

**An Exploratory Case Study Reviewing the Gifted and
Talented Policy and its Effectiveness amongst the Students
in Secondary school**

دراسة حالة استكشافية لمراجعة سياسة الموهوبين والمتفوقين وفعاليتها بين
طلاب المرحلة الثانوية.

by

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**Dissertation submitted in fulfilment
Of the requirements for the degree of
MASTER OF EDUCATION
at
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Abstract (English)

The current research study explored a case study on an IB private school in Dubai. The aim of the study was to determine the effectiveness of the Gifted and Talented policy in meeting the needs of the students in school. All the chapters will provide a detailed analysis of the entire topic. Chapter-1 is considered as an important part of the research study as it provides aim, objective and the research question that will be used to formulate the entire research study.

Looking into Chapter-2 theories and conceptual models will provide an essential framework to execute the research study with other relevant topics that will be discussed further to support the analysis and discussion. The research undertook the research onion of Saunders as a guideline to explore Chapter-3 and undertook mixed research method and interpretive paradigm to conduct the research.

Chapter-4 and 5 analyzed and discussed the research topic in question and explored the inferences that the policy is effective in meeting the needs of the students to certain extent but still needs improvement on the strategies and provisions as per students' needs in and outside the classroom. Furthermore, the research objective have been linked to the findings providing recommendations to improve current practices at school.

Abstract (Arabic)

استكشفت الدراسة البحثية الحالية دراسة حالة عن مدرسة البكالوريا الدولية الخاصة في دبي. كان الهدف من الدراسة هو تحديد مدى فعالية سياسة الموهوبين والمتفوقين في تلبية احتياجات الطلاب في المدرسة. ستوفر جميع فصول الدراسة تحليلاً مفصلاً للموضوع بأكمله ، ويعتبر الفصل الأول جزءاً مهماً من الدراسة البحثية حيث يقدم الإغراض والأهداف وأسئلة البحث التي سيتم استخدامها لصياغة الدراسة البحثية بأكملها.

سيوفر النظر في نظريات الفصل الثاني والنماذج المفاهيمية إطاراً أساسياً لتنفيذ الدراسة البحثية مع الموضوعات الأخرى ذات الصلة التي ستتم مناقشتها بشكل أكبر لدعم التحليل والمناقشة. باشر البحث مراحل بصل سوندرز البحثي كدليل إرشادي لاستكشاف الفصل الثالث واتخذ منهج بحث مختلط ونموذج تفسيري لإجراء البحث.

قام الفصل الرابع والخامس بتحليل ومناقشة موضوع البحث المعني واستكشاف الاستنتاجات التي تشير إلى أن السياسة فعالة في تلبية احتياجات الطلاب إلى حد معين ولكنها لا تزال بحاجة إلى تحسين الاستراتيجيات والأحكام وفقاً لاحتياجات الطلاب داخل وخارج قاعة الدراسة. علاوة على ذلك ، تم ربط أهداف البحث بالنتائج التي تقدم توصيات لتحسين الممارسات الحالية في المدرسة.

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List of Abbreviation

UAE: *United Arab Emirates*

G & T: *Gifted and Talented*

MOE: *Ministry of Education*

KHDA: *Knowledge and Human Development Authority*

ADEK: *Abu Dhabi Department of Education and Knowledge*

UNESCO: *The United Nations Educational, Scientific and Cultural Organization*

NAGC: *National Association of Gifted Children*

IQ: *Intelligent Quotient*

AP: *Advanced Placement*

IB: *International Baccalaureate*

SEM: *School Wide Enrichment Model*

HOD: *Head of the Department*

SLT: *Senior Leadership Team*

Chapter 1: Introduction

1.0: Introduction:

The people of UAE have envisioned the Education system on a whole new international level competing with the rest of the world. To rustic benches with minimum infrastructure to technologically advanced classrooms UAE has come a long way. The government believes that education is a resource which can be utilized by all members of the society to maximize their potential including People of Determination along with Gifted and Talented individuals. The provisions of Special Education program and services in the United Arab Emirates (UAE) has significantly expanded and progressed to recognize a wider variety of categories of Special Education which now includes Gifted and Talented (G & T). The individuals whose abilities, talents and potential are so exceptional and advanced that special education and support services are needed to meet the educational objectives and goals in a general education classroom. Like all students' G & T students benefit from effective policy and teaching strategies that have been shown to promote high level of achievement growth and their readiness for learning (Kyriakides, Christoforou & Charalambous, 2013).

The Gifted and Talented citizens are vital in demonstrating a crucial and substantial role in the development, flourishing and prosperity of the country. They are the national treasures who can help the country to be economically successful. According to Clinkenbeard (2011) the economic benefits that the researchers have emphasized will be gained from the gifted and talented individuals, despite there being shortage of statistics on gifted education.

1.1: Background:

The exceptionally able and creatively talented individual possess individuality, elegance and distinction in their traits and characteristics which enable them to overcome their difficulties

which leads to a life of achievement both in their personal and professional lives. This helps to create a positive perspective towards self and society. There are many qualities that may characterize gifted learners but two are key. One is precociousness which helps gifted students learn more quickly than their peers. The second one is intensity, which may be seen in both the emotional and cognitive realms (VanTassel-Baska, 2003). Davis and Rimm (2004) also identified some of the characteristics that a gifted individual may possess which are: problem solving and high motivation, risk taking, intuition, logical thinking, self-confidence, empathy curiosity, openness to new ideas and many more. But despite their characteristics or early interest and efforts this topic is still neglected in various parts of the world. The Gifted individuals still do not receive the services and provisions stating the fact that they can cope up on their own. Here the education system along with parents, teachers and administrators plays a vital role in understanding the expectation of students from the school and the policy developed to cater to their needs. Furthermore, teachers' contribution can help them become more professional and skillful through direct contact with gifted and talented and consequently benefit the regular or average and under average students (Davis & Rimm 2004).

1.2: Inclusion of Students:

The global agenda in education currently is the Inclusion of all students serving a full range of abilities and disabilities in a general education classroom, with appropriate in-class support (Bennett, Bruns & Deluca, 1997 as cited in Gaad, 2013). This means that schools should support students regardless of their abilities or disabilities. To meet the needs of People of Determination along with G & T individuals it is important to have "equity in education" which will help all students to be educated appropriately based on their capabilities and needs.

The UAE government introduced a Federal law 2006 which came into being in 2009 for the rights of the people with special needs. This resulted in Ministry of Education (MOE) to

introduce new initiatives for including special children in mainstream schools along with other students. New policies and guidelines were created to initiate inclusion in the country and the schools started accepting people with different abilities which paved its way for a whole new education system. “School for all” was announced in 2009 which marked the era of moving the educational responsibilities forward for all individual including people with determination (Gaad, 2013).

1.3: Gifted and Talented in UAE:

Gifted and Talented education has always been an area of concern for educators as it has a developing aspect and an evolving area in the field of education. The policies, practices and procedures across the globe varies and we still do not have a unified format to handle or support a gifted individual in the classroom. In the year 2000, Ministry of Education (MOE) in UAE started gifted and talented program at government schools but had no laws regulating the programs or the services provided. To support this initiative (Merry 2008) proposed that in order to ensure these students are equal in education, they should receive adequate education and should be challenged to fulfill their needs. This paved its way for the government to initiate the program of “School for All” which guaranteed equal opportunities for Special needs along with Gifted and Talented individuals. The “School for all” is in line with the Ministry of Education’s Strategy 2010–2020, which embraces a “student-centric education model” focused on improving the educational outcomes by achieving 10 goals (AlGhawi, 2017). According to Ministry of Education strategy (2010-2020) the goal strongly supports the “equity in educational opportunities for all the students”.

1.4: Dubai Inclusive Educational Policy:

The Dubai Inclusive policy framework provides schools with standards and procedures required to improve the school inclusive educational provisions. It aims to provide guidelines

to all sections of the educational setting which includes early years, primary, secondary, higher educational settings as well as special needs centers. The policy caters to the SEND students across diverse curriculum and assures equitable access to quality inclusive education. It highlights ten inclusive standards which provides a clear guidance for good governance and to enhance the quality of inclusive education within schools. As our Inclusive policy is based on International standards it can also be compared to the NAGC standards for Gifted and Talented students which also highlights the importance of recognizing highly able students who need more depth and complexity in instructions for further assessment and services.

The school G & T policy also highlights the importance of the Dubai Inclusive framework and is in accordance with the said policy along with the SEND policy.

1.5: Programs for the gifted students in U.A.E:

The UAE government is trying to do their best to support the Gifted and Talented in the country. From introducing after school and enrichment activities to conducting competitions on international level UAE is trying to implement the best for the gifted students. With regards to MOE which already supports inclusive education, there are several other organizations in Dubai that have implemented gifted programs in Dubai.

The two most prominent are: The Hamdan Bin Rashed Al Maktoum Award for Distinguished Academic performance which targets the educational excellence and the sponsorship of giftedness and innovation. Its activities vary from rewarding the excellent performance of students, teachers and administrators to providing programs for the gifted students (AlGhawi, 2017). Emirates Association for Talented is the second organization that support the G & T but it works mostly in summer breaks by identifying gifted students and also offers other summer programs. In regards to support the exceptionally able students Dubai government

launched its first scholarship for the Gifted & Talented students in the year 2016 to attract more exceptional pupils to school (Edarabia, 2015).

1.6: Significance of the study:

The current research study is significant as it supports the evaluation of the school G & T policy and determines the effectiveness in meeting the student's needs. Currently the educational trend focuses on the Universal design of learning and inclusion of students irrespective of their differences which sheds light on differentiation and providing range of strategies to the G & T in/outside the school.

The observation and findings from this research can effectively identify the policy adherence with the G & T students stating the expectations and the outcomes in the classroom. Moreover, understanding the needs of the students in school which can help modify the teaching and learning process accordingly and help in supporting the G & T students. Finally, this research can increase the potential for future research in different curriculum, schools and emirates. A longitudinal study can help understand the needs of the G & T students which can be adapted by the government and schools in UAE.

1.7: Rationale of the study:

The rationale of this study evaluates the need to review the policy to check the effectiveness on the students in school. This would help benefit the school as a whole to rethink about the current practices and bring about a change in Gifted and Talented program as a whole. This research has been chosen to support and challenge the services and facilities to meet the student expectation in and outside the classroom along with a varied outcome. In Dubai and around the world inclusive needs are on a rapid change. Each and every child is different and the support they expect from the teacher varies. Thus, it becomes the responsibility of the teacher to be

fully aware of the needs and wants of each and every child in the classroom. However, Renzulli (as cited in Knobel & Shaughnessy, 2002) states that gifted students can succeed in a regular classroom provided that the teachers have specialized training in teaching gifted students or that the students have access to specialists who can come to the classroom and provide assistance. This raises a question on the school policy if the teachers or the administrators are being provided with any professional development sessions to support the needs of the G & T students at school?

All the stakeholders including the parents should be responsible to support the G & T students at home as well as in the community. It is essential to promote the growth and development of the whole gifted child including their intellectual, social, emotional and physical domains (NAGC). Parents and caregivers are usually the first to identify the exceptional abilities, gifts and talents, interests and passion. Engaging their children with rich stimulating experiences and collaborating with school can have a rich positive influence on the child's overall performance.

1.8: Research aim:

To determine the effectiveness of the G & T policy in meeting the needs of the students.

1.9: Research Objective:

The principal objective of this study is mentioned as follows:

- To determine the effectiveness of the G & T policy in identifying and meeting with the student needs.
- To determine how a supportive and challenging environment facilitates in meeting the outcome and expectations of the program.

- To determine the role of various stakeholders in fostering a culture by providing opportunities to enhance gifts and talents.
- To review the policy critically and provide recommendations for future consideration.

1.10: Research Question:

To what extent is the Gifted and Talented policy effective in meeting with the needs of the students in the Secondary school.

This will be evaluated in terms of policy, strategies, expectations, outcomes and recommendations provided by the parent, teachers, management and students.

This study has raised following questions that need to be answered.

1. How has the G & T policy helped in promoting students learning and development by providing range of strategies?
2. To what extent have the G & T students benefited from differentiation and existing challenging curriculum?
3. What recommendations would help the current practices in the G & T students?

Chapter 2: Literature Review

2.0: Introduction:

The literature review of this chapter is relevant to this study as it encompasses the definition of the “gifted and talented” and the problems associated with the effective provisions offered to them in school along with identifying the group based on CAT4, the potential need for a special provision for this group as well as teacher attitudes towards these students. As the researcher’s main aim is the evaluation of the school G & T policy the literature review will give an in-depth detail about the relevant topic.

To understand the development of the gifted education in the country it will be necessary to refer to current practices and procedures being followed along with older texts, models and approaches which will be referenced accordingly. An outline will be provided which includes the definition of giftedness. This will be followed by the identification process and models along with Theoretical framework which will give an in-depth knowledge about different theories supporting teaching and learning gifted students in the classroom. In the context of the framework, teachers’ attitudes, self-efficacy, will be discussed along with provisions and parental engagement of gifted learners. This chapter includes a discussion of the different models based on curriculum based approaches to help ponder varied literature which can be fruitful for gifted and talented education.

2.1: Definition of Gifted and Talented:

The copiousness of varied definitions of giftedness has become a main problem, as there is a substantial amount of differences which leads to a difficulty with identification method, referring and providing appropriate services to the students that are exceptionally able. According to Renzulli (1979) a definition limits the students’ performance that may determine

his or her eligibility for a special program. In other words, it may restrict a gifted and talented child from participating in a gifted program as it may only consider his or her academic performance and may exclude areas such as art, drama, music, leadership, public speaking or creative writing. It may also mislead a student stating that he or she must attain a certain degree or level of excellence to be a part of the gifted program. However, the above misalignment may create a confusion and also lead to a notion of culture differences that may create a barrier in a set definition of Gifted and Talented.

Many well know authors such as Sternberg, Renzulli, Gagne have imparted their view on giftedness and talentedness, however, KHDA (Dubai) adopted Gagne's Differentiation Model of Giftedness which describes Giftedness as "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 and physical abilities. The term talented is described as "a student who has been able to transform their giftedness into exceptional performance. These students may often demonstrate exceptional level of competence such as an: "All-rounder" who are gifted in academic subjects and/or demonstrates particular abilities in sports, music or art. Underachieving students who possess potential talents and high achievement in extra-curricular activities but not academics. Most of the schools in Dubai implemented the above definition to their school G& T policy which has helped the schools to identify students in different domains and classify them accordingly based on their requirements and competencies.

