

Professor Sammy Chung, JP (United Kingdom)



It is my pleasure and privilege to receive the second issue of MI magazine. MI is certainly not bedside reading material, rather it takes time to digest. I sincerely hope that the receivers of this issue are prepared to read it in detail - especially the stakeholders because their comprehension and feedback are vital in reflecting the success of MI.

With my background in higher education teaching, external funding and managing secondary schools to HE levels in the UK, I always ask questions it happens for any other new board has some early-stage the best return by creating this term). I have some suggestions convince existing stakeholders of providing regular feedback to providing them MI magazines free perhaps also by asking them to with the similar interest to join. If

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more educators from different educational backgrounds to be involved with the preparation of upcoming MI magazine issues for obvious reasons, but one must make sure their involvement is not as a favour for editorial board or staff members, to avoid ethical conflictions. This will provide new ideas and knowledges for this project. We certainly would like to see sustainability in the quality of MI!

on effectiveness and how to ensure projects. I do believe the editorial strategies to ensure how to receive magazine (both short term and long as follows: it would be useful to to engage with it—perhaps by means them as compulsory action (thereby of charge, as an incentive reward), attract more potential stakeholders possible, it is practicable to approach

With such measures in place, I am sure there will be significant, positive outcomes in the next 6 to 12 months – something I, personally, very much look forward to!

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Dr. Sue Yip (United Kingdom)



Thank you for giving me the opportunity to be a reader of the MI magazine. Below are my comments and reflections.

I am most impressed with the amount of hard work that has gone into the latest edition of *Research MI*.

It really shows the dedication of teachers in trying to improve as well as to understand the needs of gifted individuals. It reminded me very much of a Hollywood movie, *The X-Man*, regarding different characters blessed with special gifts/ talents and it is up to the elders and the administrators to help them to capitalize their talents.

Much in the same way as in the movie, I can see the work of G.T. College teachers via their research and pedagogy practices in helping gifted pupils with the sole aim of developing them to realize their potentials, and ultimately enhancing these pupils to become successful individuals in their own right. Hence it is essential to understand the needs of these pupils, allowing them to explore and experiment which G.T. College can offer.

Food for thought for the future, I would be interested to know how teachers have developed themselves in order to make them suitable facilitators in meeting the needs of these special pupils by examining, perhaps, specialties that these individual teachers (may) possess.

Lastly, congratulations to G.T. College for opening our eyes to your work and sharing with us your love for quality education.

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