

PRESS RELEASE



Ministry of Education

2 November 2007

Greater Integration for Pupils in the Gifted Education Programme

1. From 2008, all the nine primary Gifted Education Programme (GEP) centres will introduce initiatives to promote greater interaction between GEP and non-GEP pupils, allowing them to learn, work and play together on a daily basis. This will enable GEP pupils, who are currently pursuing the GEP curriculum in classes separate from their non-GEP peers, to maintain regular contact and develop closer bonds with their schoolmates through meaningful shared experiences. On average, it is expected that GEP and non-GEP pupils would spend between one third to half of their curriculum time together on a daily basis.

2. Among the nine centres, Nan Hua Primary School and Tao Nan School piloted two different models of integration for their Primary 4 (P4) classes this year. The positive experiences of the students have prompted both schools to continue with the programmes for 2008, as well as to extend them to the incoming P4 cohorts. A description of the two models is appended in [Annex 1](#).

3. The other seven GEP centres will be introducing their own integration models. Some of them will implement integration only for their incoming P4 pupils, while others plan to form integrated classes at both P4 and P5 levels. A summary of the plans for each school can be found in [Annex 2](#).

KEY FEATURES OF INTEGRATION MODELS

4. While each of the nine GEP centres will work with MOE to develop its own distinctive model, all nine centres will be guided by the following principles in their integration programmes:

- a. A core of enriched GEP subjects (including English Language, Mathematics and Science) will continue to be taught in separate GEP classes;
- b. Students in integrated classes should be of broadly comparable ability to optimise learning;

- c. All teachers of integrated classes will receive GE training;
- d. Attention should be paid to quality of shared experiences rather than shared time per se.

5. The integration models will generally take one of the following two forms:

- a. Integrated form classes comprising GEP and non-GEP pupils: The form class will have common lessons for all the subjects except the school's GEP core curriculum. For 2008, the core subjects for which GEP pupils will attend separate classes will include English Language, Mathematics and Science. This model is broadly similar to that adopted by Nan Hua Primary and Tao Nan School this year;
- b. Separate form classes for GEP and non-GEP pupils respectively: Pupils will be pulled out of their form class for combined lessons in Art and Crafts, Civics and Moral Education, Chinese Language/Higher Chinese, Music and Physical Education.

6. Schools will have the latitude to decide which subjects, and the number of subjects they would like to include in integrated classes of GEP and non-GEP students. On average, GEP and non-GEP pupils would spend between one third to half of their curriculum time together on a daily basis.

7. Schools have also designed new ways to enhance opportunities for greater interaction through their Co-Curricular Activities (CCAs) and Community Involvement Programmes (CIP). CIP projects will be planned such that GEP and non-GEP pupils will get to work on common causes close to their hearts. To optimise CCAs as an avenue for pupils to train and play together, GEP pupils will be strongly encouraged to take up at least one school-based CCA. CCAs will also enable pupils with similar interests to pursue their passions. Whether it is in the outdoors or the art room or the science laboratory or the library, pupils can have shared experiences which will help them to forge closer bonds.

8. The Ministry will also provide the necessary resource support to all schools. For instance, the Gifted Education Branch of the Ministry will continue to support the schools to build the capacity of their teachers by training more mainstream teachers in gifted education pedagogy. Mainstream teachers will also be invited to participate in curriculum-related professional development activities organized by the Branch.

BACKGROUND

9. At MOE's 2006 Work Plan Seminar (28 Sep 06), Minister for Education Mr Tharman Shanmugaratnam announced that two GEP centres, Nan Hua Primary School and Tao Nan School, would pilot two models for greater integration of GEP and non-GEP pupils during curriculum time. The objective was to create more opportunities for GEP pupils to learn, interact and play with the rest of their peers, and develop rounded characters from young.

10. The GEP is a Ministry of Education programme with distinctive features to nurture and develop intellectually gifted pupils to their full potential. The programme is a successful innovation of the Singapore education system which has worked well and which the Ministry will continue to evolve. We are seeing greater integration of students in the Gifted Education Programme with the rest of their counterparts. At the secondary level, we have devolved the Gifted Education Programme to the Integrated Programme (IP) schools, which in practice admit the majority of gifted students.