According to ADEK, G & T can be summed up as "those whose outstanding ability makes them capable of high performance" these can be attained through: intellectual ability, subject-

specific aptitude, social maturity and leadership, visual and performing arts, psychomotor ability (like sports) (as cited in Serin Boudoir dissertation, 2016- ADEK 2013, p.16).

Evolution of ideas has given a modern conception to giftedness. The perception of “Once gifted, always gifted” has typically classified the person based on his IQ which identifies students as gifted in early stages as young as preschools or kindergarten which consequently is not true in later stages of life. The child may underachieve in later stages of life due to environmental or emotional changes; however, this is not the case with the gifted classification (Stephens, 2008) as many educators still believe that there is a need to reevaluate the students deemed as gifted as you are either gifted or not gifted at birth (Lohman & Korb, 2006).

2.2: Theoretical Framework:

The Theoretical framework underpins the key concepts of Giftedness. A theory should ideally guide practice, and practice should be source of theory. (Creswell, 2014) denoted that the theory and practice of gifted education should inform each other. Kurt Lewin, the founding father of social psychology asserted, “There’s nothing as practical as good theory” means that a good theory directs successful actions through a well-defined research method and applications (Burnes, 2004).

This section will contain the theoretical models that support gifted education by renowned researchers in the field which helps support the area of the study. The three prominent models being: (1) Renzulli Three Ring Conception of Giftedness (2) Gagne’s Differentiated Model of Giftedness and Talent (3) Gardner’s Theory of Multiple Intelligence. These theories were chosen in the current study because of their relation to the key aspects of the research.

2.2.1 Renzulli's Three Ring Conception:

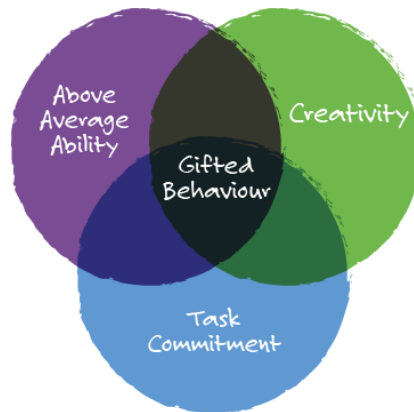
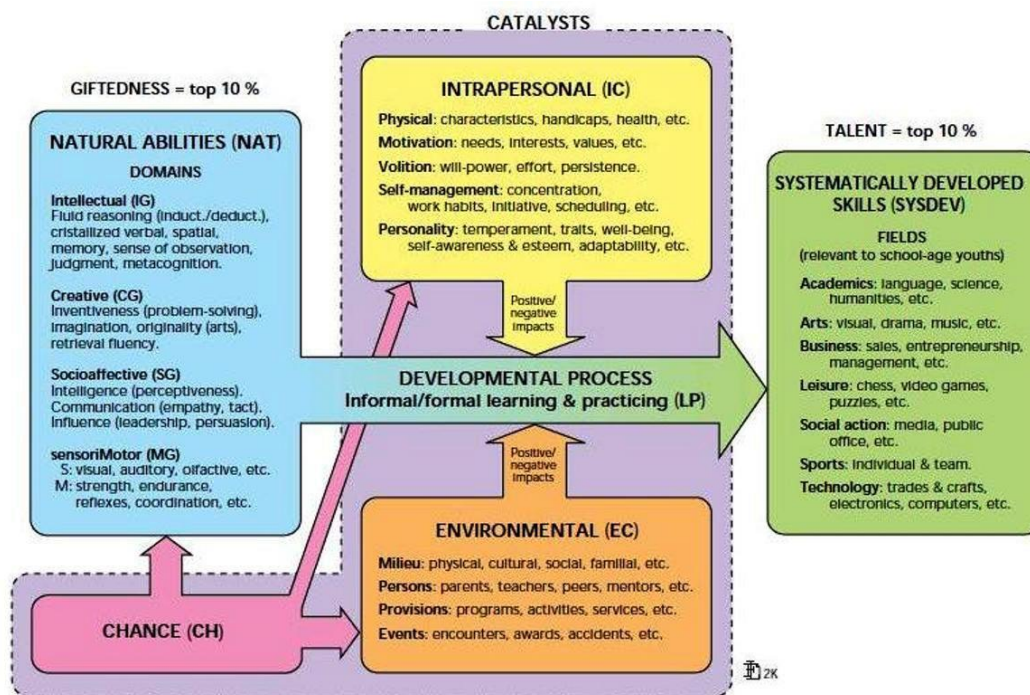


Figure: 2.3: Renzulli Three Ring Model of Giftedness

Renzulli's (1986) Three ring conceptions postulates that giftedness is expressed as a phenomenon, which can be defined in terms of behavioral traits (AlGhawi, 2016). The three ring is based on the basic clusters of three human traits interacting between the personality and the environment. It highlights the interaction between (a) above average ability; (b) a high level of task commitment; and (c) a high level of creativity. This conception allowed students to be tested on the area of their giftedness and did not rely on the formal testing. Renzulli's model helps teachers to go with their "gut instinct" to consider a child on a gifted program despite them not scoring well in the academics but the students who are intrinsically motivated and have high ability special interests in fields such as sports, art, drama, leadership etc. Since these traits are relational a question that rises: How does teachers, peers, classroom environment, instructional strategies, school culture and system pressure affect task commitment? The perceptiveness of all the individual at school highlights the motivational factor essential to produce a special fascination for the subject. It should be understandable that an individual cannot display all the traits to produce a gifted behavior. It is important to study the observable behaviors, interaction and development of each trait within the ring to produce a certain degree or quality of giftedness. Nevertheless, Renzulli's model may have practical applications in

schools, when used in combination with other models of giftedness, based on data obtained from other sources, to assess a student's level of giftedness (Chaffey, 2004; Renzulli & Reis, 1993).

2.2.2 Gagne's Differentiated Model of Giftedness and Talent (DMGT):



Gagné's Differentiated Model of Giftedness and Talent (DMGT.EN.2K)

Figure: 2.3: Gagne's Differentiated Model of Giftedness and Talent

The Differentiated Model proposed by Gagne (1992) is an extension of Renzulli (1986) Three ring model of giftedness as it differentiates between the terms "Gifted" and "Talented". These two terms cannot be used interchangeably. According to Smith (2004) this model is more of a talent theory than defining giftedness. Gagne understanding of giftedness and talented differed in terms of giftedness being a child's natural abilities which cannot be manifested whereas talent is a manifestation of giftedness. He also was of the opinion that an external stimuli or a

catalyst was extremely important for children to build up on their natural abilities and exhibit their talent. Furthermore, to enhance a gifted child's natural abilities through talent intrapersonal and environment catalyst plays a significant role. Thus, it can be said that this model is an improvement on Renzulli's model because it allows the student to understand their potential and manifest their natural abilities and talents.

As a main source of resource, teachers of the Gifted and Talented should act as catalyst and intervene to promote different domains of gifted and talented. At school it is the responsibility of the teacher to nurture the gifted students. Gagne's differentiated model has been accepted by the KHDA in Dubai and is also a part of Dubai Inspection Framework as it aligns with the international best practices. Most of the schools have accepted the definition and strive to achieve the best practices possible in the school G and T policy.

2.2.3 Gardner's Theory of Multiple Intelligences:

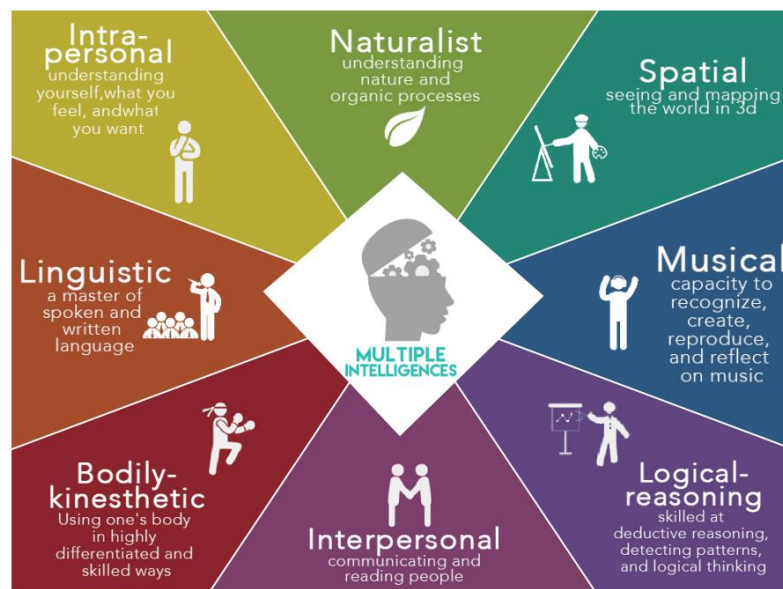


Figure: 2.3: Gardner's Theory of Multiple Intelligence

There are many theories associated with intelligence which talks about gifted education. The study of giftedness has closely paralleled the study of intelligence (Plucker, 2001). Initially to

identify gifted individual IQ test and other ability tests were utilized. This resulted in a fixed indicator of giftedness to include an individual on a gifted education program; however, it did not benefit the gifted students as each student portrayed a unique gift, needs and abilities. Gardner's (1983, 1993, 1999) theory helped in demonstrating a particular strength that an individual may possess which gave rise to multi-category concept from a single faceted approach to identifying giftedness. The MI theory postulated a multidimensional phenomenon consisting of different categories of intelligence which are not necessarily related to a single IQ score as before.

The eight proposed intelligences by Gardner are as follows: (a) Linguistic- word smart (b) Logical/mathematical-number/reasoning smart (c) spatial -picture smart (d) Bodily-kinesthetic -body smart (e) Musical-music smart (f) Interpersonal-people smart (g) Intrapersonal- self smart (h) Naturalist -nature smart. The above category of intelligence permits students to take a full advantage of his or her potential in different areas of achievement through varied special ability, talent or skill they possess. Armstrong (1987) believes that every child possesses all aspects of eight intelligences which can help them develop to a fairly high level of competence. However, in my opinion every child has a different way of learning with varying degree of intelligence which may favor some individuals better than others.

Fasko (2001) claims that the theory of multiple intelligence is comprehensive and simple which may appeal many educators to use it in a school setting as individuals intelligence is based on a unique cognitive structure. This theory fits well with the identification and instruction of gifted and talented students as it may provide a structured framework for educators to understand how students learn and the areas to tap when they are learning. However, as every child learns differently it is sometimes difficult to identify the category of intelligence which may favor a particular child in the classroom. Le Sueur (2002) strongly argued that the unique needs of the gifted students should be recognized, valued and catered for. A student who is

strong in a particular category of intelligence may not necessarily meet the needs of the gifted program as the teaching strategies and approaches may not be suitable for him/her. Therefore, it is evident that like Renzulli (1986) model of giftedness, the multiple intelligence must also be used in conjunction with the other models.

2.3: Gifted and Talented Programs and Strategies:

The high quality gifted programs were proposed by Tomlinson (2009) which included: philosophy, identification of the gifted, acceleration and enrichment, learning expectation, guidance, curriculum, flexibility, staff development and honoring academic talent (Alghawi, 2016). According to Young & Balli (2014) the unique traits of gifted students calls for an educational programming commensurate with students' abilities and needs. This will help students to be clustered in groups within classroom or self-sustained classrooms. Other researchers have also illustrated components of gifted and talented such as programs, identification, instructions and strategies and program evaluation. Identifying, placing and providing appropriate service has a considerable impact on the education of the gifted learners. Many studies have investigated different programs and recommendations for the gifted students which could be applied to develop successful programs for gifted students at school.

2.3.1: International Baccalaureate and Advanced Placement:

The International Baccalaureate (IB) curriculum is designed in a way that it challenges the content, depth, complexity, inter-disciplinary approach and creativity of students' skills and allows them to be self-directional and independent learners (Sahin, F., 2018). Moreover, the curriculum allows students skills to be explored and developed in the various fields of art and science. Due to these characteristics mentioned above this program might be best suited for gifted and high-ability students (Sahin,F., 2018, VanTassel– Baska, 2003). However, there has

been enough research on Advanced placement (AP) courses and IB program which states that both courses are designed to provide opportunities beyond student expectation.

The qualitative study carried out by Foust et al (2008) showed the perception of gifted student enrolled in AP and IB program. The results suggested that by enrolling in such demanding programs students' social acceptance was not hampered or was negatively affected. Another study conducted by Hertberg-Davis (2008) concluded that although AP and IB are the more suitable programs for high school gifted students. NAGC states that AP and IB program should not be the sole option for gifted learners but rather they should be challenged based on any curriculum that is being offered to them. The UAE government schools do not apply AP or IB programs however, there are few IB private schools. The researcher herself works in an IB curriculum and knows the curriculum offered to students which is quite demanding and challenging.

2.3.2: Differentiated instruction:

Tomlinson (2005) defined differentiation as a philosophy of teaching where students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles (Subban, 2006). In lay man's term, differentiated instruction means modifying the content or the material of the lesson to best suit student's needs. According to Tomlinson (2000) differentiation is not just an instructional strategy, rather an innovative way of thinking about teaching and learning. Mulroy and Eddinger (2003) were of the opinion that due to diverse population of students there was an emergence of differentiated instruction which allowed teachers, support staff and other professionals to collaborate to come up with an optimal learning experience for students in and outside the classroom. It helps teachers to think creatively and compels them to move closer to catering individual needs.

A study conducted by Johnsen, (2003) on undergraduate teacher differentiating instructions resulted to be engaging, stimulated student interest and provided a gratifying experience. To cater to gifted students in the classroom it is always feasible to differentiate between instructions and curriculum which was supported by Schlicher and Brown (1985) who suggested that differentiation influences facilities provided to gifted students. A longitudinal study conducted by Hawkins (2007) revealed that using small-groups instruction and manipulative were highly effective in improving the education of students in the classroom. In a regular classrooms teacher perception on differentiation plays a very important role as it influences a considerable amount of approach on use of different form of instructional strategies. Effective teachers use differentiated approach in order to deliver a quality education to all learners. Differentiation in education is an ongoing process that takes efforts, planning and implementation as it is an approach that addresses student's differences such as learning styles, intellectual abilities and personalities. Teachers should bear in mind that differentiation serves as a pedagogy which can be managed using varied strategies in and outside the classroom.

2.3.3: Enrichment:

The Gifted and Talented students program stresses that in order for a student to reach its full potential it is important for them to receive additional enrichment services in and outside the school (Johnsen & Van-Tassel-Baska, 2006). Davis & Rim (2004, p.120) defined enrichment to varied educational experiences, a curriculum that can be modified to provide in-depth knowledge than is generally provided. Enrichment programs may include after-school activities, clubs, summer enrichment programs, within-class ability groups and special schools. These programs helps to broaden classroom activates and curriculum which cannot be found in regular classroom. Heinz & Heller (2002) and Pereira et al. (2010) are of the opinion that

these programs contribute to boost students' motivation and polish their talent thus, having a positive effect on developing self-efficacy and self-regulation. The three levels of enrichment programs suggested by Renzulli aims to teach gifted students creative and critical thinking process by exploring activities in school appropriate to deal with school subjects, guided activities and lastly problem solving which includes research activities, art and literary.

