



مدرسة دبي للتربية الحديثة
Dubai Modern Education School

Gifted and Talented Policy



School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

Core Values

-  Citizenship
-  Respect
-  Leadership
-  Responsibility
-  Tolerance
-  Commitment
-  Excellence
-  High Expectation

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Gifted and Talented Policy

1.0 Primary Value

The underlying value in this policy is nurturing giftedness and talents in students that sets forth the optimization of individual abilities and potentials, paving the path towards global citizenship, and realization of future aspirations.

2.0 Rationale

DMES upholds its strong commitment to providing an inclusive and equitable education for all students with diverse backgrounds and abilities. We recognize and value the giftedness and talents of students and support their growth and development based on their potential. DMES endeavors to ensure that all students – which include identified gifted and talented individuals, shall benefit from personalized curriculum opportunities and enrichment programs that cater to their personal, academic, sporting, creative, and social growth.

3.0 Purpose

DMES seeks to foster a culture that celebrates the individuality of each student and promotes their success and achievement. The purpose of this policy is to ensure quality provision of holistic support to meet the particular needs of gifted and talented students in compliance with the requirements of regulatory authorities.

4.0 Aims

DMES aims to promote equality and inclusivity through our educational practices and programs for all gifted and talented students. To realize this, DMES shall:

- Establish comprehensive and cohesive procedures for identifying gifted and talented students.
- Adapt and design a curriculum that incorporates differentiated, challenging, distinctive, and advanced academic content for gifted and talented students.



- Create learning environments that allow students with gifts and talents to boost their confidence, engagement, and productivity in meeting high learning expectations.
- Provide adequate learning support, resources and technologies to support the advanced curriculum and extend student learning.
- Collaborate with parents, students, members of the school community and affiliated agencies and organizations in ensuring that the diverse learning needs of gifted and talented students are met.

5.0 Definitions

As outlined in the KHDA Framework, the terms “giftedness” and “talented” are defined with reference to Gagné’s ‘Differentiation Model of Giftedness and Talent’, aligned with international best practice:

- ¹The term **giftedness** refers to *‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains 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 underachieve.
- ²The 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.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:

- An able student knows the answer; the gifted learner asks the questions.

¹ UAE School Inspection Framework 2015-2016, p. 119

² UAE School Inspection Framework 2015-2016, p. 119



- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective students, well focused, analytical, reflective, collaborative and are very clear communicators who are effective.
- Students apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- Students make meaningful connections between areas of learning and a variety of sources to deepen their understanding of the world
- An able student works hard to achieve; the gifted learner knows without working hard.
- An able student enjoys school; the gifted learner enjoys self-directed learning.
- An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

6.0 Identification of Gifted and Talented Students

DMES utilizes a wide range of qualitative and quantitative processes and tools in identifying gifted and talented students and measuring their abilities. Using non-biased and equitable approaches, the school conducts ongoing procedures of identification based on local and international norms and practices.

Gifted and talented students are identified based on the following categories³ stipulated by the California Department of Education:

- **Intellectual Ability:** The student demonstrates extraordinary or potential for extraordinary intellectual development.
- **Creative Ability:** The student characteristically perceives unusual relationships among aspects of the student's environment and among ideas, overcomes obstacles to thinking and doing, and/or produces unique solutions to problems.

³ Gifted and Talented Education Program Resource Guide, 2005 page 11



- **Specific Academic Ability:** The student functions at highly advanced academic levels in particular subject areas.
- **Leadership Ability:** The student displays the characteristic behaviors necessary for extraordinary leadership.
- **High Achievement:** The student consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
- **Performing and Visual Arts Talent:** The student originates, performs, produces, or responds at extraordinarily high levels in the arts.

Students are identified in the following ways:

Academic Gifted and Talented:

- Students with a CAT4 score of 120-129 in one or more areas with an attainment below expectation are identified as highly able.
- Students with a CAT4 score of 120-129 in one or more areas with an attainment in line or above expectation are identified as highly able and talented.
- Students with a CAT4 score of 130 or above in one or more areas with an attainment below expectation is identified as gifted.
- Students with a CAT4 score of 130 or above in one or more areas with an attainment in line or above expectation is identified as gifted and talented.