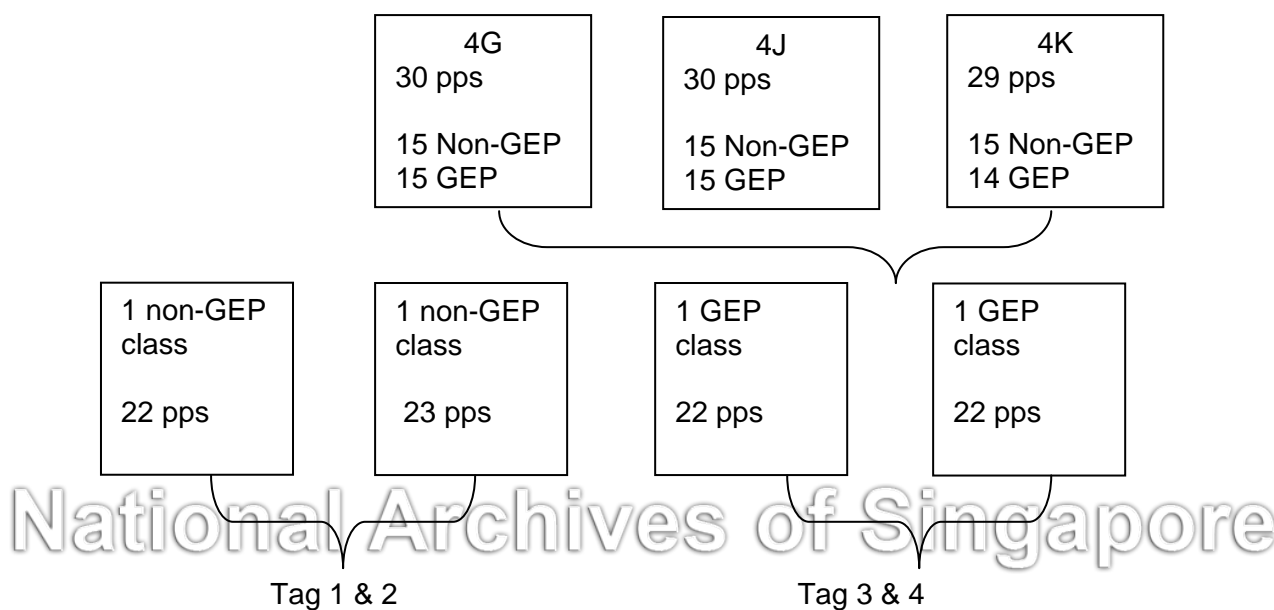
11 MOE does not intend to do away with the philosophy or practice of providing distinct programmes for gifted students. What we aim to achieve is a diversity of such programmes. We are already seeing this happen. At the secondary level, the IP schools have each come up with their own talent development programmes for gifted and other high ability students, in addition to their programmes for other IP students. At the primary level, the schools will continue to implement MOE's Gifted Education Programme. However, the 9 primary schools will adopt new and different ways to implement GEP classes so as to give students ample opportunity to interact with their peers.

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Nan Hua Primary: Integrated form classes comprising GEP and non-GEP pupils

Nan Hua Primary (NHPS) had an enrolment of 44 P4 GEP pupils in 2007. Instead of placing all 44 GEP pupils in two intact classes of 22 each, NHPS combined the GEP pupils with 45 top mainstream pupils, and created three integrated classes of 33 pupils each. GEP pupils were pulled out during curriculum time for the following subjects: English, Math, and Science. For Higher Chinese and Social Studies, the three mixed classes were taught using the GEP enriched curriculum. The remaining subjects including Physical Education, Art & Crafts, Civics and Moral Education (CME), Music and Individualized Research Study (IRS) were taught by the form teachers. The classes were taught by GEP teachers, and GE-trained mainstream teachers. In this model, GEP and mainstream pupils spent 50% of curriculum time together on a daily basis.



Pupils are organised into Tag 1 and 2 (NGEP) and Tag 3 and 4(GEP) for English, Math and Science.