Therefore, in order to provide the best growth to the gifted and talented student, appropriate enrichment program design is essential. The school administrators and teachers needs to be aware of the students' needs and should be well-equipped with skills and strategies to take up the challenge to implement such programs. Moreover, it can help foster students learning interest and nurture their giftedness in one or more different areas (Roberts, 2005).

2.3.4: Acceleration:

Acceleration is a part of content adjustment and is one of the key models of education as it enables the progress of an individual at a faster pace through traditional curriculum. It often includes skipping grades, early entrance to kindergarten or college, dual courses such as AP and IB which are subject based acceleration. In a study conducted by Lubinski, D., et al (2001) high ability students who were accelerated, 71% students reported satisfaction whereas majority of them indicated that they would prefer more acceleration in the future. In addition, when few students were interviewed on their view on acceleration they gave an overwhelming response to terming it as an "excellent experience" for them (Colangela, N., et al, 2004). It is quite evident that acceleration is a cost effective approach and yields societal benefits as student's complete schooling ahead of their peers. As a society, we often tend to hesitate or permit students to accelerate because of the fear of social or emotional effects but researchers are of the opinion that it does not affect an individual socially or psychologically. Rather acceleration supports the social and emotional development of these students by placing them

with other like-minded students (Rogers, 2015). Acceleration is not yet regulated by MOE in UAE but some schools in the country do support this approach.

2.4: Model of Gifted Education:

The Model of Gifted Education have been widely used all around the world. Several researchers and authors have tested and evaluated models which could be beneficial and essential for the gifted and talented students in and outside the school. Model which would challenge the regular curriculum and the outcome of students learning in specific subject area or academics on a whole. As gifted education has become more concerned with using appropriate programs and services at school it is important to emphasis on what programs and services can work best for these students. Looking into model such as The School Enrichment Model (SEM) which was developed by Renzulli (1976) will give us an insight into developing differentiated curriculum for our gifted students.

2.4.1: The School Wide Enrichment Model (SEM):

The School Wide Enrichment Model (SEM) developed by Joseph Renzulli is a widely used executed enrichment program used for academically gifted and talented students to develop strengths and talents for all learners. The main goal of the model is the application of gifted and talented pedagogy for a whole school enrichment. The SEM goals are to develop talents in all children, providing range of enrichment experience for all students, providing advanced opportunities for students targeting their strengths and interests. The model is based on the concept of Three Ring Conception of Giftedness as discussed above. This aims to transformer the learner into an inquirer and differentiates the program based on advanced content and problem-solving skills.

A total school enrichment program was proposed by Renzulli, to make school a place of talent for all students. The Enrichment Triad model which is a part of SEM focuses on student Talent portfolio documenting their characteristics, achievement, interest and learning styles. The three types of triad encapsulate a variety of different stimuli that would not be covered in the curriculum which includes: outside speakers, multi-media resources, creative thinking, critical thinking, problem solving, knowledge and creative tasks, opportunities for applying interest and task commitment to complete an area of study.

The Interest-A-Lyzer questionnaire of Enrichment Triad Model serves as a foundation for developing student's specific area of interest throughout the school year which can help school develop plans and strategies based on student's interest and skills. This form was used in the research to help the researcher understand student's interest.

2.5: Teacher Self-efficacy and attitudes towards gifted learners:

The global trend of incorporating educational inclusion and provision for all students from different social background is being integrated in the mainstream classroom worldwide (UNESCO, 2009). The vision of policy makers differs from the perception of teachers, who are usually asked to implement inclusive practices in the classroom despite of several challenges to include SEN, low achievers, middle achievers, high achievers and gifted students and providing them with equal provisions and attention. This thus gives rise to differential attitudes of teachers towards students and questioning their self-efficacy towards their job to handle the pressure that arises in the classroom. In this era of "No child left behind" concerns about equal instructions and achievement appear to dominate on the concerns of raising the academic bar in the classroom which can hamper teacher's attitudes towards gifted students. Many studies have been conducted in the field to investigate teacher's attitude towards inclusion and gifted education. While some studies concluded about teachers having positive

attitudes towards special needs (Avramidis, Byliss, & Burden, 2000) and other researchers' revealed teachers to be neutral towards inclusive education

The review of literature on teacher attitudes towards inclusion as stated by Avramidis and Norwich (2002) discusses factors that may affect integration which are as follows (a) age of the teacher, gender, teaching experience and training on special needs and gifted education (b) students inability type and nature (c) availability of support staff and education materials essential for the classroom. However, one of the most important factor that many have a negative impact on the attitude is teacher's self-efficacy perception. Bandura (1977) defined self-efficacy as individual judgment regarding individual's success in using certain abilities. It is stated that teacher's self-efficacy beliefs have an important influence on their practice regarding successful inclusive practices in the classroom. Additionally, when a teacher has high self-efficacy and positive attitude they use of effective teaching strategies and pay more attention to students who show less interest in academic activities. Moreover, teachers' self-efficacy is associated with student's factors such as achievement and motivation (Caprara, Barbaranelli, Steca, & Malone, 2006). Thus, it can be stated that efficacy plays an important role in predicting teacher's attitude towards inclusion.

2.6: Teachers' Professional Development:

The purpose of today's schools is not just to teach or deliver subject matter (mathematics, science, English, etc.) but rather to prepare the students for their future, to educate 21st century citizens who are active, self-directed, confident, and competent cognitively, emotionally, socially and technologically. Changes of this degree requires profound transformation in curriculum and instructional practices in the way teachers teach students (Bautista, Tan, Ponnusamy, & Yau, 2015). In other words, teachers are the key to successful reforms and to full fill this role it is essential that they require a wide range of personal and professional

development. Researchers have recognized that teachers' professional development is important to changing classroom practice, improving schools and enriching pupils' learning outcomes (Borko, 2004).

Many researchers have agreed that professional development and training of teachers have yielded a positive achievement for gifted students in a varied programs offered to them (Graffam, 2006). He also suggested that teachers' experience and education helped to provide better preparation for gifted students. A study conducted by Holt (2008) through semi-structured interviews and focus groups revealed that training programs did not encourage the participants to be a teacher of gifted students. Other studies have revealed that teachers already trained for regular classrooms lack professional development to support gifted students. According to VanTassel-Baska and Johnsen (2007) "to guarantee fairness and comprehensive search for talent programming, teachers must be qualified in the relevant theory, pedagogy and management techniques essential for the production and maintenance of opportunities for these students to learn in the classroom."

An essential element to professional development involves observation, co-teaching, collaboration, ongoing feedback to enhance teachers' confidence and have stronger beliefs in their teaching practices (Kennedy & Shiel, 2010). As a result, it is essential for teachers to embark on the journey of practicing safe use of strategies and thoughtful skills required to reflect and refine their capabilities through professional development.

In UAE, MOE provides different training and workshop on enrichment and evaluation for teachers supporting gifted students. It also provides professional development trainings and lectures for schools on identification procedures, provisions etc. The Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance provides Professional

Diploma in Gifted Education since 2010. It aims to develop cadre of professionals in the field of gifted education in the country.

2.7: The Role of Senior Leadership Team (SLT):

The SLT members play a vital role in supporting teachers, parents, students and all the administrative staff at school. Their responsibility is to bring about maintaining safety standards for students at school and supporting the parents by ensuring quality education is provided to their child/ children across grades. The governance of various policies at school to developing criteria and identification procedures is the responsibility of the SLT. They also play a vital role in providing professional development as mentioned above to all the teachers including the teachers of gifted students. Any reform in special and inclusive program or gifted and talented program needs a strong support of the school leaders. The leaders need to acknowledge the fact that every teacher has his or her own perspective and the value system that they bring to the school environment (Kilgore et. al, 2002). By supporting the teachers at school, school leaders will be able to enhance their productivity and commitment towards gifted students at school who need extra care and support just like special students at school.

2.8: Parental Involvement in their child's gifted education:

Being a parent of a gifted child is challenging, especially when you do not have all the information. Whether the child is identified as gifted or is being offered differentiated curriculum to challenge him at school or if the parent is trying to find a school to better meet his/ her child's individual needs, it is often a task for the parents. It is often assumed that a child learns best under the guidance and support of their parents. In fact, many studies have revealed a positive correlation between a student's academic performance and their parent's involvement to help promote their child's learning (Cheung & Pomerantz, 2012). Moreover, the gifted education literature underlines the value of parenting and how parents may often

understand their children's ability better than school personnel (Lee & Olszewski-Kubilius, 2006; McBee, 2010). It is often been observed that, when parents learn that their child is gifted and talented they tend to put a lot of pressure thinking that their child is capable of any task and this is the best way to boost their efficiency. This practice may have negative impact on their child's performance thus hampering and creating a conflict with the parents. Gifted students are intellectually advanced which does not mean that they are advanced in all area of academics and creativity. This might lead to disproportion and misunderstanding between the parent and the child (May, 2000).

Parents usually face a lot of challenges while raising a gifted child which often includes: jealousy between siblings, struggle on how other people perceive their child's giftedness, societal pressure, peer pressure. The most common challenge among these is the peer pressure that gifted students face at school. They are often bullied and called names such as "nerdy" which might often make them "Underground gifted" as called by Betts and Neihart (1988). This may lead the student to hide their giftedness from their friends and teachers and may lead them to not being challenged appropriately. While parents can involve themselves in school activities related to gifted program or be a part of parental group that supports gifted education in and outside the school which will help them to be in constant touch with things happening around gifted education at school. The special education department may play a pivotal role in introducing the gifted program to the parents with other suggested activities which may increase parental interest and involvements for the betterment of their child.

2.9: Partnership between School, Family and Community:

Partnership with school communities are links through which schools reach out to their local communities by interconnections with different facilities. These facilities may include youth organizations, libraries, sports clubs, special educational events, and other services that enrich

learning and recreation of children. Partnership between school-family and community provides more opportunities to special and gifted students to make the best of their abilities (Narcisse, 2007). All these partnerships may benefit from each and may lead to measurable outcomes for students. Collaboration between schools and the community has been shown to enhance students' attitudes towards subjects, as well as a change in attitude of parents and teachers (Beyerbach, Weber, Swift, & Gooding, 1996).

In addition, Simon and Epstein (2001) identified several school-community activities which included (a) greater participation of parents in school (b) more communication between school and surrounding community (c) promotions of out of school learning and activities (d) mutual understanding between the school and the community about children's education. Furthermore, a flourishing partnership between school and the community requires improved communication and cooperation to identify key challenges and to coordinate successful plans for collaboration. While informal relationship between school-family and community are relatively easy to grow, it is complex to create successful long term relationships which requires strong methods that involve a fundamental overhaul of the education system. It is often difficult for the schools to prepare students, particularly gifted children for the new challenges in the 21st century and thus it becomes important for everyone in the community to contribute to the rapidly changing complex world.

Schools, families and communities' groups must transcend their traditional practices and systematic methods to facilitate cooperation and collaboration for the advancement of the students. Above all, strategies that may benefit the partnership may include, developing school-business alliances, opening schools beyond normal hours to be used as community learning centers, more established comprehensive programs to engage parents in educating their children and to enhance their development. Besides, Hamdan Award for distinguished performance is backed by KHDA and MOE which supports the identification process and

services for gifted students in UAE. Schools along with parents support the procedures for the gifted students making it a reliable community based service in the country. “FABLAB UAE” also introduced by the Hamdan foundation supports the most recent technologies, tools and programs for high achievers and gifted students and aims to create innovative supporting environment by integrating infrastructure by providing community centers. Similarly, it has also introduced UNESCO-Hamdan price for teachers to support the enhancement of teaching and learning quality and who projects outstanding abilities in the field of education. Thus, UAE is making a great effort to bring school, parent and the community closer to work alongside each other to advance the gifted and talented students.

2.10: Policies and Regulations for the Gifted:

Policies and legislations related to gifted education services are less than the normal education policies. Various policies on gifted education exists worldwide, but research done is minimal on gifted education policies and regulations. According to Bracken (2006) the main component of gifted education programs are identification and policies (AlGhawi, 2016). Moreover, policy is perceived as a socially constructed collection of documents and interpretations drafted by key officials whose job is to explain the policy adherence (Bell & Stevenson, 2006; Berk & Rossi, 1999; Trowler, 2003). However, identification, definitions, provisions and evaluation are the key concepts to regulate a gifted education policy.

The UAE government has developed the UAE Vision National Agenda for the year 2021 “to attain first rate education system” which is one of the pillars of the seven-year plan. Ensuring a uniformity between schools and MOE, it is important for all schools to originate policies and procedures from the ministry’s strategies plan to adhere to innovation, inclusion and quality assurance which are the critical components of the plan (UAE Ministry of Education 2018). The education system of UAE requires the country to focus on the gifted and talented education

but not all schools are working efficiently towards these students, who are the valuable assets to the country. Moreover, the Special education department under MOE is working constantly in support of students with disabilities but little work is shown towards gifted education. Thus it becomes important for the educational authorities to work out a plan or a National policy of Giftedness which can help schools, centers and communities to adhere to the guidelines which is uniform across the country. VanTassel-Baska (2009) formulated the five attributes of a High-Quality Giftedness policy attributes consisting of policy clarity, comprehensiveness, connectedness, feasibility for implementation and research based which will be used to evaluate the school policy and in my opinion, should be a part of the policy of Giftedness in the country.

2.11: Conclusion:

Although the literature on gifted education has expanded there seems to be a huge gap between the literature and what is happening on the ground. One of the problem which is important for the gifted and talented is the planning and initiating the programs and having a clear identification procedure which is not only limited to CAT4 results but also based on teacher nomination as well as parental nomination. Many students might do well in the assessment but may not show high ability signs in the classroom which may be challenging for the teacher. A more holistic view towards the identification of gifted and talented is required.

The evaluation of gifted and talented programs is necessary in order to improve the provisions and strategies provided. Policy regulations with regards to international standards are needed to enhance the gifted programs in the country and at school and community level. Equal involvement of parent along with the teachers' and senior leadership team is essential for the growth of gifted education. More challenging programs needs to be developed to reach students

full potential and fulfill their purpose. These key issues gave direction and reasons for the research on policy evaluation of the gifted education in one of the private schools in UAE.

