雷姆博士 (Dr. Sylvia Rimm) 是國際知名的專家，專門研究兒童潛能未展的成因及補救方法。她的作品《資優兒潛能未展的原因及解決方法》是一本內容豐富且實用的手冊，教導家長及教師如何妥善處理兒童潛能未展的情況。導致兒童未能發揮潛能的成因眾多，此書詳細闡述了不同的原因，如父母之間的不協調關係。此外，雷姆博士亦提供了大量易懂而生動的例子輔助說明。

雷姆博士在書的下半部進一步闡析潛能未展的定義及介紹三種潛能未展資優生。此外，雷姆博士亦詳細說明如何採取逆轉策略，以滿足不同類型潛能未展資優生的需要。逆轉策略分為六個步驟，即評估、溝通、改變期望、認同的榜樣、糾正缺點及家校改進。家長及教師可以運用此書提供的建議及例子去協助需要的學生，這些例子包括家校會面議程、如何改善他們早上上學前的習慣以及減少他們因為書寫能力不濟所引起的焦慮等問題。此書不僅加深了讀者認識潛能未展這個課題，同時提供了防患未然及對應問題的策略，是家長及教師不可或缺的指南。

News Bites: Teacher Professional Development (June-November 2009)

The mission of the Teacher Professional Development Division of the HKAGE is to empower, encourage and inspire educators to nurture gifted learners. We provide both structured and thematic courses for different groups of educators so as to equip them with the knowledge and skills to meet the diverse needs of gifted learners.

Thematic Courses 專題研討課程

The thematic courses aim to equip frontline school practitioners with the knowledge and skills in the implementation of gifted education programmes in schools. Mass lectures, workshops and seminars are organised based on topics in 3 strands: Curriculum and Instruction (C&I), Affective Education (AE) and General topics related to Gifted Education. Both local and overseas experts in gifted education are invited to share their expertise in the field. From June to November 2009, a total of 8 sessions comprising 1 mass lecture, 2 seminars and 5 workshops were conducted.

舉辦專題研討課程的目的是使教師及前線教育同工在實施校本資優培育計畫時能掌握所需的知識及技能。專題研討課程的內容環繞資優教育三個範疇：課程與教學、情意教育及資優教育專題，以大型講座、工作坊及研討會等形式舉行，並且邀請海外及本地資優教育專家主講及分享經驗。於2009年6月至11月期間，本學院舉辦了一場大型講座、兩場情意教育研討會及五場課程與教學/情意教育的工作坊。

Thematic Workshop: "Performance Based Assessment", 23rd and 24th June 2009

Speaker: Prof. Kuo Ching-chih
Professor, Department of Special Education of Taiwan Normal University

2009年6月23及24日
專題工作坊：「實作評量」

講者：郭靜姿教授
臺灣師範大學特殊教育系教授



Thematic Seminar: "Understanding Gifted Students with Learning Disabilities and Strategies to Help Them", 3rd and 6th July 2009

Speaker: Mrs. Eva Sum
Teaching Consultant, The University of Hong Kong

2009年7月3及6日
專題研討會：
「認識學習障礙資優生及支援策略」

講者：香港大學心理學系教學顧問沈李以慧女士

教師專業發展課程剪影

(2009年6月至11月)

香港資優教育學院教師專業發展部的使命是積極推動、鼓勵及裝備教育同工共同努力培育資優生。學院舉辦由入門至深造程度之結構及專題研討課程，目的是提升教育同工有關資優教育的知識及技能，以滿足資優生不同的學習需要。

Thematic Workshop: “Counselling Support for Gifted Learners”, 15th and 16th October 2009

Speaker: Dr. Maureen Niehart
Clinical Child Psychologist and the Head of Psychological Studies Department at The National Institute of Education, Nanyang Technological University, Singapore

2009年10月15及16日
專題工作坊：「資優生的情意輔導」

講者：Dr. Maureen Niehart
臨床兒童心理學家及
新加坡南洋理工大學國立教育學院心理學系系主任



Mass Lecture: “Catering for Learner Diversity: Strategies and Practices in Adapting the Curriculum for High-Ability Students”

Thematic Workshop (1):
“Layering Differentiated Curriculum for High-Ability Students”