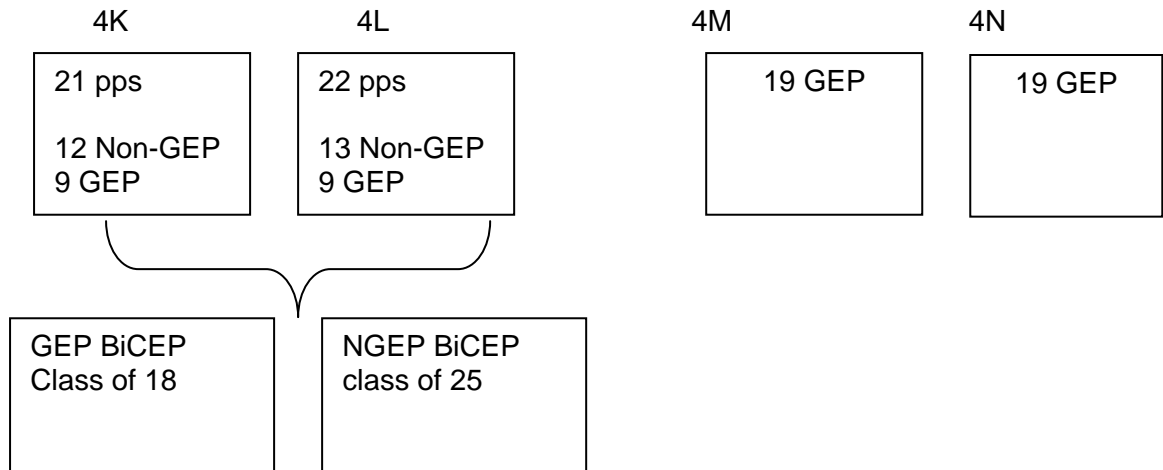
Tao Nan School: GEP-BiCEP classes

Tao Nan School (TNS) had an enrolment of 56 P4 GEP pupils in 2007.

TNS used its pilot Bicultural Chinese Elective Programme (BiCEP) to introduce its integration model. Instead of being placed in intact GEP classes, 18 GEP pupils are placed in 2 GEP-BiCEP classes, together with 24 high-ability mainstream pupils who opted and qualified for the BiCEP. The 2 mixed classes have a class size of 21 and 22 pupils respectively. The other 38 GEP pupils are placed in GEP-only classes.

GEP pupils in the 2 GEP-BiCEP classes are pulled out during curriculum time for English, Math, Science and Individualised Research Study, in a class of 18. For other subjects, GEP pupils remain in their combined GEP-BiCEP classes.

This means that the 18 GEP pupils in the GEP-BiCEP classes spend about half of the curriculum time with their non-GEP peers on a daily basis.



GEP pupils are pulled out for English, Math, Science and Individualised Research Study.

GEP Schools' Plans for 2008

NAN HUA PRIMARY SCHOOL (NHPS)

1. This year's P4 pupils who were part of the pilot programme (described in Annex 1) will proceed to P5 and continue with the same arrangement. They will spend half of their curriculum time in their mixed form classes. The school hopes to attract about 60 P4 GEP pupils next year. It will place the 60 pupils with the top 60 mainstream pupils to create 4 mixed classes, each with 30 pupils. Parents of mainstream pupils will be given the choice to opt out. The P4 pupils will also have 50 percent common curriculum time in the form class, with GEP pupils pulled out only for English, Math and Science.

TAO NAN SCHOOL (TNS)

2. For this year's P4 BiCEP class progressing to P5, the structure and arrangement would remain largely similar with only a small modification. The school would pull GEP pupils out for Social Studies lessons as well. As for 2008 P4 pupils, the school plans to extend the integration model to the non-BiCEP GEP classes as well. P4 GEP pupils will be given the choice to opt for BiCEP. The arrangement and curriculum for the GEP-BiCEP model would be similar to those for P5. GEP and mainstream pupils in these integrated BiCEP classes spend about 44 percent of curriculum time together on a daily basis, while the non-BiCEP integrated classes pupils spend about 39 percent of curriculum time together. In addition, pupils of each level will get to attend a 3-day 2-night camp during the year, and perform at least eight hours community service together on common projects.

