



New Indian Model School, Al Ain

Policy on Recognizing Giftedness and Talentedness

INTRODUCTION

Giftedness and talentedness refer to the possession of natural ability or aptitude in a particular area or domain. Students who are gifted or talented may exhibit above-average abilities or skills in areas such as academics, athletics, the arts, or leadership. Giftedness and talentedness can manifest in many different ways and can be found in individuals of all ages. While some children may be naturally gifted or talented in a particular area, others may develop their abilities through hard work and practice.

Giftedness and talentedness are often used interchangeably, but there are some subtle differences between the two terms. Giftedness is generally used to refer to a natural aptitude or ability that is present from an early age and requires little or no effort to develop. Talent, on the other hand, is a term that is often used to describe a skill or ability that has been developed through practice and effort overtime.

It is important to note that giftedness and talentedness are not the same as intelligence. Intelligence is a broad term that refers to a child's overall ability to think, learn, and solve problems. Giftedness and talentedness refer to specific areas of ability or aptitude. It is possible for a student to be highly intelligent but not particularly gifted or talented in any particular area. Similarly, a student may be highly gifted or talented in a particular area but have average intelligence overall.

TERMINOLOGY

There are a number of different terms that are used to refer to gifted and talented individuals. Some of the most common include:

Gifted: refers to children who have a natural aptitude or ability in a particular area or domain. Gifted individuals may excel in areas such as academics, athletics, the arts, or leadership.

Talented: describes children who have developed a skill or ability through practice and effort over time. Talented individuals may excel in areas such as music, dance, or sports.

High-ability: refers to children who have the potential to excel in a particular area or domain. High-ability individuals may have the potential to be gifted or talented, but may not have fully developed their abilities yet.

High-achieving: describes children who have achieved success in a particular area or domain, often through hard work and dedication.

Exceptional: describes children who stand out in a particular area or domain, often due to their giftedness or talent.

Genius: describes children who have exceptional intelligence or ability in a particular area. It is often used to refer to children who are exceptionally gifted or talented.

It is important to note that these terms are not always used consistently and their definitions may vary somewhat depending on the context.

"Gifted" and "giftedness" are often used interchangeably to refer to individuals who have a natural aptitude or ability in a particular area or domain. "Gifted" is an adjective that describes children who possess a particular quality or trait, in this case, giftedness. "Giftedness" is a noun that refers to the possession of natural ability or aptitude in a particular area or domain.

For example, you might say "She is a gifted musician" to describe children who has a natural talent for music. In this sentence, "gifted" is an adjective that describes the children's musical ability. You could also say "She has a great deal of musical giftedness" to describe the same children. In this sentence, "giftedness" is a noun that refers to the children's natural ability or aptitude for music.

In general, "gifted" is used to describe individuals who have a natural aptitude or ability in a particular area, while "giftedness" is used to refer to the possession of that natural aptitude or ability.

"Talent" and "talentedness" are often used interchangeably to refer to individuals who have a natural aptitude or ability in a particular area or domain. "Talent" is a noun that refers to a natural aptitude or ability in a particular area. "Talentedness" is a noun that refers to the possession of natural ability or aptitude in a particular area or domain.

There is a subtle difference between talent and giftedness. Talent is often used to describe a skill or ability that has been developed through practice and effort over time. Giftedness, on the other hand, is generally used to refer to a natural aptitude or ability that is present from an early age and requires little or no effort to develop.

For example, you might say "She has a lot of talent as a dancer" to describe children who has developed their dancing ability through practice and hard work. In this sentence, "talent" is a noun that refers to the children's ability as a dancer. You could also say "She has a great deal of dancing talentedness" to describe the same children. In this sentence, "talentedness" is a noun that refers to the children's natural ability or aptitude for dancing.

In general, "talent" is used to describe a skill or ability that has been developed through practice and effort, while "talentedness" is used to refer to the possession of a natural aptitude or ability in a particular area.

DEFINING GIFTED AND TALENTED

The Dubai School Inspection Bureau (DSIB) defines the terms Gifted and Talented to refer to those *“students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement. These students would demonstrate performance which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in areas such as poetry, drawing, sport or*

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drama etc”.

Likewise, the School Inspection Framework of the United Arab Emirates defines a gifted and talented student as follows:

“a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve. The term talented refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability”.

These definitions of gifted and talented students take account of the ‘Differentiation Model of Giftedness and Talent’ and align with international best practice.

According to The National Association for Gifted Children, NAGC 2021, USA), Gifted students are those, *“with gifts and talents who perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains.”*

STAKEHOLDERS

The primary stakeholders of this policy are students who are identified as gifted and talented, their parents, teachers, school administrators, and the school management.

POLICY STATEMENTS and PLAN OF ACTION

The objectives of this policy are as follows:

- 1) The school will identify and support gifted and talented students in order to challenge and broaden their abilities and help them reach their full potential.**

Plan of Action:

- 1a. Identify gifted and talented students by working with teachers and parents to identify gifted and talented students through:
 - 1) universal school-wide screening for giftedness and talentedness
 - 2) teacher nominations
 - 3) peer nominations
 - 4) self-nominations
 - 5) parent nominations
- 1b. Utilize standardized testing and other assessments from the SEED Special Education Center to identify students who are performing significantly above their grade level using:
 - 1) Formal tests of intellectual ability
 - 2) Formal tests of academic achievement
 - 3) Formal tests of giftedness and talentedness

4) Formal international benchmark assessments (ACER-IBT)