Thematic Workshop (2):
“Unit Design Using Differentiation”

24th – 26th November 2009

Speaker: Dr. Sandra Kaplan
Clinical Associate Professor, The University of Southern California

2009年11月24至26日

大型講座：
「照顧學習差異：為高能力學生調適課程的策略與實踐」

專題工作坊（一）：
「照顧高能力學生的課程調適」

專題工作坊（二）：
「適異性課程的單元設計」

講者：Dr. Sandra Kaplan
美國南加州大學副教授



Structured Courses 結構課程

Structured courses are designed and organised at 4 levels: introductory, foundation, intermediate and advanced level with an aim to encourage educators' continuous professional development in the field of gifted education. The course duration ranges from 3 to 36 hours. In order to encourage teachers to put the knowledge acquired into practice, participants of foundation and intermediate courses are required to design and pilot gifted programmes in schools and share their practicum in the form of presentations and project reports.

為鼓勵教育同工在資優教育的專業發展上持續進修，學院提供四個不同學習程度的結構課程，由入門、基礎、進階，以至深造程度，以切合教育同工不同的學習需要。修讀時間由 3 至 36 小時不等。基礎及進階課程均設有實習課，以鼓勵學員將所學的知識應用到課堂裡及與其他學員分享教學心得。

Introductory Course: "Introduction to Gifted Education" (organised regularly)

入門課程：「資優教育簡介」（定期舉辦）

In the introductory course, basic concepts and rationale of gifted education will be introduced. A wide range of target groups will be served, such as kindergarten, primary and secondary teachers, school social workers and guidance teachers. In 2009, 3 introductory courses were conducted for various target groups.

入門課程能讓學員了解資優教育的基本概念及理論，切合不同人士修讀，包括幼稚園及中小學教師、學校社工及學生輔導主任 / 教師。於 2009 年期間，本學院分別為上述不同學習對象舉辦了三場的入門課程。

Foundation Course: "Nurturing Gifted Learners"

(Events 1 & 2: July to November 2009;
Event 3: November 2009 to March 2010)

基礎課程：「培育資優生」

場次一及二：2009 年 7 月至 11 月

場次三：2009 年 11 月至 2010 年 3 月

In the foundation course, the key elements of gifted education including conceptions, characteristics of the gifted, instructional strategies and programming will be covered. In 2009, this course with 3 events was commissioned to The University of Hong Kong.

基礎課程能讓學員掌握資優教育主要元素，包括資優基本概念、資優生特質、教學策略及有關課程的規畫。於 2009 年，本學院委託香港大學舉辦三個場次的基礎課程。

Intermediate Courses: "Nurturing Gifted Learners' Creativity, Critical Thinking and Leadership Skills", July to December 2009

"Affective Education for Gifted Learners",
October 2009 to February 2010

進階課程：「培育資優生的領導才能、創意與批判思維」2009 年 7 月至 12 月

「資優生的情意教育」2009 年 10 月至 2010 年 2 月

In 2009, the HKAGE commissioned The Hong Kong Baptist University to organise the 2 intermediate courses mentioned above with an aim to equip teachers with the knowledge and skills in meeting the special needs of gifted learners.

於 2009 年，本學院委託香港浸會大學舉辦上述兩個進階課程，目的是提升學員對資優生的特質及需要的認識及了解。





Annual Hong Kong Gifted Education Conference 2009 — “Nurturing Gifts: the Roles of Parents and Schools”

16th May 2009

The HKAGE worked collaboratively with the Education Bureau in organising this annual conference with the aim of providing a platform for mutual sharing and learning on gifted education among practitioners, academics, teachers, parents and relevant stakeholders. In addition to the keynote address, plenary sessions were held to allow voices from schools and parents to be heard to share different viewpoints and perspectives. 13 concurrent sessions were also held by practitioners on the themes of good classroom practices, home-school cooperation and parenting. The objectives of the event were met with positive feedback from the participants.