Chapter 3: Methodology

3.0: Introduction:

The overall purpose of this study was to examine a private IB school Gifted and Talented policy to identify its effectiveness in meeting the needs of the Secondary students identified on CAT4 data. Through this research study, a better understanding of student, teacher and parent's perception on the G and T program was looked into with relevant understanding of policy's negative and positive attributes. Furthermore, it also helped to get information from the Head of the departments and the Senior Leadership Team to get a 360-degree view of the policy effectiveness. The required research methodology formulated for this study supported relevant collection of data and indicated accurate analysis in order to achieve the research objectives. As discussed in the previous chapter, theoretical underpinnings, concepts and models have helped the researcher in developing a research framework to support the investigation and research study.

Research Questions:

This chapter describes and supports the use of qualitative approach with an exploratory design involving a single case study to address the research question. This will be evaluated in terms of policy, strategies, outcomes and recommendations by the participants.

1. To what extent have the G & T students benefited from differentiation and existing challenging curriculum?
2. How has the G & T policy helped in promoting students learning and development by providing range of strategies?
3. What recommendations would help the current practices in the G & T students?

In the following section, theories, approaches and methods will be discussed to solve the research issue.

3.1: Research Onion:

Research onion helps in directing the researcher in choosing a particular research procedure for conducting the research analysis. Additionally, the layers of the onion reflect the comprehensive stages of the research study and helps to successfully analyze the effective development of the research. The theoretical concept of the research onion was proposed by Saunders et al. (2016) and it supports the creation of an effective framework to illustrate appropriate strategy, approach and methods to resolve the research questions. Going through the layers of the onion, the current research assessed the appropriate data collection that can assist in the valid and effective collection of data.

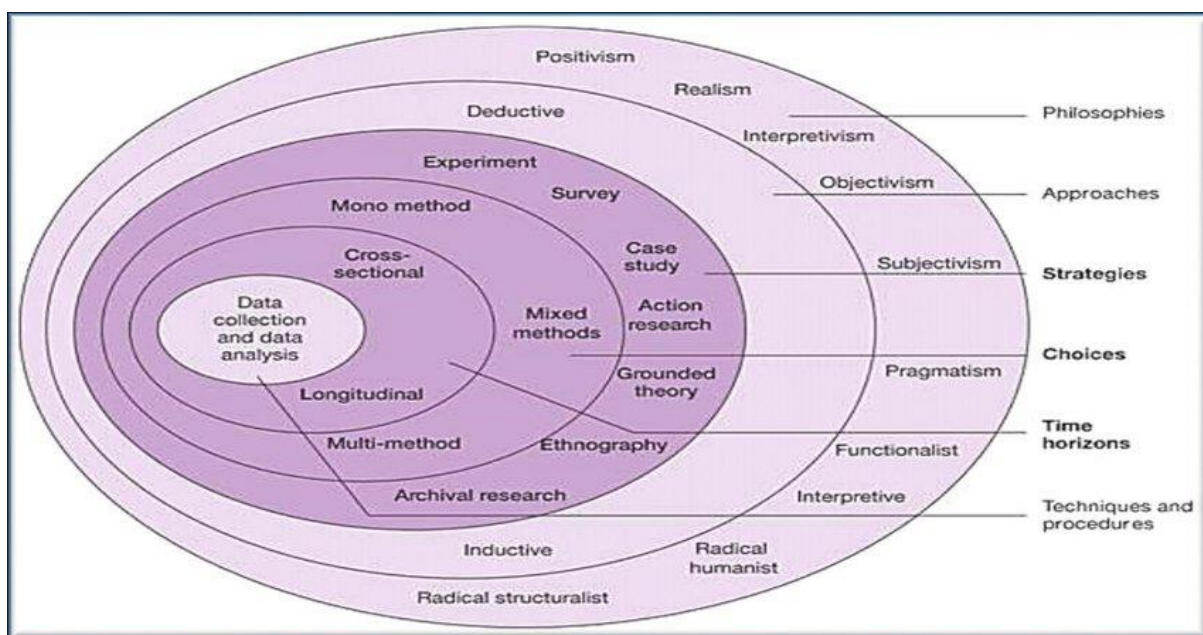


Figure: 3.1: Saunder's Research Onion, 2015

The research onion's demonstrated steps provided in a necessary methodological study of the G and T policy effectiveness and its support in differentiation and provisions provided to the students in the classroom. However, it was noted by Bell et. al (2018) that the data collection

and analysis were chosen last which is one of the most important part of the research. Furthermore, the methodology needs to be established with objectives that can be illustrated by the possibilities of data collection. Even so, the study helped establish a strategic structure through steady progress through theoretical analysis appropriate for research study.

3.2: Research philosophy:

Research philosophy is a belief in a manner in which knowledge on a phenomenon should be obtained, interpreted and used. The theory of Positivism conducts studies from an analytical approach and deals with facts. The positivist reasoning helps to explain real-life events without prejudice and modifications. Thus, positivist emphasis the use of quantitative methods to deductively test hypotheses in an objective manner. In comparison, interpretivism emphasis on social actors' own language, experiences and perception to understand real-life facts (Lee, 1991). In effect, interpretivists, put a strong emphasis on the use of qualitative methods to reason and build theoretical construction in a subjective manner. The interpretive paradigm is often supported by participatory paradigm which may change the thinking of the participants, the institution they work for or even researcher's perception. Moreover, this research paradigm supports case study method that can help in obtaining insight into this research study.

The researcher opted for interpretivism after thoroughly analyzing the two theories of research philosophies. Interpretivism theory helps to comprehend the research problem in its natural environment. Students, Teachers and other staff members' perception on the gifted and talented policy and program can be analysed within the classroom and school, which is a natural environment. Moreover, the researcher needs a subjective interpretation of the impact of the policy effectiveness in the classroom and school and the efficiency of differentiated instructions being followed for a smooth teaching and learning process involving gifted and talented students. The philosophy of positivism emphasizes on rational reasoning irrespective

of the environment whereas interpretivism relies on observation for examining the subject of study as stated by Antwi & Hamza (2015). For this reason, the selection of interpretivism is justified for this research.

3.3: Research approach:

Inductive and Deductive research approach as stated by Saunders et. al helps to guide the research study through collecting, analyzing and interpreting data. According to David R. (2006) the main purpose of the inductive approach is to enable the emergence of research findings from the frequent, dominant or essential themes inherent in data collected, without the constraints imposed by formal methodologies. In other words, it helps in creating new concepts, theories and models to explore existing information through inductive approach by creating new theories. On the other hand, deductive methods, as commented by Tjora (2018), supports the top-bottom method in data collection. In addition, the deductive approach offers scope for knowledge generalization through deduction of inferences and hypotheses review. Verification of the theory and evaluation of ideas are features of deductive method.

Analysis of the two approaches have helped the researcher to choose inductive approach to simplify the research issues and derive solutions. This method is mainly used in the qualitative research (Myers, 2009). Qualitative research supports the selection and analysis of data that explains or characterizes but does not quantify any traits, properties or attributes. It includes data collection through, face-to –face interviews, written reports, sounds, words, pictures in a natural setting.

The research questions that motivated this research centered on understanding the Gifted and Talented policy effectiveness on Secondary students which included, policy to support differentiated instruction in school, provisions offered to the gifted students, program effectiveness, identification, outcome of the program, expectation of students and

recommendation. Furthermore, it is through this approach that the theories mentioned in chapter 2 can help to achieve the research objective and is appropriate for the analysis.

3.4: Research design:

Analyzing a research design ensures that relevant evidence is used to answer the research issue. To evaluate a research issue many designs can be used such as action research, case study, exploratory and descriptive. Yin (2009, p.2) posited three conditions for the use of case study which includes “how” and “why” questions. The researcher has little control over the events and in real-life context, it must be about a contemporary phenomenon particularly when borders may not be clear between phenomenon and context. For this research Case study research design was chosen as an exploratory methodology for addressing the research gaps. According to Yin, case study is an empirical method of analysis within a real life context which takes into account multiple information sources.

The qualitative part of the exploratory design involved collection and interpretation of data obtained from a single case study. The participants involved in the single case study were selected from a private IB school in Dubai where researcher is currently working. Data were collected in the form of surveys from teachers’, parents and students followed by interviews with the Decision makers which involved head of the departments and the senior leadership team along with document analysis. The researcher was of the opinion that the qualitative data analysis would be able to provide rich and thorough insight into the various ways in which the outcome and expectation of the gifted and talented students in being met in terms of differentiated instructions, provisions and strategies provided by the decision makers.

3.4.1: Case Study:

In the field of qualitative research, the first type of research used were Case studies. Sturman (1997) defined case study as “a general term for the exploration of an individual, group or phenomenon” (ibid., p.61). Moreover, a case in research is a detailed summary and review of an individual case i.e the characterization of the case and the incidents and description of the phase of discovery of these features which is the research process itself. Many authors came up with different definitions to define a case study but Simon (2009) created a common definition that could fill in all the aspects based on critical reviews which stated “Case study as an in-depth exploration of the complexity from different perspectives and uniqueness of a given project, policy, organization, program or framework in a real life.

A single case study was incorporated into the research design to explore the effectiveness of the Gifted and Talented policy with regards to student’s identification process, differentiation and strategies used in and outside the classroom to support gifted learners. Dyer & Wilkins (1991) argue that single case studies are better than multiple cases because a single case study produce extra and better theory. In general, if the researcher only wants to study a single person or specific group, a single case study is the best choice (Yin, 2003). This gives the researcher an opportunity to explore the old theoretical relationships and get a deeper understanding of the subject.

3.5: Research Strategy:

To help in the investigation of the research study research strategies guides the researcher to use the correct method of conducting research. It provides an opportunity to the researcher to collect relevant data appropriate for the research subject (Duncan & Fiske, 2015). Research strategies could involve, surveys, interviews, questionnaire, ethnography, case study, focus group, and document analysis. It is determined by the research question the strategies that would be suitable for the study. These strategies help in collecting information either through

quantitative i.e statistical or qualitative i.e descriptive or the use of both which is the mixed method research which aids in a good research study.

Survey method used in the research strategy helps in collecting information from a large group of people who are chosen on the basis of the research in question (predefined group). It is usually conducted online and offline and involve a set of questions that helps in addressing issue at hand. Survey helps in aiding both qualitative as well as quantitative data collection. Bryman (2017), on the other hand suggested that interviews assist in gaining the respondents personal views. Interviews are usually structured, semi-structured and unstructured in nature which helps in obtaining qualitative data. Document analysis enables the researcher to obtain a language and words of participants as it can be assessed at any given point and acts as an unobtrusive source of information. It could be in the form of policies, results, assessment data, journals, private documents and diaries. In this study the researcher carried out survey, interviews and document analysis as a part of qualitative data research. Survey were conducted for parents, teachers and students whereas interview was conducted for Head of the department and Senior Leadership team members to get a good perspective of the Gifted and Talented program at school.

3.6: Research Method:

There are two types of research method: Primary and Secondary. The choice of method for the study is focused on the purpose of analysis. Research methods support researcher's as described by Walliman (2017) in directing the investigation for the effective collection and review of the data. Primary data is collected from the respondents or the subjects involved in the study (Yin, 2010). It is the first hand data which is suitable for the researcher during investigation. However, the Secondary data are not collected through any respondents but involves documents for research purpose. In this research both primary as well as Secondary

data has been used by the researcher. Secondary data involves: Gifted and Talented policy, SEND policy, Assessment policy, Admission policy, CAT4 result, end of year grades. In addition, it is possible to analyze the primary research data without any bias and portray the research outcomes in the light of reality. Nevertheless, the primary research method deals with alteration of the strategies which have been implemented as per the study requirement which cannot be obtained by secondary research.

3.7: Selection of Participants:

The IB private school chosen for the research is familiar to the researcher as she is currently employed with the school. An official permission letter from the British University in Dubai was handed over to the school authority explaining the research and its objective and asking for permission to collect the data. The researcher selected her own school for case study purpose based on Gifted and Talented policy and program. The participants for the study were chosen by purposive sampling. Purposive sampling technique is a nonrandom technique that does not need any set number of participants and is a deliberate choice made by the researcher due to the qualities a participant possesses (I.Etikan, 2015). The selected participants included:

Participants	No. of participants(based on CAT4)	Survey	Interview	Document Analysis
Students	5	√		Gifted and Talented policy. SEND policy, Admission policy, Assessment policy, CAT4 data, End of year grade
Parents	5	√		
Teachers	10	√		
HOD	5		√	
SLT	2		√	

Table: 3.1 Selection of Participants

The selection criteria for included participants were (a) Secondary school (b) CAT4 result – score on any battery should be +130 (c) Gifted and Talented program offered (d) Willingness of parents, teachers and school administration to participate.

3.8: Data Collection:

A mixed method data collection was used for this research study. Qualitative data collection involves descriptive data that represents the research topic whereas quantitative data collection can be done through survey, case studies strategies. Quantitative data collection helps, as reported by Bryman (2017), is an easy way to perceive and evaluate when describing the population in a quantifiable manner. Moreover, qualitative data may help understand the views of the respondents on the subject of the research without providing any detailed guidance. For this research study, a mixed method research was used which included: (a) Survey (b) Semi-structured interviews (c) Document analysis.

3.8.1: Survey:

Survey is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012,.p.160).Survey research can be quantitative, qualitative or mixed as it allows variety of methods to recruit participants, collect data and utilize various methods of instrumentation. For this research, three different surveys were drafted and sent to the chosen students, parents and teachers. A copy of the survey is provided in Appendix 1/2/3.

The survey consisted for open-ended and closed-ended questions to illicit the thinking process of the participants at the same time give them option with a yes/no question. The survey questions were linked to the research questions and tried to find information based on (a) identification procedure (b) definition of gifted and talented (c) provision and strategies offered

(d) policy effectiveness (e) recommendations. The participants (5 students) were selected on the basis of CAT4 results which was above 130 on any of the battery along with their parents and teachers.

Each survey consisted of general information followed by the questions which were coded as Parents (P), Teachers (T) and Students (S) along with coding for each question as P1, P2 and so on... T1, T2 and so on... S1, S2 and so on... For this research, the researcher divided the questions in groups-(Section 1)- General information (Section 2) Discussion on closed-ended questions (Section 3)-Discussion on Open-ended questions as this will help the data to be divided into quantitative and qualitative analysis. According to Fraenkel & Wallen, (2010) it is always important for the researcher to align the research questions directly to the survey questions for a better evaluation. List of close-ended questions that elicited Research Question 1: How has the G & T policy helped in promoting students learning and development by providing range of strategies?