- 1c. Consider a range of factors, including academic achievement, creativity, leadership, and artistic or athletic ability through:
- 1) Review of permanent products of creative and artistic abilities and talents
 - 2) Review of demonstrated evidence relating to exceptional and unique leadership abilities
 - 3) Review of demonstrated evidence of exceptional athletic abilities
 - 4) Review of demonstrated academic achievement through report cards
- 1d. Work with gifted and talented students to develop individualized and advanced learning plans that take into account their specific strengths, needs, and interests by:
- 1) Developing Advanced Learning Plan (ALP)
- 1e. Utilize a range of resources and strategies to challenge and broaden gifted and talented students through:
- 1) Advanced coursework
 - 2) Independent research projects
 - 3) Enrichment activities
 - 4) Acceleration
 - 5) Cluster grouping
- 1f. Provide gifted and talented students with access to a range of resources and support like:
- 1) Academic coaching
 - 2) Academic mentorship
 - 3) Research mentorship
 - 4) Extracurricular activities
- 1g. Work with teachers to ensure that gifted and talented students are receiving appropriate levels of challenge and support in their regular coursework.
- 1h. Encourage gifted and talented students to seek out additional opportunities for learning and growth, such as internships, competitions, or leadership roles.

2) The school will work with teachers, parents, and other stakeholders to create a supportive and inclusive environment for gifted and talented students.

Plan of Action:

- 2a. Work with teachers, parents, and other stakeholders to ensure that they are aware of the school's gifted and talented program and the resources and support that are available for gifted and talented students.
- 2b. Encourage open and ongoing communication between teachers, parents, and other stakeholders to foster a sense of collaboration and support for gifted and talented students.
- 2c. Offer professional development opportunities for teachers to help them understand the unique needs and challenges of gifted and talented students and develop strategies for supporting their development.
- 2d. Work with teachers to create lesson plans and other resources that are tailored to the needs and interests of gifted and talented students.

- 2e. Encourage gifted and talented students to participate in extracurricular activities and other programs that foster a sense of community and belonging.
- 2f. Work with teachers and other stakeholders to create an inclusive and supportive environment that celebrates the achievements and contributions of gifted and talented students.
- 2g. Regularly assess the school's environment for gifted and talented students and solicit feedback from stakeholders to identify areas for improvement.
- 2h. Use data and other metrics to track the engagement and achievement of gifted and talented students and make adjustments as needed to create a more supportive and inclusive environment.

3) The school will seek to recognize and celebrate the achievements of gifted and talented students and help them to develop a sense of pride and self-esteem.

Plan of Action:

- 3a. Work with teachers and other stakeholders to identify opportunities for recognizing and celebrating the achievements of gifted and talented students.
- 3b. Consider a range of options, such as awards, certificates, and public recognition, to celebrate the achievements of gifted and talented students.
- 3c. The school will launch "Project Mawhubin" to identify and award those Highly Gifted and Talented Student in the school with the title "Mawhubin" which means Gifted and Talented in Arabic language.

4) The school will seek to foster a culture of continuous learning and improvement among gifted and talented students, encouraging them to take on leadership roles and be role models for their peers.

Plan of Action:

- 4a. Work with teachers and other stakeholders to promote a growth mindset among gifted and talented students, encouraging them to see challenges as opportunities for growth and learning.
- 4b. Encourage gifted and talented students to take on leadership roles and be role models for their peers.
- 4c. Work with teachers, administrators, and other stakeholders to develop leadership opportunities for gifted and talented students.
- 4d. Utilize a range of strategies, such as student government, mentorship programs, and community service projects, to encourage gifted and talented students to take on leadership roles.
- 4e. Encourage gifted and talented students to participate in leadership opportunities that align with their interests and goals.

5) The school will strive to provide equal access to opportunities and resources for gifted and talented students, regardless of their socio-economic, cultural, or linguistic background.

Plan of Action:

- 5a. Work with teachers, administrators, and other stakeholders to identify any barriers that may prevent gifted and talented students from accessing opportunities and resources.
- 5b. Consider factors such as socio-economic status, cultural background, and linguistic ability when identifying potential barriers to access.
- 5c. Work with teachers, administrators, and other stakeholders to develop strategies to address any identified barriers to access.
- 5d. Utilize a range of strategies, such as providing financial assistance, offering resources in multiple languages, and creating inclusive and supportive learning environments, to ensure that all gifted and talented students have equal access to opportunities and resources.
- 5e. Encourage gifted and talented students to participate in a range of programs and activities, regardless of their socio-economic, cultural, or linguistic background.
- 5f. Work with teachers and other stakeholders to create a supportive and inclusive environment that celebrates the diversity of all gifted and talented students.

POLICY IMPLEMENTATION

Following primary individuals and groups are responsible for implementing this gifted and talented policy in the school:

- 1) School administrators, including the Principal, the Vice Principal, and the Manager
- 2) All Teachers
- 3) Inclusion Team
- 4) Parents of gifted and talented students

POLICY EVALUATION

This policy will be reviewed annually by regularly assessing the effectiveness of the gifted and talented program.

However, amendments to this policy may be made as and when required by the committee that is designated for policy development, implementation, and revision.

POLICY DEVELOPMENT COMMITTEE

This policy has been developed by:

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 Dubai

This policy is being reviewed by:

Principal : NIMS, Dubai
 TCS, Dubai
 NIMS, Sharjah
 NIMS, Al Ain
 The Model School, Abu Dhabi

Head of Inclusion : NIMS, Dubai
 TCS, Dubai
 NIMS, Sharjah
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Academic Head : NIMS Corporate

External Reviewer : Dr. Lisa Patterson-Igwe, WSS Teaching & Learning Coach

POLICY REVIEW & APPROVAL

This policy is to be reviewed and checked annually by the Principal in consultation with Director, SEED Special Education Centre, Dubai, Head of Inclusion, & HoSs

Version No.	Description of Change	Owner	Date of Issue
1.0	Annual Update – policy to be reviewed annually. Next review due: 01/02/2024	Principal	April 2023