2009年5月16日

2009 香港資優教育周年會議 「家校協力培育資優兒」

香港資優教育學院與教育局攜手合辦是次周年會議，目的為有關持分者、教師、家長、學者及教育工作者提供一個互相交流和學習的平台。除了專題演講外，是次活動亦安排全體會議和分組論壇。全體會議讓家長和學校分享他們不同的觀點和意見；分組論壇則由教育工作者主持，分 13 個組別探討三個不同的議題：良好課堂實踐、家校合作及親職培育。與會者均積極參與和討論，並對是次活動作出正面的評價，達到互相分享、彼此交流的目的。



The Guest of Honour, Mr. Michael Suen GBS, JP, Secretary for Education, was delivering his welcome address to the audience.

教育局局長孫明揚先生 GBS, JP 蒞臨並向到場嘉賓致歡迎辭。



The keynote speaker, Prof. Edmond Ko, shared his insights working with the gifted and talented in the keynote address “Is Being Gifted a Real Gift?”

高彥鳴教授擔任專題演講嘉賓，以「『資優』是真的有優勢嗎？」為探討主題，分享他對培育資優生的精到見解。





Teacher Professional Development Programme

(December 2009 – June 2010)

教師專業發展課程 (2009年12月至2010年6月)

Programme Title 課程名稱	Target Group 對象	Date & Duration* 舉辦日期及修讀時間*
Thematic Courses 專題研討課程		
Thematic Seminar: “Infusing Higher Order Thinking in Learning and Teaching” 專題講座：「高階思維的學與教」	Primary or Secondary School Teachers 中 / 小學教師	December 2009 & February 2010 3 hours 2009年12月及2010年2月 3小時
Thematic Seminar: “Social and Emotional Learning for Gifted Learners” 專題講座：「資優生的情意及社交學習」	Primary and Secondary School Teachers 中小學教師	March 2010 3.5 hours 2010年3月 3.5小時
Thematic Seminar: “Leadership Development” 專題講座：「領導才能的發展」	Primary and Secondary School Teachers 中小學教師	June 2010 3.5 hours 2010年6月 3.5小時
Annual Gifted Education Conference (to be co-organised with the Education Bureau) 資優教育週年會議 (與教育局合辦)	Educators 教育工作者	May 2010 (date & time to be announced) 2010年5月 日期及時間待定
Structured Course 結構課程		
Introductory Course: “Introduction to Gifted Education”(Kindergarten Session) 入門課程：「資優教育簡介」(幼稚園場次)	Kindergarten Teachers 幼稚園教師	January 2010 3.5 hours 2010年1月 3.5小時
Introductory Course: “Introduction to Gifted Education”(Primary School Session) 入門課程：「資優教育簡介」(小學場次)	Primary School Teachers 小學教師	February 2010 3.5 hours 2010年2月 3.5小時
Introductory Course: “Introduction to Gifted Education”(Secondary School Session) 入門課程：「資優教育簡介」(中學場次)	Secondary School Teachers 中學教師	April/May 2010 3.5 hours 2010年4月/5月 3.5小時
Foundation Course: “Nurturing the Gifted Learners” 基礎課程：「培育資優生」	Primary and Secondary School Teachers 中小學教師	June-August 2010 36 hours with practicum 2010年6月至8月 36小時及實習課
Intermediate Course: “Nurturing Gifted Learners on Leadership, Creativity and Critical Thinking” 進階課程：「培育資優生的領導才能、創意與批判思維」	Primary School Teachers 小學教師	June/July-August 2010 34 hours with practicum 2010年6月/7月至8月 34小時及實習課

* The above information provided is subject to confirmation. Please visit the “Teacher Zone” of our website: www.hkage.org.hk for details.

* 上述課程資料以本學院網頁內公佈為準，請登入學院網站內的「教師園地」查閱詳情。網址：www.hkage.org.hk



The Inaugural Hotung Lecture: “Realising Potential - The Talent Development Paradigm”

第一屆何東資優教育演講：盡展潛能 — 發展才能的範式

Date 日期：	19 January 2010	2010 年 1 月 19 日
Time 時間：	3:00 — 5:00p.m.	下午 3 時 — 5 時
Speaker 主講嘉賓：	Professor François Gagné	蓋聶教授
Medium of Instruction 講授語言：	English	英語
Target 培訓對象：	Education Leaders	教育界領袖

Content 課程內容：

Professor Gagné, Ph.D. in Educational Psychology, the University of Montreal, will share his concept of giftedness and his insights into talent development. He will also share his famous Differentiated Model of Giftedness and Talent (DMGT), the catalysts and factors in developing talents and the role of schools and the education system.