Questions designed to address Research Question 1:

S1- Which subjects do you think you are gifted and talented in?
S2-Are you aware about your name being on the Gifted and Talented register?
S10- Do you think you have the opportunity to showcase your gifts and talents in school?
S11-How have you sharpened your skills outside school?
S12-Has the IB curriculum helped you with your G and T abilities?
P1-Has the school communicated with you regarding your child being on the G and T register?
P2-I understand G and T is defined as?
P3- Are you aware of the G and T policy of the school?
P4- In what domain does your child demonstrates exceptional level of competence?

P5- Are you aware about the identification process of G and T students carried out in school?
P12- Anyone in the family that is G and T?
T1-Are you aware of the G and T policy in school?
T2-Are you well acquainted with the G and T register in your year group?
T3-Do you have the knowledge of the identification process of the G and T students carried out in school?
T6- Are you part of any enrichment or after school activities (ASA) in/outside the school to support G and T students?

Table: 3.2: Research Question 1- Closed ended

Table 3.3: list of closed ended questions that elicited response to Research Question 2: To what extent have the G & T students benefited from differentiation and existing challenging curriculum?

Questions designed to address Research Question 2:

S4- Are you challenged appropriately by your teacher based on your area of interest in the classroom?
S5- Has any of your teacher noticed your gifts and talents or exceptional abilities in any subject?
P6- Do you have any knowledge about your child's CAT4 results linked to G and T at school?
P7-Is your child challenged based on his gifts and talents in and outside the classroom?
P8-Do you think your child is being challenged appropriately at school?
P13-Have you observed any of these issues at home?
T9-Have you observed any of these issues with the G and T students in the classroom?

Table: 3.3: Research Question 2- Closed ended

Many of the other questions elicited open-ended answers for Research questions 1 and 2 respectively. As for Research question 3: What recommendations would help the current

practices for the G & T students? The researcher wanted answers that were open ended that could help with the recommendation and conclusion which will be discussed in the later part of the research study

3.8.2:Semi-structured interviews:

As cited in Cohen et al. (2000,p. 146), interview include “collecting information, finding objective perceptions, determining motivation, commenting on the principle of conduct, clarifying behavior and specifying factors and explanation”. In the current analysis, interviews were used to complement the knowledge obtained from surveys and document analysis. The interviews allowed the researcher to build a rapport with the respondents by discussing the research study in depth by clarifying each questions thoroughly. The other purpose of the interview was that it provided data that could be evaluated and contrasted with the data gathered from the survey done by students, parents and the teachers. Compared to survey, interviews took a longer period of time, so the number of respondents were limited.

For this analysis, semi-structured interview approach was used to find the information relevant for the study based on the effectiveness of the policy and the perception and experience of the participants based on their departmental actions for Gifted and Talented students and program (five Head of the departments and two Senior Leadership members of the Secondary school). According to Fraenkel & Wallen, (2010), it is always important to align the research questions with the interview questions to get better results which can be evaluated. Table list of interview questions that were designed to elicit response to Research question 1: How has the G & T policy helped in promoting students learning and development by providing range of strategies? Table list of interview questions that were designed to elicit response to Research question 2: To what extent have the G & T students benefited from differentiation and existing challenging curriculum? Table list of interview questions that were designed to elicit response

to research question 3: What recommendations would help the current practices for the G & T students?

Interview Questions for Research Question 1:

Respondent	Interview Questions
HOD	Are you familiar with EISJ Gifted and Talented policy?
HOD	To what extent do you think the G and T policy has been effective in identifying the abilities of the G and T students?
HOD	What are the enriched programs offered in your subject for these students?
HOD	Do you think we should have a formal ALP for our G and T students?
HOD	Do you think CAT4 is a good indicator to assess the G and T students? Yes/No. If No, then why?
SLT	To what extent are you involved in the governance of G and T policy at EISJ?
SLT	What criterion do you use to identify G and T students?
SLT	What are the substantial resources and facilities the school provides to cater to the needs of G and T students?

Table: 3.4: Research Questions 1-Interview

Interview Questions for Research Question 2:

Respondent	Interview Questions
HOD	Do you think the IB curriculum challenges the abilities of G and T students? How? Please give an overview.
HOD	What differentiated strategies have worked well with your G and T students in the classroom?
HOD	How do you track or monitor the students' progress in your subject?
HOD	Have you noticed any social, behavior, emotional changes or underachievement of any G and T student in your subject? Yes/No. If yes, please explain in brief.
HOD	How often do you discuss strategies and programs to support teachers with regards to G and T during department meeting?
SLT	In your opinion, does the IB curriculum facilitate our G and T students?

SLT	What do you think are the risk factors for not challenging G and T students?
SLT	How do you track and monitor of G and T students within your Department?

Table: 3.5: Research Questions 2-Interview

Interview Questions for Research Question 3:

Respondent	Interview Questions
HOD	What are the barriers you experienced when implementing G and T program in your subject?
HOD	Have you participated in any training for G and T students? Yes/No. If yes give a brief overview.
HOD	Has any of your team members trained to work with Gifted and Talented?
HOD	What new strategies are you planning to implement for G and T students this year?
HOD	Any suggestions or recommendation in improving gifted provisions in school?
SLT	What suggestions would you recommend to enhance (resources and facilities) for G and T program in school?
SLT	What other test would you suggest to identify G and T students other than CAT4?
SLT	Do you provide training for the staff to enhance their skills in working with G and T students? Yes/No. If yes, then what are the trainings? If No, then what are your plans for the training?
SLT	Further suggestions and recommendations to improve G and T program in school.

Table: 3.6: Research Questions 3-Interview

The semi-structured interview opted by the researcher was the most effective one as it allows to word the document accordingly based on the information provided. The interviews were conducted with the consent of the participants. The participants were sent the consent letter electronically. The permission to record the interview was agreed upon by all the participants which helped the researcher to document the interview efficiently. Field notes were also taken during the interview.

3.8.3: Document Analysis:

Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (Glenn, 2009). Furthermore, documents of all types can help researcher to uncover meaning, develop understanding and discover insights relevant to the research problem as pointed out by (Merriam, 1988). The document for the research included (a) School Gifted and Talented policy (b) School policy (c) CAT4 results of students (d) Formative and Summative assessment (e) End of year grades (f) Lesson plans (g) NAGC standard document (h) Five-components of Giftedness policy by Van-Tassel Baska. These documents helped to evaluate the effectiveness of the policy on the Gifted and Talented program at school along with surveys and interview's.

3.8.4: Triangulation:

Triangulation is a combination of qualitative and quantitative data used in the research also called as mixed methods which helps to validate the research finding using different types of data collection and tools. The researcher believed that using the combination of both will yield evidence and recommendations for improving current practices at school for gifted students. The identification, interpreting commonalities, and discrepancies between the participants can be assessed using the triangulation method. If data collected using both quantitative and qualitative tools are found to be consistent, then the researcher has objective evidence to conclude that the findings may be credible and dependable (Creswell, 2014) as cited in AlGhawi (2016).

In this analysis, triangulation was used to enhance the validity of the results by combining data obtained from several sources. Denzin (1997) stated, triangulation refers to the comparison of the data obtained using more than one approaches which involves questionnaires, interviews, focus groups and classroom observation with respect to research study. In addition, if the

results derived from different methods have the same outcome then the findings are more likely to be valid.

3.5: Validity, Trustworthiness and Ethical consideration:

The qualitative research relies on the fact that validity is a matter based on trustworthiness, utility and dependability whereas (Crewell, 2014) defined internal validity as the measurement of what the researcher is intending to measure based on hypothetical causes and effect. Furthermore, trustworthiness solidifies during research by obtaining the credibility of the data. Credibility implies that the respondents assume what they say is real because they are engaged in the qualitative analysis and are only ones who can judge the reliability of the results legitimately. The researcher developed a mutual understanding and trust during the interview which helped validate the qualitative data but it was difficult to interpret their underlying, feelings, thoughts and intentions during that particular moment. To ensure the validity of the data, triangulation was used. Consequently, according to (Wills, 1998) the opinions and beliefs collected through the participants using Survey and Interview are subjective realities and not necessarily what they believe in or do in reality.

In addition, Ethical consideration and privacy policy was followed during the research study by the researcher. The researcher maintained confidentiality as per the Data Protection Act 2019. The school name, and the identification of parents, teachers, students and other staff members have been kept confidential. In addition, the respondents consent was taken before the surveys and interviews. Student consent letter were sent to parents with details about the study and their permission required for their child to participate in the research. Moreover, the questions on the survey and interview were of low risk factor and did not offend any participant's feelings or sentiments. The aim of the research was to maintain individuality while

collecting data and the questions that were delivered were based on research questions only. Besides, the data collected was used for academic purpose only.

3.6: Data Analysis:

The researcher collected and evaluated the collected data through above mentioned research strategies. The qualitative and quantitative data were supported by theses collection tools. The models, theories and concepts adapted were supported by the analysis of the data. The quantitative data collected were represented in the form of pie charts. Furthermore, it helped in easy evaluation and interpretation as it is quantifiable data. Besides, qualitative data collected through surveys, interviews and document analysis helped in analyzing the data descriptively and systematically. All these methods helped in interpreting the results to understand and identify the effectiveness of the Gifted and Talented policy of the school among the Secondary students.

3.7: Time Table:

Chapters	Time
Chapter-1: Introduction	7 days
Chapter-2: Literature Review	12 days
Chapter-3: Research Methodology	12 days
Chapter-4: Results/ Findings	7 days
Chapter-5- Discussion/ Conclusion/ Recommendations	7 days

Table: 3.7: Timetable

Chapter 4: Result/ Findings

4.0 Introduction:

The researcher collected the data through mixed method approach that will be further discussed in this chapter using the statistical analysis such as graphs and charts whereas for the qualitative analysis a more systematic review analysis will be used. Nonetheless, in this section the researcher has interpreted the research finding and successfully presented the data with the view of discussed literature.

Part A: Interpreting the results from Research Question 1: How has the G & T policy helped in promoting students learning and development by providing range of strategies?

4.1. Analysis of Quantitative Data (Survey Method) - Students, Parents, Teachers:

The above questions aimed at finding results for Research question 1 through students' perspective. The survey conducted over 5 Gifted and Talented students of private Secondary school. The students were chosen on the basis of CAT4 result, identification process followed by the school. The main aim of the survey was to identify how effective has the Gifted and Talented policy been in providing students with range of strategies and differentiation in order to have a positive outcome and expectation from school and the administration.

S1. Which subjects do you think you are gifted and talented in?

5 responses

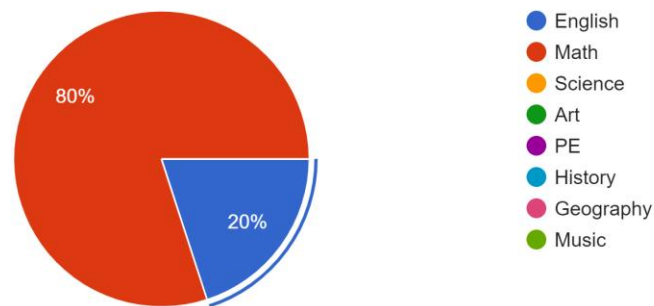


Figure: 4.1: Gifted and Talented based on subjects

(Source: Googleforms.com, 2020)

S2. Are you aware about your name being on the G & T register?

5 responses

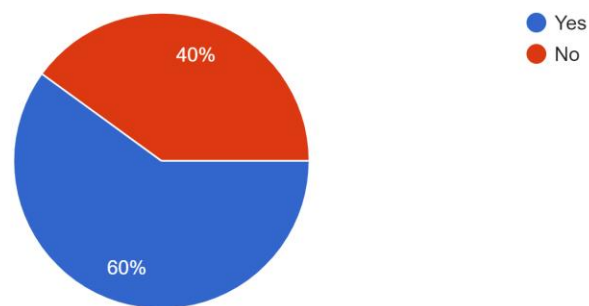


Figure: 4.2: Gifted and Talented register

(Source: Googleforms.com, 2020)

S10. Do you think you have opportunity to showcase your gifts and talents in school?
5 responses

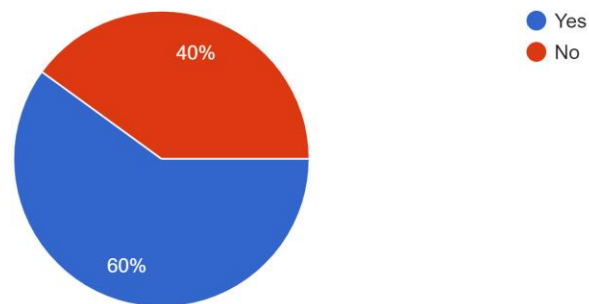


Figure: 4.3: Gifted and Talented opportunity
(Source: Googleforms.com, 2020)

S11. How have you sharpened your skills outside school?
5 responses

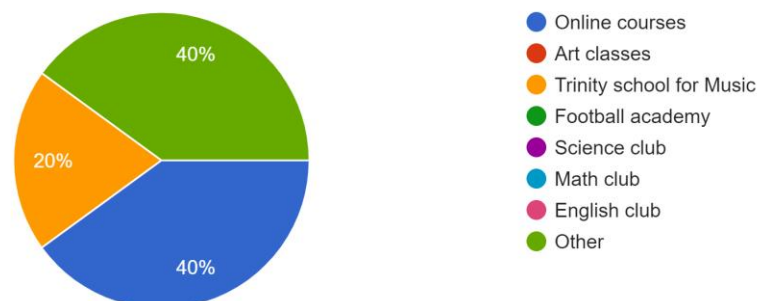


Figure: 4.4: Gifted and Talented outside school
(Source: Googleforms.com, 2020)

S12. Has the IB curriculum helped you with your G and T abilities?

5 responses

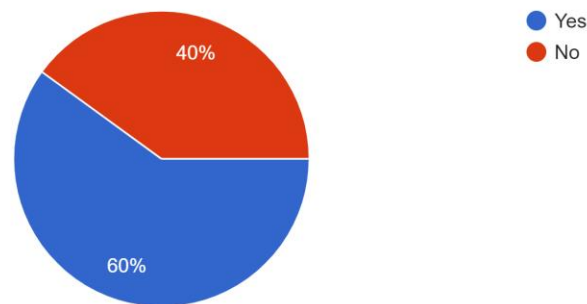


Figure: 4.5: Gifted and Talented in IB curriculum

(Source: Googleforms.com, 2020)

4.1.1 Analysis of Student Survey:

The results above demonstrate that 60% of students are aware of their name being on the G and T register whereas 40% are not which shows that the identification process is not discussed with the students. Furthermore, all 5 students are aware of their giftedness in specific subjects being 80% in Math and 20% English which also shows their interest and flair for the subject. Thus, with the help of this data it will be easier for the teacher to challenge them based on their capabilities in the subject as the student may not showcase giftedness in all the subjects. With regards to showcasing their giftedness and talent in school 60% expressed that they have had the opportunity to display their talents in terms of competitions in/outside the classroom whereas 40% said no. It is important for these students to express their giftedness to gain more confidence which can help them in their future endeavor. IB curriculum is one of the best curriculum for the gifted students as it challenges their inner capability, creativity and critical thinking skills. As per the above data, 60% of the students think that IB has helped them with their gifted capability whereas 40% think it has not. Some students may find this curriculum

quite challenging as it challenges the innate potential of an individual. Teachers and administrators should help the student to bring about a change in their thinking process by mentoring and supporting the student in and outside the classroom. Many of these students usually are a part of clubs and extracurricular activities to enhance their subject specific skills or be a part of activities that they would be interested in. The above data shows that 40% participate in online courses, 20% are a part of trinity school for music whereas 40% participate in other activities not mentioned in the survey.

