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Proposal

Submission ID: 154

Mode: Parallel Session

Title: Gifted-isation in and of the universal education

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Practice-based Parallel Session

Topic areas: (1) programming, curriculum, and pedagogy; (2) STEAM

Abstract (100 words limit)

This paper illustrates how the theory of gifted education in inclusive education system has been put into practice at a public secondary school in Hong Kong. With the curricular and pedagogical examples of 2 units of Biology (ecology and DNA study), Global Classroom Week, and career and life planning in collaboration with universities, experts and international partners in regular school time, the key attributes of gifted education, including active engagement, relevance, challenge, higher order thinking and choice, are infused. This enhancement not only caters for the gifted students, but more importantly benefits to all students. (95 words)

Content (400 words)

Inclusive education has been advocated by the UNESCO and many countries in the wake of egalitarianism and humanitarianism movement. Gifted education in regular schooling system, commonly in the form of pull-out programmes, off-site support and acceleration, is criticized for its labelling effects, misplacement of gifted students due to deficiency of identification mechanism, and resources inclination. As a result, there has been an increased focus on gifted education embedded within inclusive education in recent years. The inclusive approach not only addresses the loophole of the conventional gifted education modes, but also empowers the regular classroom with greater breadth, depth, differentiation, higher-order thinking, creativity and social emotional learning. It aligns with the advocacy of OECD (2021).

This paper illustrates how the theory of gifted education in inclusive education system has been put into practice at a public secondary school in Hong Kong. With the curricular and pedagogical examples of 2 units of Biology (ecology and DNA study), Global Classroom Week, as well as career and life planning in collaboration with universities, experts and international partners in regular school time, the key attributes of gifted education, including active engagement, relevance, challenge, higher order thinking and choice, are infused in the regular curriculum. This enhancement not only caters for the needs of the gifted students, but more importantly improves the conventional setting for the best benefit of all students. A rising tide lifts all boats. In other words, in addition to the sharing of practices of gifted education in the inclusive education setting, this paper may serve to facilitate the development of insights for further development of gifted education in the new paradigm and reflection on sustainable development of the universal education. (278 words)

Key references:

Gagné F. (2010). Motivation within the DMGT 2.0 framework. *High Ability Studies*, 21(2), 81–99.

Lo, C.O., Lin-Yang, R.C., and Chrostowski, M. (2022). Giftedness as a framework of inclusive education. *Gifted Education International*, 38(3), 345-450.

Rutigliano, A., and Quarshie, N. (2021). OECD Education Working Papers No. 262. Policy approaches and initiatives for the inclusion of gifted education in OECD countries. Organisation for Economic Cooperation and Development.

Biography

Dr. Patrick Lam has been a reflective practitioner in the educational field for 32 years, including service in Hong Kong and New Zealand governments, part-time lecturing, visiting professorship and school principalship. He has been the speaker of over 500 seminars, workshops and conferences in tertiary institutions, schools and parent groups in 20 countries. He has been a learning experience designer and instructor of many stimulating gifted education programmes across 7 continents, including numerous Arctic and Antarctica expeditions, first-ever satellite and propellant rocket produced by Hong Kong students, afforestation in Inner Mongolian desert, African service trip, to name but a few. (100 words)

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