蓋聶教授是加拿大蒙特利爾大學教育心理學博士。他會與本地的教育界領袖分享他對資優的看法及對發展才能的真知灼見。蓋聶教授亦會分享他著名的「天資與才能的區分理論模式」，並且探討發展才能的因素及學校和教育制度的角色。

UPCOMING COURSES!
即將舉辦的課程

Thematic Course: “Developing Talents in Schools”

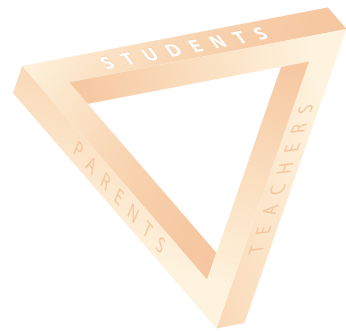
專題課程：「學校人才的培育及發展」

Date 日期：	21 January 2010	2010 年 1 月 21 日
Time 時間：	9:30a.m. — 5:00p.m.	上午 9 時 30 分 — 下午 5 時
Speaker 主講嘉賓：	Professor François Gagné	蓋聶教授
Medium of Instruction 講授語言：	English	英語
Target 培訓對象：	Primary & Secondary School Teachers	中小學教師

Content 課程內容：

This course will focus on the effective strategies and approaches schools could adopt in nurturing and developing talents in the school context.

探討怎樣運用有效的策略和方法，於校內發展及培育人才以協助學生發揮潛能。



Student Programmes and Services

(December 2009 – June 2010)

學生服務 (2009年12月至2010年6月)

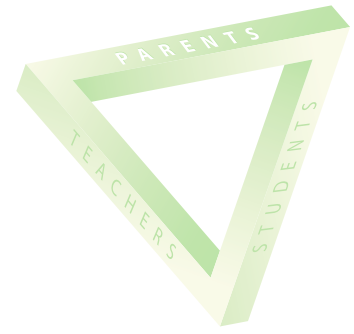
For details on events and support services for students and parents, please visit “Student Zone” and “Parent Zone” of our website: www.hkage.org.hk.

欲查詢學院各項學生和家長課程 / 活動 / 支援服務之詳情，請登入學院網站內的「學生園地」及「家長園地」。

Humanities 人文學科	Chinese Script Writing Course 中文劇本寫作課程
	Film Art And Culture (University-based credit-bearing course) 電影藝術與社會文化 (大學學分課程)
	English Creative Writing (University-based credit-bearing course) 英文創意寫作 (大學學分課程)
Mathematics 數學	Mathematics in 18 Lessons 數學十八章經
	Mathematics Impossible (University-based credit-bearing course) 數學特攻隊 (大學學分課程)
	Statistics in Modern World (University-based credit-bearing course) 破解統計尖子班 (大學學分課程)
	Mathematics Achievement Contest 數學網頁材料寫作比賽
	Maths Ignition 數學燃動課程
	HK Winter Mathematics Olympiad 香港冬季數運會
	Introduction to Olympiad Mathematics 數林匹克初探
Leadership 領導才能	Leaders for the New Generation 新一代社會領袖
	Government Study and Leadership Training 香港管治與領袖培訓
	Workshop on Debating Skills 辯論技巧工作坊
Sciences 科學	International Physics Olympiad Training 物理奧林匹克培訓課程
Multi-disciplinary 跨學科課程	Harmonies In Nature: A Dialogue Between Mathematics and Physics 自然數理 - 數學與物理的優美結合
Thematic Talks 主題式講座	Academic Talks in each domain are held regularly 各範疇學術講座

Open to all secondary school students. All student applicants must be nominated by their schools. 歡迎全港中學生參加以下活動 (學生必須經學校提名報名)

- ▶ Pre-Olympiad Contest/Workshops
奧林匹克選拔賽/賽前培訓
- ▶ International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 2009
國際數學奧林匹克 – 2009 香港選拔賽
- ▶ Hong Kong Physics Olympiad
香港物理奧林匹克