P1. Has the school communicated with you regarding your child being on the Gifted and Talented register?
5 responses

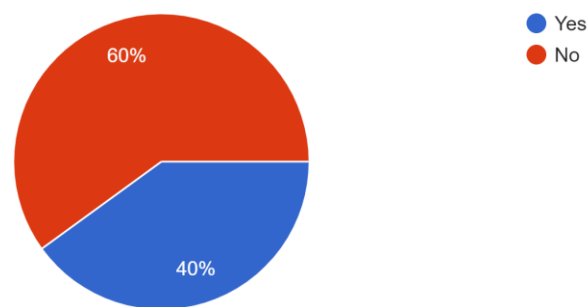


Figure: 4.6: Gifted and Talented register

(Source: Googleforms.com, 2020)

P2. I understand Gifted and Talented (G and T) is defined as:
5 responses

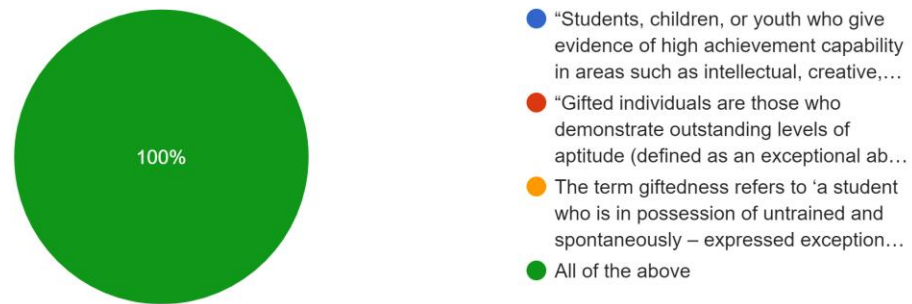


Figure: 4.7: Gifted and Talented definition

(Source: Googleforms.com, 2020)

P3. Are you aware of the Gifted and Talented policy of the school?
5 responses

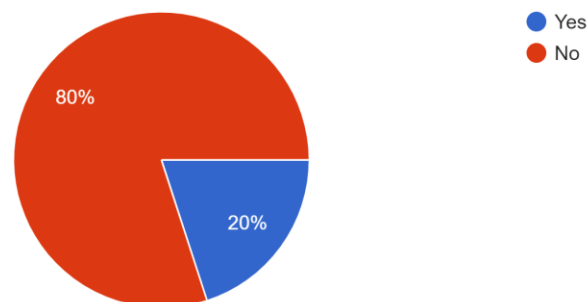


Figure: 4.8: Gifted and Talented policy awareness

(Source: Googleforms.com, 2020)

P4. In what domain does your child demonstrates exceptional level of competence?
5 responses

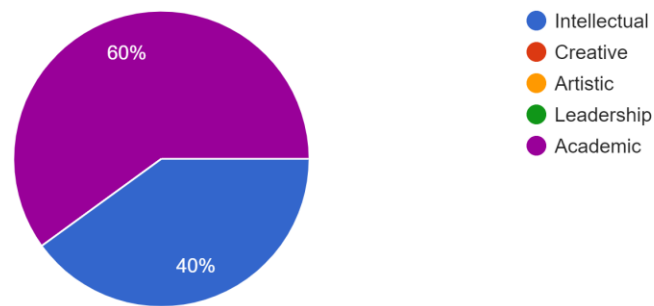


Figure: 4.9: Gifted and Talented competence

(Source: Googleforms.com, 2020)

P5. Are you aware about the identification process of Gifted and Talented students carried out in school?
5 responses

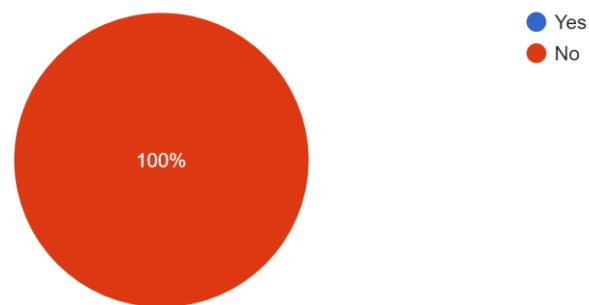


Figure: 4.10: Gifted and Talented identification process

(Source: Googleforms.com, 2020)

P12. Anyone in the family that is Gifted and Talented?
5 responses

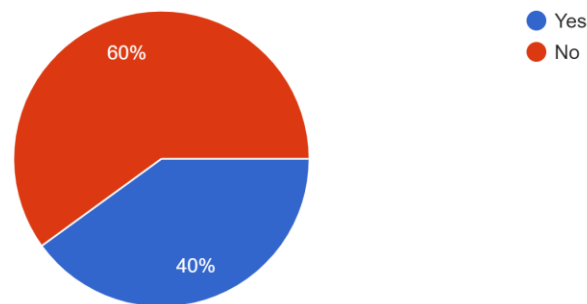


Figure: 4.11: Gifted and Talented in the family

(Source: Googleforms.com, 2020)

4.1.2 Analysis of Parent Survey:

The above data demonstrates that all 5 parents are well aware of the definition of Gifted and Talented which states their basic knowledge about the research in question. As a parent of a gifted child it is important for them to have a basic understanding of the definition which can be seen in the above survey. In addition, only 40% of the parents are aware of their child being on the gifted register whereas 60% are not which shows the school in the negative light as each and every parent has the right to know about the procedures carried out at school. Furthermore, 20% are aware of the G and T policy at school while the 80% have no idea about the policy. Almost all the parents are not informed about the identification carried out at school which again given a negative impact on the part of the school. The identification procedures should be carried out with the consent of the parents as a part of school policy. Above all, all the parents are well aware of their child exceptional competences as the parents are the first people to identify their child giftedness. 40% of the parents have also stated that they have family

members that are gifted which could mean that people may inherit genetic predispositions towards giftedness and factors in the environment that encourage them to develop giftedness.

T1. Are you aware of the Gifted and Talented policy in school?

11 responses

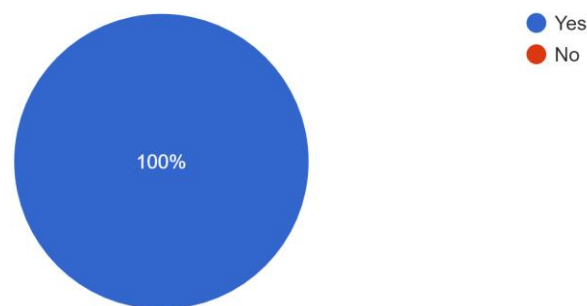


Figure: 4.12: Gifted and Talented policy in school

(Source: Googleforms.com, 2020)

T2. Are you well acquainted with the Gifted and Talented register in your year group?

11 responses

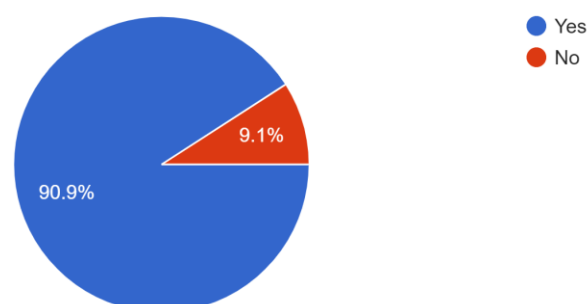


Figure: 4.13: Gifted and Talented register in year group

(Source: Googleforms.com, 2020)

T3. Do you have the knowledge of the identification process of the Gifted and Talented students carried out in school?

11 responses

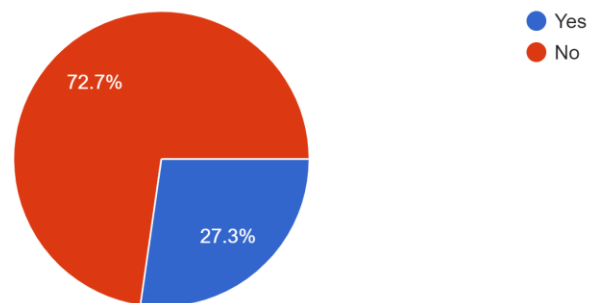


Figure: 4.14: Gifted and Talented identification process

(Source: Googleforms.com, 2020)

T6. Are you a part of any enrichment or ASA activities in/outside the school to support G and T students?

11 responses

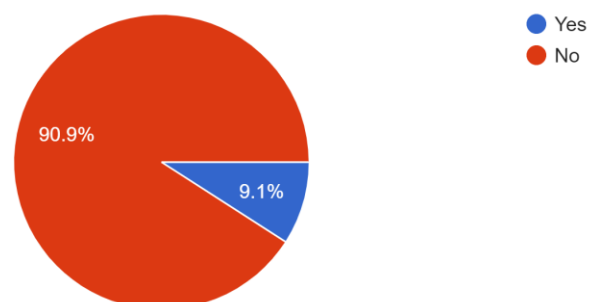


Figure: 4.15: Gifted and Talented enrichment/ASA activity

(Source: Googleforms.com, 2020)

4.1.3 Analysis of Teacher Survey:

The above data demonstrates that almost all the teacher participants are well aware of the Gifted and Talented policy at school. The policy in question is usually shared every academic year and it is the duty of every teacher to thoroughly go through the policy and act accordingly for a fruitful year. Differing from the above question, only 27.3% of teachers are aware of the identification procedures carried out at school whereas, 72.7% are not which shows discrepancy between all the teachers knowing the policy but not about the identification which is already mentioned in the policy. As the Gifted and Talented register is shared with the teachers every year almost 90.9% teachers are aware of the register while 9.1% are not. In addition to this only 9.1% of the teachers are involved in enrichment and after school activities in/outside the school whereas the majority of teachers' i.e. 90.9% are not which again shows the support provided by the school to Gifted and Talented students.

4.1 Analysis of Qualitative Data- Survey Method

4.1.1 Students:

The students set high expectation from their teachers in the classroom as they would like to be challenged with higher level tasks and questions. Student A expects to be challenged with higher level subjects which is relevant for University engineering on topics such as derivatives, integration, definite integral, spearman correlation etc. This shows his flair for the subject. In addition, other students would like the teachers to help them enhance their skills by clear explanation and deeper communication about the topics learned in the classroom. Furthermore, students claim that their teacher provides them with extra questions after their classwork and provides feedback but sometimes it is repetitive, and they lose their interest. Besides these students are a part of enrichment activities in and outside the school such as KENKEN

championship, MUN, Ecoclub, Gymnastics, choir, piano etc. These students have also won competitions such as Barcelona Youth Science challenge, interschool trivia competitions and interschool science fairs. Medals and certificates for trinity examination in music and communication skills are the extra qualification these students have achieved apart from academic achievement. In addition, they expect the school to build a proper G and T program that can facilitate them by providing range of differentiated strategies and provisions.

4.1.2 Parents:

According to parents, their children have been a part of many enrichment activities in and outside the classroom. To name some: MUN, keyboard classes, robotics, python course etc. Besides, these activities have yielded a positive outcome as they feel their child has become more confident and shows teamwork, leadership qualities, good social interaction skills and most importantly happiness to be challenged variedly.

4.1.3 Teachers:

Almost all teachers expect students to show interest in subject and the ability to tackle high end concepts with deeper analysis and creativity. To take initiative to progress and extend their current knowledge with in-depth inquiry about the topic's studies in the classroom. To link topics that are studied to other subjects with cross-curricular links and find different approaches to deal with it and come up with solutions. Furthermore, with regards to tracking and monitoring of the students teachers use formative and summative assessment, classwork, data and projects as the base. Extension activities, class competitions and reading and writing opportunities are some other ways to track the progress of these students.

Part B: Interpreting the results from Research Question 2: To what extent have the G & T students benefited from differentiation and existing challenging curriculum?

4.2 Analysis of Quantitative Data (Survey Method) - Students, Parents, Teachers

S4. Are you challenged appropriately by your teacher based on your area of interest in the classroom?

5 responses

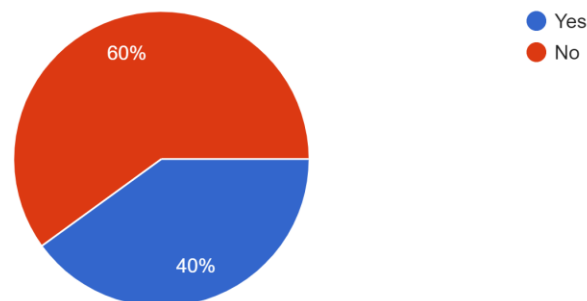


Figure: 4.16: Gifted and Talented challenge by teacher

(Source: Googleforms.com, 2020)

S5. Has any of your teacher noticed your gifts and talents or exceptional abilities in any subject?

5 responses

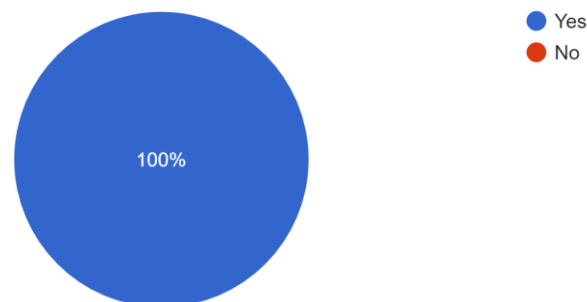


Figure: 4.17: Gifted and Talented exceptional abilities

(Source: Googleforms.com, 2020)

4.2.1 Analysis of Student Survey:

The above data demonstrates that 100% of the students agreed being identified by their teachers as being gifted in particular subjects. With the help of the CAT4 result and formative and

summative assessment it can become easier for subject teachers to know students exceptional abilities which can help them to target specific differentiation methods in the classroom. In contrast only 40% agreed on being challenged by their teacher in the classroom whereas 60% chose No which again shows inconsistency of differentiation method or any form of strategies used for students development in the classroom.

