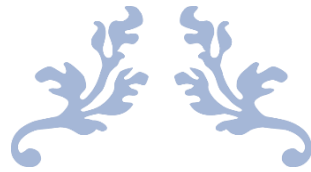




THE APPLE INTERNATIONAL SCHOOL, DUBAI



APPLE INTERNATIONAL SCHOOL GIFTED AND TALENTED POLICY

CELEBRATING DIFFERENCES





THE APPLE INTERNATIONAL SCHOOL, DUBAI

Introduction

The Apple International School, greatly values the individuality of all children. We believe that each child is a creation of God Almighty and we welcome each child to our institution with warmth and dignity. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, religion, nationality, attainment, age, disability, gender, or background. We value the individuality, gifts, and talents of all our students.

We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes, and well-being of all our children matter.

Aim

To ensure that all Gifted and Talented students are clearly identified and known to all staff.

- To ensure that the school caters to the needs of the full ability range both within and beyond the curriculum and that giftedness is translated into high achievement and learning
- attributes that will ensure personal success and/or benefits to the wider community.
- To raise the aspirations of all students through an ethos of high achievement and
- challenging learning opportunities.

We know that many students will have additional educational needs at some time during school life. At Apple International school we recognize that students have gifts and talents that stretch across all aspects of school life, including the arts, sports, communication/leadership, and academic learning.

AIS VISION-

Aspiring for our students to be creative, emotionally intelligent, and empathetic life-long learners and global citizens.

AIS MISSION-

We empower our students to be self-aware and grounded individuals who contribute positively to a happy, inclusive, and caring community. We aim for the students to be 21st-century

learners who can proactively create opportunities for themselves and others in a versatile global setting.

Gifted and Talented

Definitions as per KHDA inspection framework 2015-2016 p:119:

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

- “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, 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”.

“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:

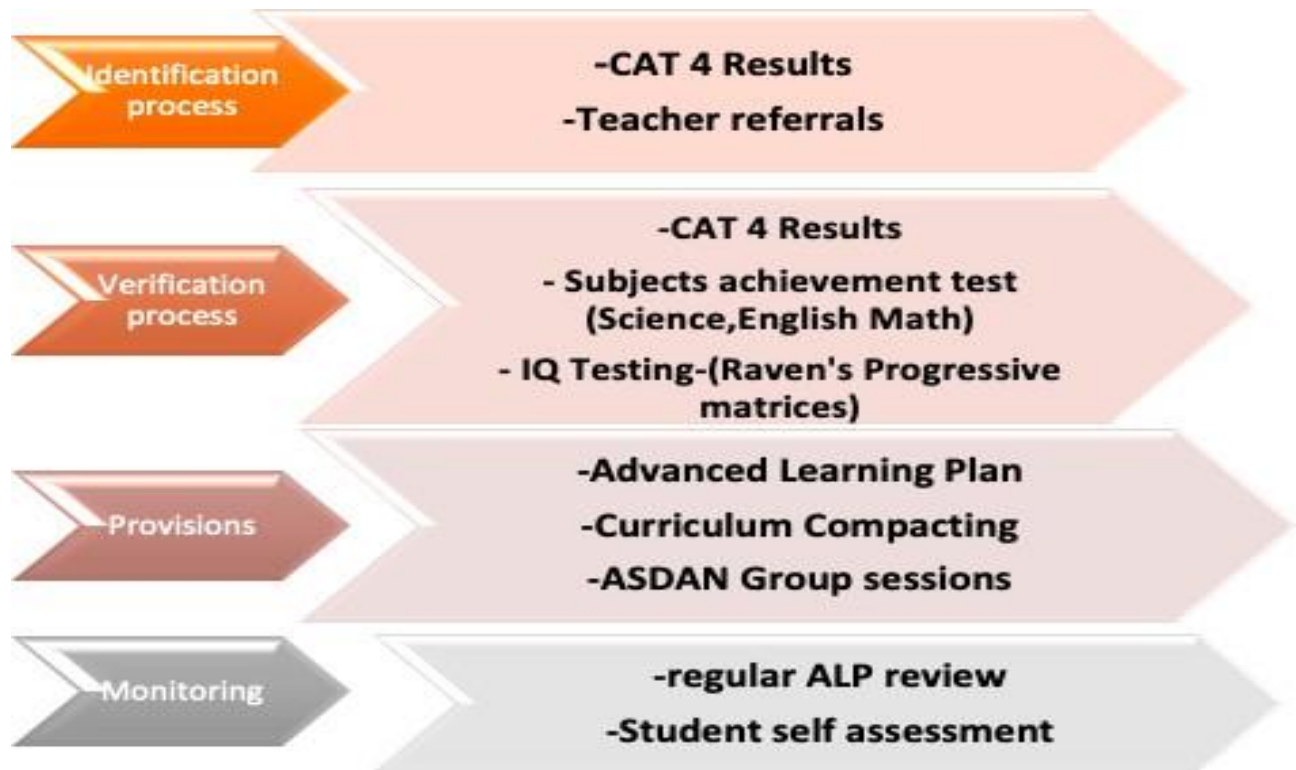
- An able student knows the answer; the gifted learner asks the questions.
- Students are meta-cognitive and self-regulating.
- Gifted and talented students are enthusiastic, innovative, independent, enterprising, effective students, well-focused, analytical, reflective, collaborative and are very clear 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.”

GIFTED AND TALENTED PROGRAMME AT AIS

The Apple International School ambitions for providing a holistic program for gifted, talented, and abled learners. A graduated identification process is the first step in this process. The following flow chart highlight important steps in this process.



The A’GATE – Apples’ Gifted and Talented Program- consists of the following enrichment activities.

1. Enrichment Classes – During the club lessons the gifted and talented students get the opportunity to enhance their talents and interest by taking part in the enrichment classes. These include 3D printing, green screen projects, Arduino-based robotics, microarray.
2. MOOCs – The gifted students are also advised and supported by the school in completing courses online to learn beyond the curriculum.
3. Teacher-A-Day – Through this program, the students get the opportunity to teach a topic of their choice in some other classes so that they may develop confidence.
4. Mentoring Program – The students undertake to mentor whereby they work with a working professional from the field they aspire to take later on.
5. Advanced Learning Plans – The wave 3 gifted students are provided specific provisions in class through an Advanced Learning Plan which involves curriculum compacting where appropriate.

PROFESSIONAL DEVELOPMENT

At the Apple International School, we believe in learning to be a continuous process. Therefore, the teaching and specialist staff undergo various training and workshops throughout the year to enhance their understanding of different aspects of inclusion in education. These are conducted by the Inclusion department as well as a specialist from outside the school.

PARTNERSHIP WITH PARENTS

At the Apple International School, we believe in strong collaboration between all stakeholders and parents are the heart of this. Parents are a firm pillar of the education system. Therefore, we make sure that their opinions and suggestions are considered. We, therefore, meet with the parents using School the following avenues.

1. Regular interaction via the Heart – to – Heart group
2. Parent meetings on a need basis.
3. Open – houses on pre-decided intervals, usually once each term.
4. Coffee mornings with the principal – once a month

5. PEP for parents – positive parenting sessions for parents. Counseling for parents – individual meetings for students at-risk of falling short of their potential.
6. Mindscapes – a monthly edition of newsletters themed around general parenting

Enacted and enforced: 4th September 2022

Updated 24th October, 2023