Parent Support (January – June 2010)

家長支援服務 (2010年1月至6月)

Programme Title 課程 / 活動名稱	Target 對象	Date 舉辦日期
Parent Seminars 家長講座		
Introductory Level 基本課程 / 講座		
ABCs of Giftedness 資優基本法	<ul style="list-style-type: none"> - A 1.5-hour school-based seminar to be conducted upon request. Schools are to write in to the HKAGE at ps@hkage.org.hk 以校本形式提供一個 1.5 小時的講座，學校請透過電郵 ps@hkage.org.hk 遞交申請 - Priority will be given to application by three or more schools coorganising this seminar from the same school sponsoring body/district. 以同一辦學團體 / 地區的三間或以上學校名義提出申請，將獲優先考慮 	
Nurturing the Gifted 如何培育資優兒		
Intermediate Level 進階課程 / 講座		
Value Education for Gifted Children 逆流而上—從失範社會中培育資優兒的價值觀教育	All parents 任何對資優教育有興趣的家長	16 January 2010 2010 年 1 月 16 日
Parent Conference 家長資優教育會議	All parents 任何對資優教育有興趣的家長	15 May 2010 2010 年 5 月 15 日
Parent Workshops 家長工作坊		
Stress Management 爸媽加油站 — 壓力管理系列	Parents of gifted children. Priority will be given to parents who participated in stage 1 of the Project Twice-exceptional 資優兒童的家長，曾參加「尋找雙重特殊資優兒計劃」第一階段研究的家長將獲優先考慮	January 2010 (Two sessions) 2010 年 1 月 (共兩節)
Using Higher Order Thinking Skills (Re-run) 高階思維系列 (重辦)	Parents of gifted children 資優兒童的家長	February 2010 (Two sessions) 2010 年 2 月 (共兩節)
Understanding Your Gifted Child (Re-run) 解構資優兒系列 (重辦)	Parents of gifted children, new to gifted education 對資優教育有初步認識的資優兒童家長	March 2010 (Two sessions) 2010 年 3 月 (共兩節)
Advanced Level - Using Higher Order Thinking Skills 高階思維系列 — 進階	Parents of gifted children, who have completed workshop series 'Using Higher Order Thinking Skills' 資優兒童的家長，曾報讀並完成高階思維系列的家長	June 2010 (One session) 2010 年 6 月 (共一節)

Project Twice-exceptional 尋找雙重特殊資優兒計劃

A series of workshops and parent-child parallel groups will be launched based on the information collected in the first stage. More information will be available soon.

Target audience: Families with twice-exceptional children. Priority will be given to those who have participated in the focus group interviews of the project.

我們將根據第一階段的研究數據舉行一系列的家長工作坊及親子平衡小組，詳情將於稍後公佈。

對象：雙重特殊資優兒的家庭；曾參加第一階段小組面談的家庭將獲優先考慮

Consultation Centre 諮詢中心

Hotline 熱線電話：3698 3947

Email 電郵：consultation@hkage.org.hk

Local & International Teacher Professional Development Activities

本地及海外專業發展課程

Event 活動	Date 日期	Location 地點	Website 網址
International Programmes 海外課程			
11th Asia Pacific Conference on Giftedness	29 July – 1 August, 2010 2010年7月29日 – 8月1日	Australia 澳洲	www.gifted2010.com.au
ASCD Summer Conference on Differentiated Instruction, Understanding by Design, and What Works in Schools	22-24 June, 2010 2010年6月22-24日	USA 美國	www.ascd.org
33rd Annual Confratute	11-16 July, 2010 2010年7月11-16日	USA 美國	www.gifted.uconn.edu/confratute
Local Programmes 本地課程			
Catering the Affective Needs of Gifted Students in Regular Classroom (New) 在一般課堂上照顧資優生情意發展需要 (新辦)	Early February 2010 (Please refer to the Training Calendar System or the website of the EDB for details) 2010年2月上旬 (詳情請留意教育局培訓行事曆或教育局網頁)	Hong Kong 香港	www.edb.gov.hk/cd/ge
Introducing Curriculum Leadership and Management in Gifted Education for Primary Schools (Re-run) 小學資優教育課程領導與管理初探 (重辦)	Early June 2010 (Please refer to the Training Calendar System or the website of the EDB for details) 2010年6月上旬 (詳情請留意教育局培訓行事曆或教育局網頁)	Hong Kong 香港	www.edb.gov.hk/cd/ge
Introducing Curriculum Leadership and Management in Gifted Education for Secondary Schools (New) 中學資優教育課程領導與管理初探 (新辦)	Mid June 2010 (Please refer to the Training Calendar System or the website of the EDB for details) 2010年6月中旬 (詳情請留意教育局培訓行事曆或教育局網頁)	Hong Kong 香港	www.edb.gov.hk/cd/ge

