



مدرسة تونا الثانية - وية الانجليزية - الشارقة (فرع البنين)
**OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
BOYS' BRANCH**



Policy and Procedures

Gifted and Talented Policy

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Verified By

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Principal & CEO



Introductions

The school believes that every individual should have the opportunity to develop and achieve beyond their potential. To ensure that this happens, we aim to provide learning opportunities consistently for our gifted and talented students that are challenging, intellectually stimulating and enrich the curriculum. We believe that gifted and talented students are entitled to as much support, guidance and encouragement as any other student in the school.

Definition

The term **giftedness** refers to '*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, socio-emotional, leadership and sensory-motor 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, including academic, technical, science and technology, arts, social service, administration/sales, business operations, games, sports and athletics. (**Gagné: The Differentiated Model of Giftedness and Talent**)
Appendix A — Gagne model and checklist

STUDENT IDENTIFICATION:

Effective educational provision for Gifted and Talented students depends on appropriate and accurate identification. In order for identification to be effective, a variety of methods is employed including:

- Teacher observation, assessment and nomination.
- Testing: results of their academic performance in school, CAT4, ASSET Scores
- Checklist incorporating the Gagne Model. (refer to Appendix 1)
- The students are classified into Social, leadership, Intellectual, Creative and Sports

PROVISIONS:

Educational opportunities for effective learning and teaching for gifted and talented students takes place through:



Differentiation: In-class

Students are grouped according to ability in order to promote learning:

- Differentiated work is built into schemes of work and lesson plans.
- The students are encouraged the use of creativity by asking higher level questions
- Group the gifted/talented students by areas of strength in the classroom. Usage of multiple intelligence and cubing strengthens their skills.
- Challenge and support students by setting higher learning goals and develop higher-order thinking skills including problem-solving strategies, critical and creative thinking and self-reflection.

SCHOOL CLUBS:

The school has 13 clubs that cater to the students various talents:

1. Creative Artists' Club
2. Chess Club
3. Dance Club
4. Debating Society
5. Eco Club
6. Film Club
7. Inquizitive Club
8. Innovators' Club
9. Literary and Drama Club
10. Photography and Film Club
11. Rhapsody Club
12. Science Club
13. Sewa Club

Provisions provided:

The gifted and talented students are provided with opportunities to participate in the Asset Talent Search Exam, the scholarship test, internships and research opportunities.

The students are encouraged to take part in intra and inter school competitions, which provide a platform for them to display their talent.



Gifted and Talented Checklist

Following characteristics may be observed in the classroom:

		CONSISTENT	OCCASIONAL	SELDOM	NEVER
INTELLECTUAL		3	2	1	0
1	Possess and shares a large storehouse of information, some beyond the interest of peer group.				
2	An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts				
3	Vocabulary skill outperforms other students of the same age group				
4	Able to associate and apply the learned knowledge to other areas.				
5	Ask searching questions, which tend to be unlike other student's questions				
6	Show good insight into cause-effect relationships				
7	Have exceptional curiosity and constantly want to know why				
8	Able to understand complicated things through analysis and reasoning				
CREATIVE					
1	Vivid imagination and keen sense of Humour				
2	Is highly creative in finding ways to communicate and express ideas				
3	Refuses to follow others without reasons and doesn't mind of being unique				



4	Demonstrates exceptional ability in some area of the arts or athletics (dancing, drawing/painting, singing, gymnastics, craft etc.)				
5	Is a fluent thinker, fluent in idea development, able to generate a large quantity of possibilities, consequences or related ideas.				
6	Displays curiosity about many things, has many hobbies or one intense interest				
7	Becomes deeply involved in stories or films, identifies personally with characters, may create own stories and plays				
SOCIAL					
1	Responsible; can be counted on				
2	Shows strong confidence in getting along with others				
3	Able to communicate with others effectively and able to clearly express thoughts				
4	Ability to influence and persuade others				
5	Empathise with others and be very understanding and sympathetic				
6	Accepts rules, responsibility and routines well				
7	Pleasing manners and etiquettes				
LEADERSHIP					
1	Acts responsibly and "take charge" in social situations				
2	Accepts or volunteers for responsibilities; follows through with tasks and usually does them well				
3	Is a leader, role model, trend setter in or out of school				
4	Able to earn respect and trust of others				
5	Gets others to work to ether and has a cooperative attitude.				
6	Has a cooperative attitude				
7	Is Visionary — has a holistic view				



<p>INTELLECTUAL In C _____ X 3 = _____ In O _____ X 2 = _____ In S _____ X 1 = _____ Total Points: _____</p>	<p>CREATIVE In C _____ X 3 = _____ In O _____ X 2 = _____ In S _____ X 1 = _____ Total Points: _____</p>
<p>SOCIAL In C _____ X 3 = _____ In O _____ X 2 = _____ In S _____ X 1 = _____ Total Points: _____</p>	<p>LEADERSHIP In C _____ X 3 = _____ In O _____ X 2 = _____ In S _____ X 1 = _____ Total Points: _____</p>

GIFTED INDICATORS CHECKLIST

STUDENT'S NAME: _____

DATE OF BIRTH: _____

GRADE/SECTION: _____

CLASS TEACHER'S NAME: _____ SIGNATURE: _____

SUPERVISOR'S NAME: _____ SIGNATURE: _____

- Use the following directions:
1. Count the number of checks in the "Consistently" box for each domain. A minimum of 5/10 would be considered a majority.
 2. Select the 3 highest point totals from the 4 domains and record the total points generated in those 4 domains to determine the student's score on the Gifted Characteristics section.

LIST DOMAIN _____ TOTAL POINTS = _____

LIST DOMAIN _____ TOTAL POINTS = _____

LIST DOMAIN _____ TOTAL POINTS = _____