

AIS

POLICY

on

GIFTED

and

TALENTED

2026-2027

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 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 over time.

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 specifically gifted or talented in any area. Similarly, a student may be highly gifted or talented in a particular area but have average intelligence overall.

Joseph Renzulli's Three Ring conception of giftedness emphasize on the interaction of Above Average Ability, Task Commitment, and Creativity at the heart of what he states as "gifted behaviour". Above average ability is not just referred to the traditionally measured academic abilities. Task commitment is the refined and focused form of motivation that we often refer to as "grit" or "perseverance", resulting in high levels of energy focused into a very specific task. Creativity is understood as the ability to raise unique questions that other people have not thought to explore. It includes fluency, flexibility, and originality of thought, an openness to experience, sensitivity to stimulations, and a willingness to take risks. Renzulli believes that the interaction of these three clusters result in gifted behaviours.

TERMINOLOGY

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

Gifted:	This term is used to refer 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:	This term is used to describe 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:	This term is used to refer to children who have the potential to excel in a 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: particular	This term is used to describe children who have achieved success in a area or domain, often through hard work and dedication.
Exceptional:	This term is used to describe children who stand out in a particular area or domain, often due to their giftedness or talent.
Genius:	This term is used to describe 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.

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.

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 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:

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| 1) The school will identify, and support gifted and talented students to challenge and broaden their abilities and help them reach their full potential. |
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Plan of Action:

- 1a. Identify gifted and talented students by working with teachers and parents to identify gifted and talented students through two or more of the following:
 - 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 to identify students who are performing significantly above their grade level using two or more of the following:
 - 1) Formal tests of intellectual ability
 - 2) Formal tests of academic achievement
 - 3) Formal tests of giftedness and talentedness
 - 4) Formal international benchmark assessments (CAT 4)
- 1c. Consider a range of factors, including academic achievement, creativity, leadership, and artistic or athletic ability through two or more of the following:
 - 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 consider 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.
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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 abilities 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 adjust 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.

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

The effective implementation of the school's policy on Gifted and Talented students requires a collaborative effort across the entire school community. The following roles and responsibilities shall be followed:

1. School Leadership (Principal / Heads of School / Leadership Team):

Ensure the policy is embedded within the overall vision and practices of the school.

Provide leadership and resources to support the identification and development of gifted and talented students.

Monitor the quality and effectiveness of provision across the school.

Facilitate professional development for staff in gifted education.

2. Gifted and Talented (G&T) Coordinator / Head of Inclusion:

Oversee the day-to-day implementation of the G&T policy.

Coordinate identification processes and maintain a register of gifted and talented students.

Support teachers in planning, differentiating, and enriching the curriculum.

Liaise with parents and external specialists where appropriate.

Evaluate and report on the impact of the G&T program.

3. Teachers:

Identify gifted and talented students in collaboration with the G&T Coordinator.

Provide differentiated and enriched learning opportunities within the classroom.

Monitor student progress and adjust teaching strategies accordingly.

Communicate with parents about their child's development.

4. Support Staff:

Support teachers in delivering enrichment activities and differentiated instruction.

Assist with monitoring the well-being of G&T students.

5. Parents / Guardians:

Engage in a positive partnership with the school regarding their child's learning and development.

Provide insights into their child's strengths, interests, and needs.

Support learning at home and participate in enrichment opportunities.

6. Students:

Take an active role in their own learning by embracing challenges and opportunities for growth.

Communicate their interests and learning needs to teachers.

POLICY EVALUATION

To ensure this policy remains effective and responsive to the needs of students, the school will adopt the following practical steps:

Annual Review Cycle

The G&T Policy Committee will meet at least once a year (preferably at the end of the academic year) to formally review:

- Program effectiveness
- Student progress and outcomes
- Teacher feedback
- Parent and student feedback
- Any new research or best practices in gifted education

Data sources for review may include:

- Student performance data
- Classroom observations
- Surveys of teachers, students, and parents
- Enrichment program participation records
- External benchmarking (if available)

Amendments as Needed

The Committee may propose amendments to the policy at any time if:

- A significant need is identified
- Gaps or areas for improvement are found
- There are changes in external regulations or best educational practices

Proposed amendments will be reviewed and approved by the school's leadership team before implementation.

Communication and Transparency

Any updates or changes to the policy will be communicated clearly to all stakeholders (teachers, parents, students) via:

- Staff meetings
- School newsletters
- Parent forums
- Updates on the school website / intranet

Documentation and Reporting

A record of the annual review meeting, including key findings and decisions, will be maintained by the G&T Coordinator.

An annual report summarizing the outcomes of the review and any proposed changes will be shared with the school leadership.

Annual Review Checklist

Item	Questions / Considerations	Status / Notes
Policy Alignment	Does the current G&T policy align with the school's overall vision and educational objectives?	
Identification Processes	Are the identification criteria and methods still appropriate and effective? Have new gifted and talented students been accurately identified?	
Student Progress	Are G&T students making expected progress academically, socially, and emotionally? Is there evidence of growth in targeted areas?	
Curriculum and Instruction	Are classroom teachers effectively differentiating for G&T students? Are there sufficient opportunities for enrichment and extension? Are current programs and provisions meeting the needs of G&T students?	
Program Effectiveness	What feedback has been received from students, teachers, and parents?	
Professional Development	Have staff received adequate training in gifted education? What additional PD is needed?	
Student Well-being	Are G&T students being supported in terms of emotional and social well-being? Are there any concerns (e.g., underachievement, stress, disengagement)?	

Resources	Are current resources (human, material, financial) sufficient to support G&T provision? What additional resources might be needed?	
Parental Involvement	Are parents well-informed and engaged in supporting their gifted children? Is parent communication effective?	
New Developments	Have there been any new best practices, research findings, or policy changes that should inform updates to the school's G&T approach?	
Amendments and Recommendations	Are any amendments to the G&T policy needed? What recommendations should be presented to the Leadership Team?	
Communication of Outcomes	Has a summary of the review been prepared for stakeholders? Has the updated policy been communicated to staff and parents?	

Review Meeting Date :

Committee Members Present :

Summary of Key Findings :

Proposed Actions / Amendments :

Date for Next Review :