What's New 最新消息

“Gifted Education in Practice” (GEiP) Blog

The “Gifted Education in Practice” (GEiP) Blog was launched in June 2009. This blog discussion offers teachers and frontline practitioners a platform to extend their learning and interact with others in the GE community. It facilitates the community to share their knowledge and experiences in nurturing the gifted and to build up knowledge. Discussion topics and articles on gifted education will be posted up regularly. You are most welcome to visit the blog (http://hkage.org.hk/blog_te/) and join the discussion.

「優識室」教師網誌

香港資優教育學院於二零零九年六月已推出一個名為「優識室」的教師網誌，目的是提供一個不受時空限制的互動平台，讓教師及前線同工分享培育資優生的心得。期望教育同工能在這交流平台內，延伸其所學所得，跟其他同業互動交流，結成一個支援網絡。我們的室長會定期提出有關培育資優生的主題，教育同工可就內容提出意見，室長亦會就有關問題作出回應。歡迎您隨時加入討論及分享您的意見。

TPD e-Newsletter

Would you like to receive the latest news on the HKAGE’s teacher professional development activities and initiatives? If so, you are most welcome to subscribe to our TPD e-Newsletter at the “Teacher Zone” of our website: http://hkage.org.hk/en/teacher_zone.html

教師電子通訊

你若希望定期接收香港資優教育學院教師專業發展部的最新消息，請立即登入本學院網站「教師園地」(http://hkage.org.hk/b5/teacher_zone.html) 登記訂閱「教師電子通訊」，以獲取我們最新的消息及課程資料。

INSPIRE Survey


Published by the HKAGE Teacher Professional Development Division, INSPIRE is a biannual magazine which contains a wide range of contents such as thematic articles on gifted education and sharings from experts and frontline educators. The Inaugural Issue was published in June 2009 and the electronic version is available on our website: http://hkage.org.hk/en/tz_publications.html

Please let us know what you think about INSPIRE at: <http://hkage.org.hk/en/teacher/Survey/surveyMagazine.php> so that we can better cater for your needs in the future.

《匯賢資訊》意見調查

《匯賢資訊》，本刊是香港資優教育學院教師專業發展部出版的半年刊，內容包括資優教育專題文章、專家分享、前線同工心聲等。本刊希望能通過匯集各方教育同工對資優教育的心得和見解，以及提供有關資訊，為資優教育社群提供一個交流的平台。創刊號已於二零零九年六月出版，並上載於本學院「教師園地」網頁，歡迎各位同工瀏覽：http://hkage.org.hk/b5/tz_publications.html

我們誠邀各位瀏覽後，前往《匯賢資訊》意見調查欄目 (<http://hkage.org.hk/en/teacher/Survey/surveyMagazine.php>) 提供您對本刊的寶貴意見，讓我們往後在編輯《匯賢資訊》時更能滿足您的需要！



實施情意教育有助學生習得個人與
社交適應的技巧，亦有助他們建立正向的人生目標。

*Affective education promotes personal and
social adaptive strategies as well as helps one
to develop positive life goals.*

郭靜姿教授
Prof. Kuo Ching-chih

Express Your Ideas!

請踴躍表達意見！

If you have comments and suggestions to improve “INSPIRE”, please contact us!
假如您對今期內容有任何意見及建議，歡迎聯絡我們！

Contact Information 聯絡方法

Website 學院網頁：www.hkage.org.hk

Email 電郵：tpd@hkage.org.hk