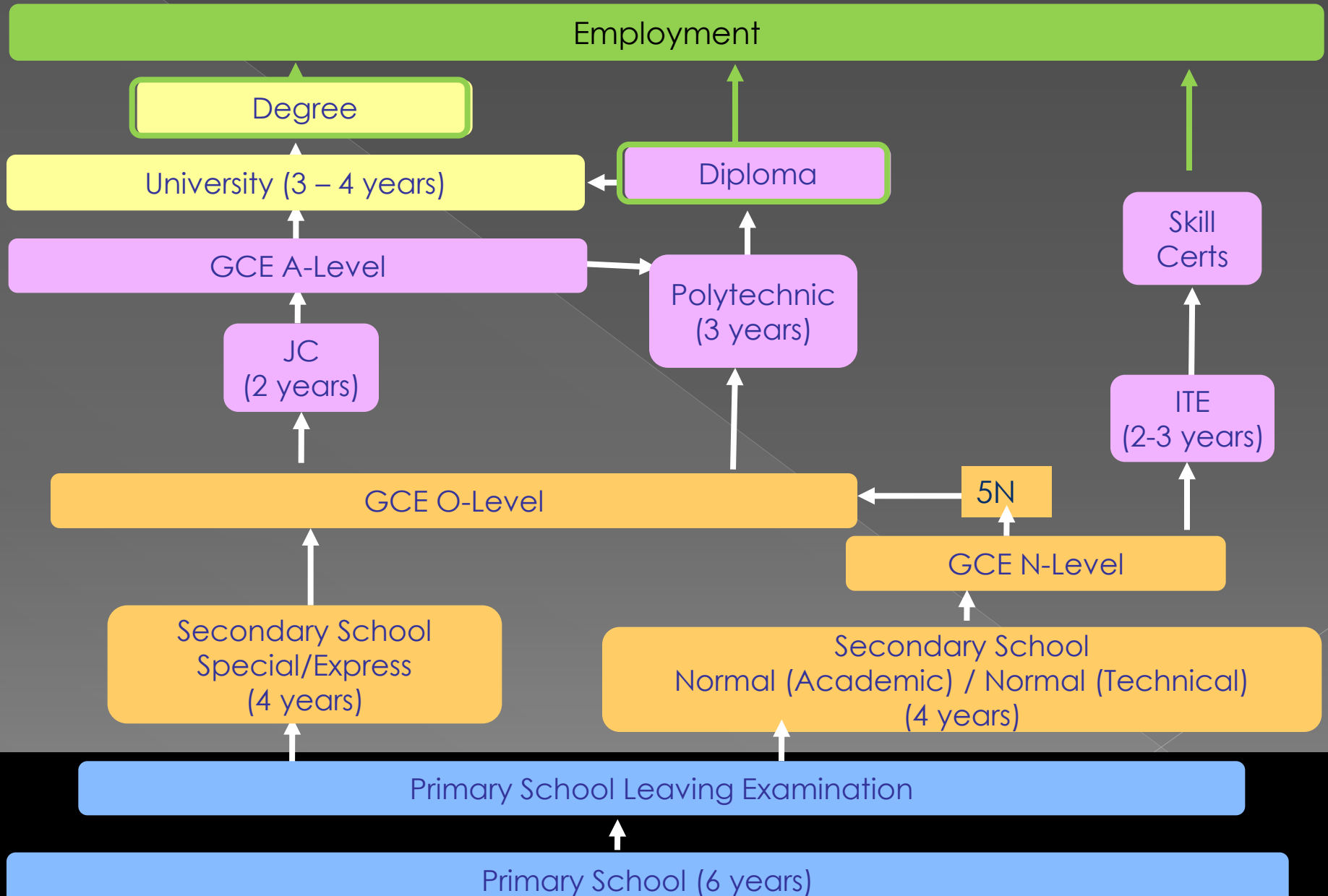


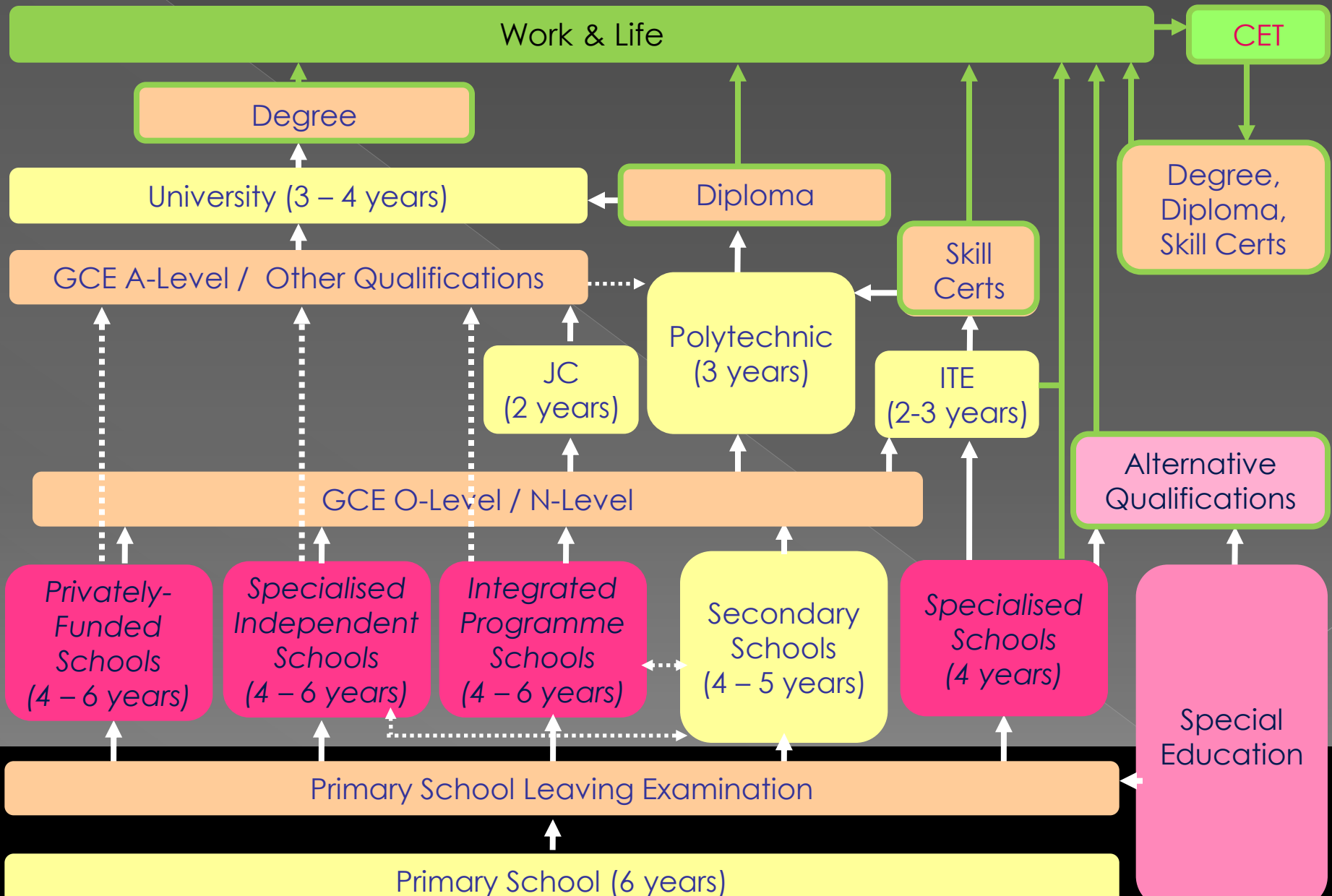
SEASPF V
31 October 2012
Nha Trang City, Vietnam

**Best Models/Practices on
Education for Gifted Students**

Singapore Educational Landscape in 2002



Singapore Educational Landscape Today



MOE's Directions: Diversity & Choices

We need more diversity in our schools to help our young discover different talents amongst themselves, and to have meaningful choices about the kind of education that they want to pursue....we need a mountain range of different talents, each one of us being the best that we can be, not just one or two peaks.

S Tharman, Minister for Education, 2003-2008

“Every Student, an Engaged Learner

Because each child progresses at a different rate, we must have multiple pathways for them to make progress. At every stage, we must have the right amount of challenge relative to the ability of the child - not so much as to overwhelm, and not so little as to bore.