P6. Do you have any knowledge about your child's CAT4 results linked to Gifted and Talented?
5 responses

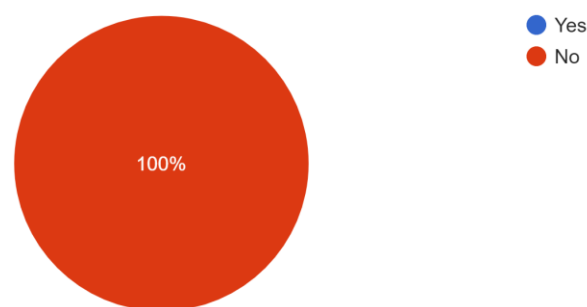


Figure: 4.18: Gifted and Talented CAT4 result
(Source: Googleforms.com, 2020)

P7. Is your child challenged based on his gifts and talents in and outside the classroom?
5 responses

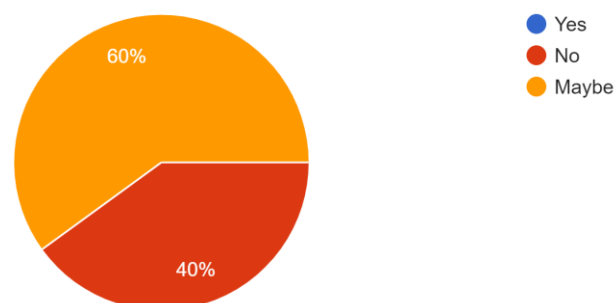


Figure: 4.19: Gifted and Talented challenges outside classroom

(Source: Googleforms.com, 2020)

P8.Do you think your child is being challenged appropriately at school?
5 responses

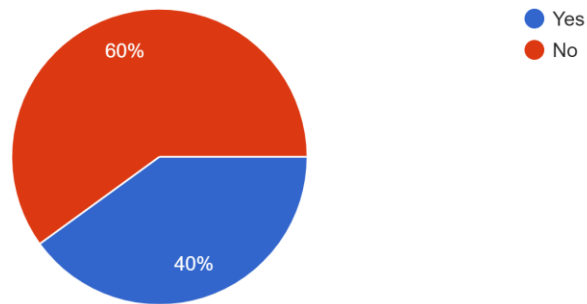


Figure: 4.20: Gifted and Talented challenged at school

(Source: Googleforms.com, 2020)

P13. Have you observed any of these issues at home?
5 responses

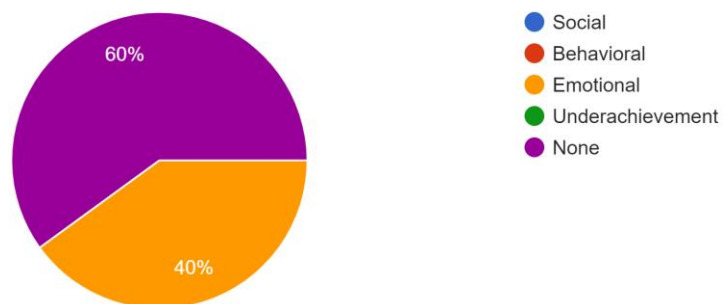


Figure: 4.21: Gifted and Talented issue at home

(Source: Googleforms.com, 2020)

4.2.2 Analysis of Parent Survey:

The above data demonstrates that 100% of the parent participants are not aware of their child's CAT4 result and it being an important identification procedure carried out at school. Moreover, only 40% of the parents think that their child is challenged appropriately at school whereas 60% think they are not. It is the duty of the parent as well as the teacher to update each other about students' progress and skills that he/she is lacking in so that enough provisions are provided. In addition to this, 60% of the parents feel that maybe their child is challenged based on his/her gifts and talents in /outside the classroom whereas 40% chose No. This shows that not all parents are aware of what is happening in/outside the classroom which shows lack of communication between parent and the child. On the other hand, 40% parents have agreed on their child showing emotional issues at home which may showcase that the child could either be emotionally drained out with expectation at home and at school, not being challenged appropriately at school and at home, no opportunities to showcase talent, loner or limited friends, all of these issues can emotionally hamper a gifted child's wellbeing and turn the emotional issue into frustration which could lead to underachievement.

T9. Have you observed any of these issues with the Gifted and Talented students in the classroom?
11 responses

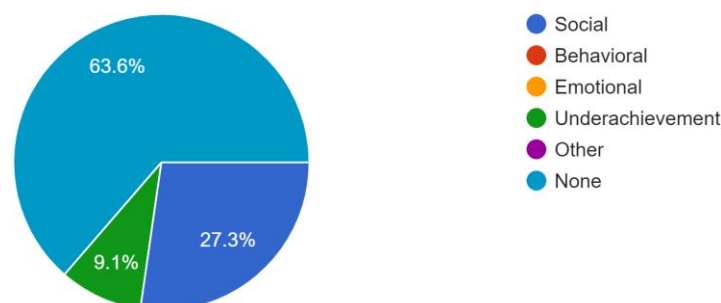


Figure: 4.22: Gifted and Talented issue at school

(Source: Googleforms.com, 2020)

4.2.3 Analysis of Teacher Survey:

As discussed above, this data demonstrates that 27.3% teachers have observed students showing social issues in the classroom whereas 9.1% of students have revealed Underachievement. 63.6% teacher's claim that they have not noticed any above issues in the classroom. As per the data it is the duty of the teacher to reinforce and boost student's confidence and challenge them based on their capabilities which can yield positive outcomes. Differentiated instruction along with provisions is needed to challenge the students with regards to the IB curriculum which can enhance their creativity and critical thinking skills.

4.2 Analysis of Qualitative Data- (Survey Method)-Students, Parents, Teachers

4.2.1 Students:

As stated in the survey students are of the opinion that the IB curriculum has challenged them in terms of time management, critical thinking skills, and communication skills along collaboration skills which are a part of 21st century skills. Furthermore, one of the students states that it has offered with many opportunities to showcase her talents through class activities, sports, special events and specific personal projects. Moreover, this curriculum lets you think out of the box with questions that are intrinsic and helps you come up with solutions to the problems and tasks. Almost all students claim to be motivated by the curriculum but would also like new provisions and strategies essential to challenge their innate potential along with guided differentiated instructions.

4.2.2 Parents:

With regards to differentiated curriculum and strategies provided to students' parents stated that they have never been informed about the range of strategies to be followed at home. This

shows lack of communication barriers between teachers and parents with regards to policy to be effectively established for the betterment of the Gifted and Talented program.

4.2.3 Teachers’:

As per the survey question which is aligned to research question 2, teachers are of the opinion that IB curriculum accommodates students at all levels thus making G and T student thrive in due to the inquiry-based approach of the curriculum. One of the teacher states that it encourages independent learning and allows the student to choose their own path. In contrast one teacher feels that the curriculum does not help to shape students anymore. Most of the teachers reveals that it allows for creative thought and abstract mode of learning and assessment. Furthermore, to support G and T students in the classroom the measures taken by the teachers are as follows: extension tasks/folder, classroom techniques, worded questions, critical thinking questions/folder, extra books and resources.

Part C: Interpreting the results from Research Question 3: What recommendations would help the current practices in the G & T students?

4.3 Analysis of Qualitative Data (Survey Method) - Students, Parents, Teachers

4.3.1 Students:

Students’ recommendation for the Gifted and Talented program at school shows their thinking process with regards to gifted education. One of the student recommended gifted and talented program to be a platform in school where the students are chosen based on their potential and can achieve scholarship. Most of the student suggested more academic oriented challenges like science fairs and spelling bee, or math teams formed in school to compete with each other to improve thinking skills. In addition, recommendations for Participation in Science Olympiad, Hamdan Award for Gifted can be seen in the survey. Students would also like to collaborate

with other gifted students, Team teaching and consultation with other teachers to boost their inner potential and learn and mentor each other. Mentorship, Advance placement, Independent study in the area of interest were also a part of suggested recommendation.

4.3.2 Parents:

According to parents, the student should be challenged more in specific area and subject of interest. Almost all parents stated that the program should be informed to wider range of people so that enough support and motivation is provide to these students. All parents are of the opinion of extended work activities and projects given to students in /outside the classroom. One of the parents would like the school to introduce Hamdan award for academics to boost students' confidence at school which is an excellent initiative by the government of UAE for Gifted and Talented students. Improved work force and teachers who can provide ideas and create opportunities for students by introducing various strategies for range of students' through enrichment activities suitable for G and T students.

4.3.3 Teachers:

Teachers' recommendation with regards to Gifted and Talented students at schools states their preferences towards a different identification procedure where teachers have more to say for the students that should be included on the Gifted and Talented register. Many times a student may score really well on the CAT4 but may not show the inclination towards academics or any specific subject or skills in the classroom. Thus, it becomes the responsibility of the teacher to provide students with varied strategies in the classroom and look out for students that may come under the category of types of giftedness. Some teachers are of the opinion that teacher and parent nomination along with standardized assessment can help to find students who may be actually gifted. In addition, one of the teacher states that streamed lessons, challenging

reading lists and access to varied programs outside school with help Gifted and Talented students at school.

4.4 Conducting and interpreting interview

Research Question 1:

4.4.1 Analysis of Interview (HOD):

The analysis of the interview pertaining to research question 1 states that the Head of the Departments (HOD's) are familiar with the Gifted and Talented policy at school which is currently in the updating phase. According to HOD-1, the policy assess student's gifts and talents through CAT4 scores, reading age and perceived strengths and weakness. With regards to the effectiveness of the policy to identify gifted and talented abilities almost all are of the opinion that policy terms it's baseline on the CAT4 scores and teacher referral which sometimes contradicts with teacher recommendation. In contrast, the HOD-1 states that the policy has its limitation but also provides a holistic view of students who are academically gifted in broad range of subjects. However, some are of the opinion that it gives a general overview to identify G and T students. Formative and Summative assessment are used by some along with the CAT4 result for more positive consistency resulting in a proper identification of the student. Furthermore, enriched programs are offered to students with varied strategies which includes: KENKEN puzzling championship, STEM clubs as well as Art club. In addition, formal Advanced Learning Plan (ALP) is needed for all Gifted and Talented students with clear strategies and set of goals to be used in the classroom.

Analysis of Interview (SLT):

The analysis of the interview pertaining to research question 1 states that one of the SLT members is involved in the governance of the Gifted and Talented policy at school. Being an

Inclusion champion the overall responsibility is to direct the strategic development of G and T at school. The accountability and visioning of the policy along with provisions also comes under his scope of work. As per the identification procedures carried out school, the school relies on CAT 4 scores and teacher referral setting the benchmark at 125+ on any of the 4 batteries. Furthermore, the SLT are of the opinion that to cater to the needs of G and T students' school follows a philosophical pedagogical approach that facilitates the needs of the students along with teachers and the knowledge that they share with the students. Moreover, SEND department and teacher training on Verbal spatial profiles also indicate the facilities the school provides.

Research Question 2:

Analysis of Interview (HOD):

The analysis of the interview pertaining to research question 2 states the opinion of the IB curriculum by the Head of the Departments. According to all, the IB curriculum fosters to the needs of the Gifted and Talented students as it provides course options for standard as well as higher level MYP and DP subjects. It provides for different learning styles and a greater scope of learning by providing conceptual knowledge and generalization to the topic. Furthermore, it delivers an open ending curriculum that develops student's curiosity and enhances opportunities and risk-taking abilities. In addition, to support the curriculum and the students different strategies that have worked well with G and T students are: project based learning, problem solving, applying and exploring real life situation, questioning skills, G and T groups in the classroom. With regards to tracking and monitoring G and T students in the department classwork, homework, periodic formative assessment, term by term analysis, and individualized intervention are planned along with the teachers. This helps the teachers to know students who underachieve or might be going through social or emotional issues. Thus, the

strategies and the tracking and monitoring helps the department to discuss on pupils progress, plan meeting, share folders with critical thinking questions, extension tasks and challenging G and T walls in the classroom.

Analysis of Interview (SLT):

The SLT member agree that the IB curriculum does facilitate the G and T students by catering to their needs and emphasizing on inquiry based learning from PYP TO MPY. Both are of the opinion that it helps develop independence as student put themselves under pressure to be successful. The tracking and monitoring of these students are CAT4 predictors, continual formative assessment, data, lesson observation and pupil voice. In addition if these students are monitored periodically the risk factors could be underachievement, rise in mental issues, isolation, lack of engagement and motivation. Thus it is important to accommodate these students just like any regular student.

Research Question 3:

Analysis of Interview (HOD):

Barriers experienced when implementing G and T program is identification process followed in school which is based on the CAT 4 result as some HOD's claim that it does not necessarily indicate G and T ability in specific subject but on the overall cognitive ability of the students which hinders with the expected progress of the students in comparison to actual progress. Primary school is in the process of developing Sayler checklist to identify students beyond test scores which is a positive outlook towards a different identification process which will add value to the program. Besides, to support the program it is important for the staff members to be trained to work with these students. The school provides basic in-house training for the staff on types of G and T and how to work with them in the classroom but according to the interview

more specialized training is need for the staff members. HOD's further plan to implement strategies for these students to cater to their needs and accommodate them by encouraging them to join STEM clubs, MYP extended Math courses where small group of students are given more emphasis and focus to provide challenges even beyond the regular course, Leadership skills by listening to pupils voice, Focus groups for English and further enrichment courses and activities. Recommendation given by them is to challenge students in every department by running a G and T club, training for teachers and prior identification and awareness about the G and T students.

Analysis of Interview (SLT):

To enhance the G and T program further the suggestions provided by the SLT are to personalize the learning experience of these students to understand the specific needs of the students in each subject. Academic mentoring, G and T community, dedicated ambassador would add a positive outcome to accommodate these students in the classroom. Furthermore, they believe that CAT4 is not the most effective way of identification, but it does set a benchmark or evidence that leads to further identification procedures to be followed. Moreover, no formal PD is provided to the staff, instead staff members associate with other professionals to come up with evidence-based approaches to deal with the students at school. Apart from this, a more consistent approach to facilitating G and T learners' academic progress and after school activities are recommended to motivate and inspire students. Quality first teaching for more challenging task is also recommended.

The interview responses of the interviewees are based on the standard perception of the Gifted and Talented program at school. Moreover, for the understanding of the views of the participants, the study of the body language and gestures are also taken into account. Nonetheless, the study has taken participants responses to reduce biasness.

4.5 Review of the Documents:

The researcher obtained official documents from the school which includes: G and T policy, SEND policy, School policy. Admission policy, Assessment policy and documents of CAT4 data and end of year grades. These documents were used to analyze the effectiveness of the G and T policy on students. The supporting document of KHDA report 2019-2020 was also acquired for a review.