Non-Academic Gifted and Talented:

- Students are currently being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- Each subject has a separate criteria for identifying students in three separate levels.
 - Level 1: Participation within the school
 - Level 2: Representation of the community
 - Level 3: Representation in national/international levels



DMES is working towards the identification of students in each subject area using data from range of sources:

- Referral by teachers of students with explicit higher ability
- Teacher Observation/Checklists/Survey
- Internal assessment results (School based summative and formative assessments)
- Parent nomination with supporting documentation
- Previous school records, at time of admission
- Standardized assessments of cognitive development and ability that can only be administrated by Educational Psychologists
- School assessment data using MAP and CAT 4
- Awareness of EAL students (English as an Additional Language) who may not be proficient with the English language to be easily identifiable.
- Nominations from the previous school and student affiliations
- Information from relevant external agencies and organizations

7.0 Teaching and Learning Provision

Teaching and learning provision for gifted and talented students at DMES takes into account the key considerations cited in the KHDA Framework in personalizing educational practices for students with special gifts and /or talents.⁴

- **Differentiation** – An effectively differentiated curriculum meets the needs of individual students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- **Pace** – Gifted and talented students learn at a faster pace. They master new concepts more easily and with fewer repetitions. Consequently, teachers shall provide appropriate challenging learning opportunities to sustain the students' attention and desire to achieve.

⁴ UAE School Inspection Framework 2015-2016, p. 120



- **Assessment** – Screening/diagnostic assessments enable teachers to identify the areas of strength and the level of challenge suitable for TAGs. Pre-assessments allow the student/teacher/parent to monitor the progress against the starting point.
- **Groupings** – Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students
- **Level of work** – Gifted and talented students understand concepts and ideas at a level that is above usual age-related expectations. Therefore, the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
- **Enrichment** – Gifted and talented learners are taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners include opportunities for enrichment, extension, and acceleration within and beyond the classroom.

8.0 Support for Gifted and Talented Students

DMES ensures that provision for gifted and talented students is sustained and promoted to accommodate their diverse needs. The school aims to support students with gifts and talents in four ways:

- **Curriculum Modification** – involves streamlining of academic content which corresponds to the students' level of readiness and ability, and a cross-disciplinary curriculum integration based on students' interests to establish interconnection of knowledge and skills
- **Enrichment** – enables students to have access to rich and varied learning opportunities beyond the curriculum, which include after-school academic programs, summer classes, field trips, and extra-curricular activities
- **Extension** – provides greater depth and complexity in the curriculum which allows students to acquire advanced knowledge and develop higher-order thinking skills



- **Acceleration** – requires tailoring the level and complexity of the curriculum according to the distinct needs and abilities of students as they move through academic content at a faster pace.

8.1 Classroom-Based Provision

Effective classroom provision for gifted and talented students shall:

- foster a culture of high expectations and aspirations
- promote inquiry and problem-based learning to encourage students' thinking and questioning at a higher level
- utilize a variety of teaching approaches and strategies to engage students in learning advanced academic content
- create high levels of challenge by incorporating depth, breadth, and pace into instruction
- develop student confidence and independence through personalized learning
- facilitate differentiation as manifested in questioning, student work and activities, assessments, learning targets and objectives
- include opportunities for students to be grouped by ability, to learn in mixed ability groups, and in individual or collaborative work settings

8.2 School-Based Provision

To become well-rounded individuals, gifted and talented students are supported through various programs and activities which include:

- ECAs and club activities
- Workshops led by visiting experts and local authorities
- Use of subject specialists
- Links with outside agencies (visual arts, sports, performing arts)
- Student organizations (e.g. Student Council)
- Leadership training
- Enrichment sessions during the school year
- Competitions



8.3 Out-of-School Provision

The school ensures that gifted and talented students have access to suitable opportunities outside the school environment:

- Partnerships with local authorities, agencies, and organizations
- Local sports, performing arts, and entrepreneurial affiliations
- Participation in national and international competitions and conferences

9.0 Roles and Responsibilities

9.1 Students

Students identified as gifted and talented shall:

- Demonstrate growth and competence in various areas and across all learning aspects.
- Develop self-awareness, confidence, independence, resilience, critical and creative thinking, and social competence.
- Develop exceptional knowledge and skills for 21st-century learning in preparation for higher education and participation in the workforce and global society.
- Participate in gifted education programs, co-curricular activities that cater to their advanced learning needs and abilities.

9.2 Parents

Parents of gifted and talented students shall:

- Fully inform the school of the academic capacity of their children and provide relevant documentation detailing required student information.
- Assist with the planning, development, and evaluation of educational programs and activities for students with gifts and talents.
- Be informed of updates, learning opportunities and curriculum options for their children.
- Support the school in addressing their children's particular emotional and social needs alongside their academic development.
- Participate in orientations, regular meetings, and parent-student conferences to support the advanced progress and attainment of their children.



10.0 Related Policies

The Gifted and Talented Policy is linked to the following school policies:

- Inclusion Policy
- Curriculum Policy
- Differentiation Policy