Every School A Good School

For every school to be a good school, we cannot have cookie-cutter schools. Let us aim for diversity among our schools, each with its own niche area and peak of excellence.”

Ng Eng Hen, Minister of Education

Redefining Giftedness

Gagne's Differentiated Model of Giftedness & Talent

– highlights the **different areas** of strength and stresses the importance of the nurturing process in order that their potential in different domains may be realised **in the different fields of human experience**.

Singapore's Beliefs Towards Giftedness:

- > There are **different domains of giftedness**, such as **intellectual**, physical, aesthetics and social;
- > A gifted individual may not possess gifts in all the domains, and may have relative strengths and weaknesses in **different areas**;

The Evolving Gifted & Talented Landscape in Singapore

GEP in Primary Schools

Integrated
Programme

Special
Schools

School-Based
Talent/Gifted
Education

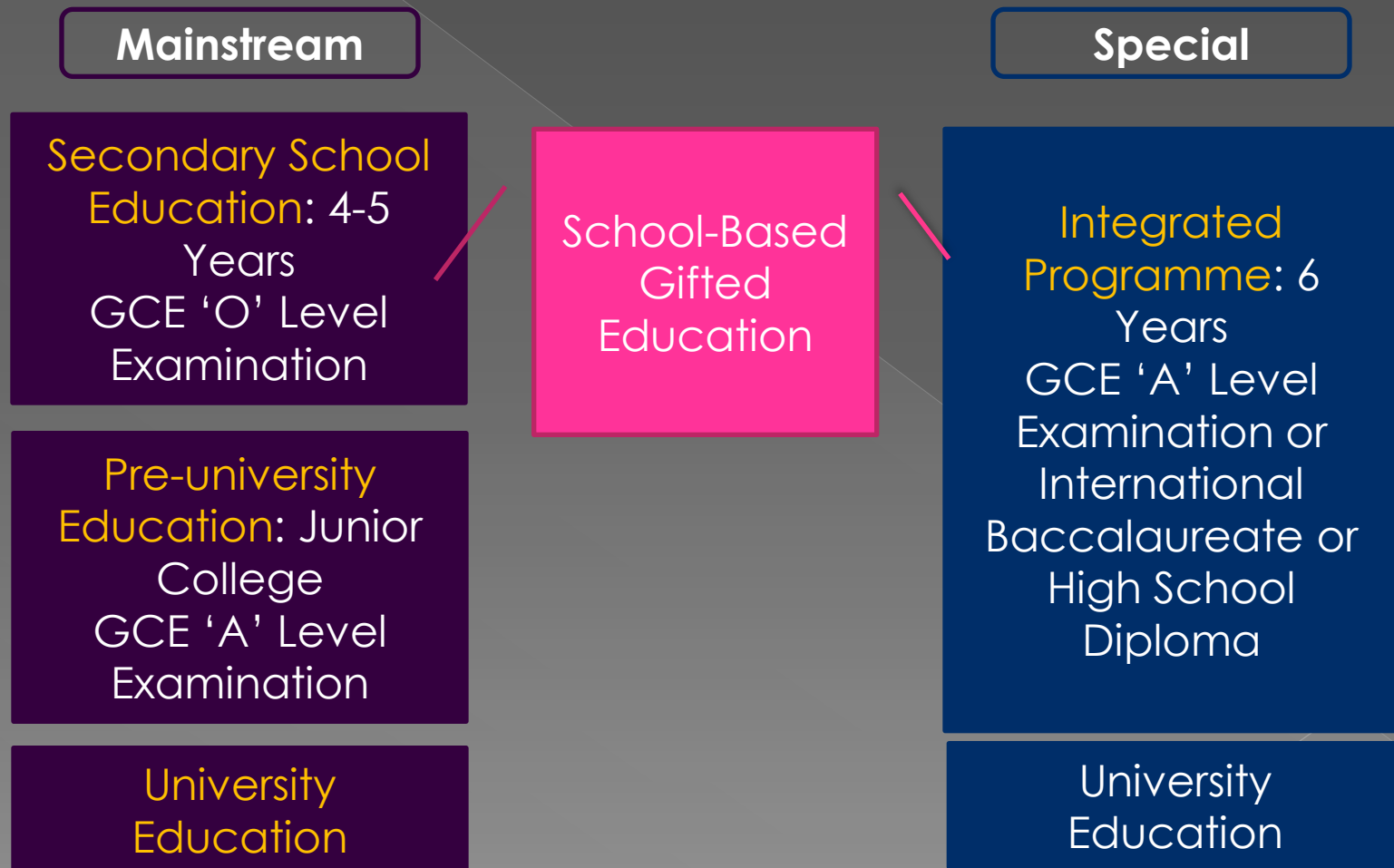
Centres of
Excellence

Niches &
PSEs

Special Elective
Programmes

The Intellectually Gifted

Integrated Programme – A 6-year School-Based Gifted Education Programme



Our Integrated Programme

- 18 IP schools offering their distinct school-based gifted education provisions: Integrated Curriculum, Enriched Curriculum, Mentorships & Attachments, Project work & Independent Study, Competitions...
- *A sample of IP – curriculum & enrichment*

School-Based Programme for the Gifted

- ◉ Processes of Identification of High Ability Learners (HALs)
- ◉ Special Programmes designed with varied opportunities to stretch HALs: More challenging curriculum, special enrichment programmes, collaborative projects, customised co-curricular programmes (eg, leadership development)
- ◉ Social-emotional Development through Character Building Programmes

Being Gifted in Other Domains

Special Schools

**NUS High School for Math &
Science**

**School of Science &
Technology**

Singapore Sports School

School of The Arts

Photos, 1-2
extracts of
their curriculum
design...

Being Gifted in Other Domains

Special Elective Programmes in Schools

**Art Elective Programme
Music Elective Programme**

**Language Elective
Programme
(Chinese/ Malay
Language)**

Photos & Extracts of the programme

Nurturing the Gifted in Mainstream Schools

Peaks of Excellence

Centre of Excellence (COE) for Primary & Secondary Schools

**Programme for School-based Excellence (PSE) for
Primary Schools**