ANGLO-CHINESE SCHOOL (ACS [P])

3. This year, ACS(P) implemented integrated classes for Chinese Language and Physical Education at P4. Based on positive feedback from teachers, the school has decided to increase the number of subjects that will be taught in integrated classes for next year's P4 and P5 pupils. Art and Music will also be taught in integrated classes next year in addition to Chinese Language and Physical Education. P4 GEP pupils will also be required to take up a sports CCA in Term 1 next year. This would mean an additional hour of interaction with mainstream boys in the sports arena each week.

CATHOLIC HIGH SCHOOL (CHS)

4. CHS had also implemented its own integrated model this year. Pupils in the 2 GEP classes had common Music, Art and Crafts, Physical Education and Individualised Research Study lessons with pupils in the top 2 mainstream classes. In 2008, the 3 P5 mixed classes will continue with this arrangement. The incoming P4 pupils will have even more common curriculum time as CHS plans to include Civics and Moral Education and Higher Chinese in the 'common' curriculum as well. GEP pupils will stay in their own class only for English, Math, Science and Social Studies. In addition to the integrated classes, CHS also plans to have at least 2

school-wide activities per term to ensure that GEP pupils have opportunities to interact with non-GEP pupils of the other classes as well. These activities will cover different domain areas ranging from gaming to broadcasting to math and science trails.

HENRY PARK PRIMARY SCHOOL (HPPS)

5. From 2008, all P4 GEP pupils will have common lessons with mainstream peers for Art and Craft, Civics and Moral Education, Music and Physical Education.. In addition, about twenty P4 GEP pupils offering Chinese Language will be placed in integrated classes with 40 mainstream pupils. These mixed classes will be organised based on Chinese Language ability level. 2008 P5 and P6 pupils will also be with mainstream peers for Art and Craft, Music and Physical Education lessons. The school will also allow a very small number of non-GEP pupils who have exceptional ability in Math to join GEP math classes.

NANYANG PRIMARY SCHOOL (NYPS)

6. NYPS will be implementing integrated classes for incoming P4 pupils in 2008. It expects to admit about 100 GEP pupils. These 100 pupils will be placed in eight mixed classes with 160 top mainstream pupils, with each mixed class size averaging 32 to 33 for all the subjects except English, Math, Science and Social Science which will be taught in separate GEP and mainstream classes. In the co-curricular realm, GEP and mainstream pupils will work on joint Community Involvement Projects and service learning projects. P5 GEP pupils will also guide P1 and P2 Learning Support pupils in reading for two terms.

RAFFLES GIRLS' SCHOOL (RGPS)

7. In RGPS, about 60-70 incoming P4 GEP girls will be placed in GEP classes for English, Math, Science and Social Studies. For all the other subjects, they will have common lessons in mixed classes with 80 top mainstream girls. The Computer Enrichment Programme will also be extended to non-GEP pupils. Beyond the formal curriculum, mainstream and GEP girls will also attend house practice together for 15 weeks, participate in two hours of CCA every week, and have common field trips.

ROSYTH SCHOOL

8. Rosyth will implement integrated classes for P4 and P5 from 2008 to increase the number of contact hours for GEP and mainstream pupils. About 50 incoming P4 GEP pupils will be combined with 80 top mainstream pupils in mixed classes for Art and Crafts, Music, Physical Education and Higher Chinese/Chinese Language. All the other subjects will be taught in their intact form classes. The P5 pupils will have common lessons with mainstream peers for Art and Crafts, Music and Physical Education. Pupils will also be working on common CIP projects and attend overnight camps together.

ST HILDA'S PRIMARY SCHOOL (SHPS)

9. From 2008, both P4 and P5 GEP pupils will be placed with non-GEP pupils for certain subjects. Pupils will remain in their own form classes for English, Math, Science, Social Studies and Civics and Moral Education. GEP pupils will join non-GEP pupils for Art & Crafts, Chinese Language (for P4), Chinese Language/Higher Chinese (P5), Music, Physical Education, and Individualised Research Study. For each grade level, there are also co-curricular programmes like camps and Community Involvement Project for mixed groups of pupils. The P5 Advanced Enrichment Math Classes will also be open to eligible non-GEP pupils.

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