Niche Programme for Secondary Schools

A photo collage of School with niches/PSEs/COEs...

Design Education

Visual Arts

Choir

**Information &
Communication
Technology**

**Environmental
Education**

COEs / PSEs / Niches

Dance

Language Arts

Chinese Orchestra

Robotics

Drama

Foreseeable Challenges

- ◉ Recognising varying talents at different points of the child's development

Diverse Opportunities at Secondary School Level

- ◉ Customising while Integrating

- > Designing curriculum & programmes that nurture the gifted few &

- > Allowing them to become socially & emotionally balanced students

IP schools & JCs have a mix of IP (the gifted) & 'O' level students (the non-gifted)

Special Emphasis on their character development programmes

Over the years...

Our job is to make each path in our education system a rich one which brings out the best in each student. In every school, we have the responsibility of spotting talents among young, making surprises possible, and customising learning for every ability so that we help every child succeed.

... And this is how we will create a mountain range of excellence - with many peaks, soaring high and inspiring everyone, but also with foothills that are also way above sea level. It is how we achieve quality for all in education and uplift all Singaporeans.

S Tharman, Minister of Education, 2003 - 2008

We aim to help every student discover what makes him special and for him to believe that his special gift can enrich the lives of others.

Dr Ng Eng Heng, Minister of Education , 2008-2011

Singapore's Vibrant & Diverse Educational Landscape

A collage of photos of students in different programmes

At the heart of it all, education is about bringing out the best in each student. Each student has a talent that has to be discovered, nurtured, and cultivated. We must find many ways of identifying and grooming talent.

As Professor Lee Yuan-Tseh, the first Taiwanese-born Nobel Prize laureate said,

“Written exams can only assess certain aspects of a person’s talent.” “We have a responsibility to help young people discover themselves – what they are good at and how they can contribute.”

S Tharman, Minister for Education, 2003-2008

Lessons to Share

A worthy commitment– good to begin right from young but best to note:

- > Must make provisions for late bloomers
- > Manage Elitism & Exclusiveness
- > Build in Integration
- > Emphasise Holistic Development – character building must have a strong presence