4.5.1 Analysis of the Gifted and Talented policy:

The content analysis of this study is based on the principal objective of determining the effectiveness of the G and T policy in identifying and meeting student's needs, outcome and expectation of the program, role of various stakeholders to enhance gifts and talents and to provide future recommendations. Nevertheless, this review should not be carried out without considering the foundation of any policy: the rationale, aim and definition. Based on the content analysis of the gifted policy, the data will be analyzed based on thematic analysis. (A) Foundation of the policy: rationale, aim, definition (B) Identification (C) provisions for the gifted (D) Role of stakeholders (E) Monitoring and evaluation strategies (F) policy verification through KHDA report.

(A) Foundation of the policy:

(i) Rationale:

The giftedness policy of the school is brief and it states to set out ambition that every student-gifted and talented, struggling or average to be provided with a personalized support to reach the limits of their capability. Besides, it sets out to support student with an environment that celebrates excellence and provides new opportunities.

(ii) Aim:

No specifically designed goals are given by the school. The goals of its giftedness policy are rooted in the growth of all pupils at school. It states to develop a coordinated and coherent program for gifted and talented student and support their development.

(iii) Definition:

The school explicitly distinguishes between the terms gifted and talented students and follows Gagne's definition set in accordance with the KHDA model of Inspection framework.

(B) Identification:

The identification procedure carried out at school is mainly through CAT4 result and teacher nomination which is merely explained in the policy making the identification procedure vague to understand. It also states about the identification procedure to be carried out throughout the year and names could be added at any time of the year.

(C) Provisions for Gifted and Talented:

The provisions provided on the policy is divided into in-class and out of class approach and gives a fair idea of the strategies provided to these students. It does not give much details of each provision but gives an idea on the approach to be followed based on the overall activity of the gifted and talented students.

(D) Role of Stakeholders:

The policy states the role of G and T coordinator in detail as well as the role of students and parents but fails to provide details on Teacher's, Head of the department and Members of the Senior Leadership teams responsibility which is an essential involvement for the Gifted and Talented program to be successful.

(E) Monitoring and Evaluation strategies:

It provides a small list of protocol to be followed to monitor the progress of these students which includes SLT members reviewing the policy every year, analysis of targets, individualized learning plans, report grades, sample work, log of enrichment and extension activities and teacher trainings.

(F) Policy effectiveness through KHDA report:

Based on the last KHDA report, along with identification of the pupil range of opportunities are offered to students to develop their skills and interest. The staff members use assessment information to well track and monitors student's progress against their targets (KHDA report-2019-2020)

4.5.2 Analysis of other relevant documents:

SEND policy: The SEND policy of the school is a detailed policy which provides information on various aspects of Special Needs and Inclusion. The definition of person with determination is adapted from KHDA. The standards adapted and applied by the school are from KHDA requisites using the Dubai Inclusive Education Policy Framework. The school aims to nurture each and every student in a positive learning environment and prepare them to be “Global citizens”. The school follows a Graduated approach to manage the SEND with Assess, Plan, Do and Review Model. Types of provision, admission procedures, parent involvement, and teacher training area are part of the policy.

Admission policy: The philosophy of the admission policy of the school states to support families and children with varied learning abilities and ensures a smooth admission process. The school adheres to KHDA guidelines and UAE laws and takes in case by case approach in terms of additional support if required. The school follows an inclusive ethos and offers an

inclusive approach to education. Partnership with parents are established with the help of Parent school contract as stated by KHDA. The admission process of students from Year 4 to year 11 is through CAT4 data (test held during interview) and if the student is identified with learning support during assessment they are directed towards to Head of Inclusion in liaison with Head of the School. As for year 12 and 13, CAT4 results along with previous report card are combined to grant admission.

Assessment policy: The assessment policy of the school follows the philosophy of the IB program standards and practice. It aims to provide students to gain clear understanding of their personal journey, provide them with clear strategies, create high quality performance data of students, enables accurate planning and enhance communication given to students and parents. Diagnostic assessment and benchmarking are usually undertaken before beginning the unit of inquiry. Throughout the year the school follows Formative and Summative assessment. Feedback on formative assessment is often verbal and not supported by a written feedback whereas Summative assessment is a written record kept on the software Managebac that the school uses and is shared with the parents. The MYP students are externally assessed by the IB via e-portfolios.

CAT4 data: The school in compliance with KHDA uses CAT4 data to identify Gifted and Talented students as well as people of determination. This test gives a broader and much rounded view about the student and their potential and the way they learn. This test has helped the school to determine the pace of teaching and to identify additional support required for the student. The school sets a benchmark of 125+ scores on any of the battery for the student to be considered as Gifted. Multifunctional data sheet is generated on MSchool (software used by school) to get a detailed overview of the students' scores which is then used to maintain Gifted and Talented register. Verbal/ Spatial profile is utilized to inform learning strengths and areas for support.

End of Year grade: Based on the assessment policy the end of year grade helps monitor and track students to validate their progress and performance

Chapter 5: Discussion/ Conclusion and Recommendations

5.0: Discussion:

The aim of this study was to determine the effectiveness of the G and T policy in meeting the needs of the students in an IB private school in Dubai focusing on the Secondary section, based on exploratory case study method. The guiding objective for this study was:

- To determine the effectiveness of the G & T policy in identifying and meeting with the student needs.
- To determine how a supportive and challenging environment facilitates in meeting the outcome and expectations of the program.
- To determine the role of various stakeholders in fostering a culture by providing opportunities to enhance gifts and talents.
- To review the policy critically and provide recommendations for future consideration.

This chapter discusses the findings in the previous chapter to address the objective mentioned above and the three main research questions. The ultimate goal of this study was policy effectiveness which included identification procedures, differentiation and provisions provided, stakeholders responsibility, tracking and monitoring of G and T students along with recommendations to help improve the implementation of the G and T program in school.

The discussion of the results of the current study is based on systematic analysis of the Survey, Interviews and Document review. These research tools were found to be useful as it gave a positive as well as a negative outlook towards policy effectiveness and sub-themes related to it. Survey, Interview and the Document review showed an in-depth analysis of the research questions identifying strengths and weakness in the policy as stated by all the participants.

As discussed in Chapter 1 under policies and regulation the data obtained for the Gifted and Talented policy will be evaluated against Van Tassel- Baska (2009) Five attributes of High-Quality Giftedness policy which includes (A)Clarity (B)Comprehensiveness (C) Connected (D) Feasible and (F)Consistent with giftedness research

(A)Clarity:

The school gifted and talented policy rationale and aims are limited but the policy is tailored for the gifted and talented students at school. The definition of the G and T are explicitly is stated in line with KHDA which the school recognizes as “All rounder’s” “High achievers” and “Underachieving students” but there is no distinction between the applicable programs offered to each category of students.

(B) Comprehensiveness:

The policy of the school is not comprehensive as it does not provide a detailed plan of what is particularly offered to the gifted and talented students at school. Furthermore, the policy fails to identify the importance of ALP used to customize strategies and provisions essential for the development of these students throughout the year.

(C) Connectedness:

The policy shows internal connectedness to SEND policy of the school but shows less connectedness to other policy. The other policies talks about the overall progress of the students rather than specifically targeting students based on levels.

(D)Feasible:

According to the KHDA inspection report, the school is practically prepared to identify the gifts and talents and provide these students with the supportive programs and opportunities to develop skills and talents.

(E) Consistency with giftedness research:

The policy vaguely matches the research updates in giftedness and needs more research for the policy to be positively applicable for the whole school. However, the school can implement the findings of these research with regards to enrichment and SEM model for the whole school.

In summary, it can be concluded that the policy is effective in identifying gifted students to a certain extent but still needs to improve the planning and implementation of the differentiated instruction and provisions. For quality assurance, the use of five attributes should be used to evaluate the policy by the members of the management.

5.1: Linking Objective to findings:

- **To determine the effectiveness of the G & T policy in identifying and meeting with the student needs.**

The research findings helped in analyzing the policy effectiveness through Survey, Interviews and Document review. The survey results and interview analysis depicted that the members of the school that includes teachers, HOD's and SLT members are well aware of the Gifted and Talented policy of the school. The quantitative analysis showed few of the parent's awareness of the policy. Some of the participants also stated that the policy has not been that effective considering just the CAT4 result as the only indicator for the identification. Some were of the opinion that the teacher referral do overlap with the CAT4 result making the identification difficult. Furthermore, one of the participant of the interview from the primary stated that the policy has been effective in the section and understanding of the policy and other relevant

documents is what they are doing currently. Moreover, participants indicated that subject teachers should be aware of student's interest in particular subjects as not all gifted students excel in all the subjects and should perceive the policy as a holistic view of the students who are academically gifted in broad range of subjects. In addition, the documents related to the Gifted and Talented Policy support the identification and effectiveness of the policy but the plan can be further worked out in detail for a clear picture of the gifted and talented program at school.

- **To determine how a supportive and challenging environment facilitates in meeting the outcome and expectations of the program.**

The IB curriculum is designed to satisfy the needs of gifted students and high-ability students. The abstract content of the curriculum explores the content, depth, complexity, interdisciplinary and creativity of the students' skills for self-directional learning and learn independently. Exploring the objective through the data collected half of the student's survey were in favor of IB curriculum helping them explore their Gifted and Talented abilities. Furthermore, it has helped them in terms of challenging their skills and abilities, offering them opportunities to showcase their talents in and outside the classroom. Besides it has also helped to perceive themselves in terms of different approaches to critical thinking and risk-taking factors. Moreover, teachers felt that the IB allows for creative thought process and abstract mode of learning. It allows for freedom to explore an array of subjects and learn independently. The criteria of the curriculum helps to test students based on different levels. In addition, other participants stated that it allows for a great scope of learning and conceptual understanding which can be derived from the curriculum. An open ending curriculum that develops student's curiosity and enhances opportunities. It caters to Gifted and Talented students as it emphasis is on inquiry based learning throughout the school year. Thus, it can be stated that the IB

curriculum has helped the students to meet the outcome of the program but based on the policy of the school, it still needs improvement to challenge students.

- **To determine the role of various stakeholders in fostering a culture by providing opportunities to enhance gifts and talents.**

The role and responsibility of the stakeholders at school is questionable as the policy does not cater to teacher's responsibility which is the most important factor for gifted and talented students and program at school. Almost all the parents surveyed are not part of any activity related to the program at school. Communication barriers between the stakeholders has put the policy effectiveness on stake as it does not fulfill the said criteria on the policy. Thus, it becomes the responsibility of the school to look into above research objective in much detail to provide an environment where students can enhance their gifts and talents further with the help of various stakeholders.

- **To review the policy critically and provide recommendations for future consideration.**

The policy review helped the research study to come up with recommendation which will help the school to better their Gifted and Talented program. The discussion in the literature review helped the researcher in identifying the issues related to Gifted and Talented policy and the program at school. These identified flaws are analyzed through Survey, Interview and Document review. The survey and the Interviews helped participants to suggest recommendation to improve the program for G and T students. Training for staff will be a helpful consideration to improve the current practice at school. The additional recommendation from all the stakeholder participants helps in the development of practices to improve the Gifted and Talented program at school.

5.2: Conclusion:

In conclusion, it can be said that the Gifted and Talented policy has been effective in identifying the needs of Gifted and Talented students at school but still needs to be reformed in terms of establishing detailed aims and objective of the program, in-depth identification process explained, looking into teacher trainings and detailed scope for stakeholder's responsibility at each level. Since gifted education has become a significant program in school, it is essential for the teachers to upgrade their knowledge to support these students in a regular classroom. Nonetheless, the interventions from the government for the gifted education should be considered as a part of the program. Moreover, the activities provided in the classroom helped teachers to review the outcome and the expectation of students through formative and summative assessment. Parent as stakeholder's added value to the research study to determine the effectiveness of the policy which showed discrepancy. Necessary changes in the policy can help improve the program. Therefore, training facilities, workshops, coffee mornings are required to improve the current practices for Gifted and Talented at school.

To conclude, with the help of this research study, the researcher attempted to relate the proposed research objectives with the findings and the literature review previously mentioned. Recommendations are discussed to resolve the issues to maintain a successful Gifted and Talented program for G and T students.

5.3: Recommendations:

- **Training for Teachers'':**

Training services along with workshops and seminars is recommended to further boost teachers' understanding of Gifted and Talented students' needs and accommodation in a regular classroom. The training programs will assist in producing knowledge and awareness of students' learning styles. Moreover, different types of identification process, teaching methods,

use of resources and differentiated teaching material may be obtained by productive trainings and programs. The knowledge of learning needs, strategies and provision can help the teachers' to plan lessons that are student centered for the gifted students in the classroom. In addition, the previous knowledge merged with the teaching and learning material for the gifted students can be used efficiently in the classroom to promote learning. Besides, training on the types of gifted students can provide in-depth analysis of student's social, emotional, behavior and underachievement issues which can help teachers' identify these students early and provide much needed help. Nonetheless, training programs should be considered as an essential part of the program to address the gifted students in an inclusive environment in and outside the classroom.

- **Identification of Gifted and Talented:**

The identification procedure is the first step towards meeting the needs of an individual student and should be established based on school's definition of gifted and talented. Identification procedures often ends being performance based rather than looking into the multidimensional aspects of quality such as leadership, team, task commitment and academic skills. As a recommendation school could consider Renzulli's three ring concept of giftedness to identify pupil more than just their intellectual ability along with their creativity and task commitment which will help identify a potential gifted student. The identification of these pupils can be made through multiple sources rather than just depending on CAT4 and teacher referral which includes: national examination scores, parent nomination, pupil nomination, checklist, pupil progress, teacher observation and SEM model Interest –A-Lyzer a mentioned earlier. These methods of identification will help the school to identify students with underachievement, twice-exceptional students, EAL, subject specific area of interest and students who are talented.

- **Whole School based approach:**

Developing a whole school based approach to gifted and talented will help ensure that all staff agree upon a process for identifying gifted and talented pupil, old and new staff understands the identification procedures, an accurate record is kept of identification and assessment data, reviewing individual progress, producing ALP to support the gifted students in an outside the classroom with strategies, provisions and enrichment activities and updating the policy as necessary. The policy of the school should be linked to school' vision and mission as well as to teaching and learning policy, and a whole school policy as it will help integrate the document into all aspects of school life. Changes in policy with regards to stakeholders responsibility is needed to ensure all are aware of their accountability to help and support gifted and talented pupils.

- **Providing for Students:**

Providing for gifted and talented students within the mainstream curriculum with extension activities that requires a deeper analysis of provision of more complex resources and material is recommended. An option of acceleration and curriculum compacting for small group of students can help them achieve academically in a short span of time keeping in mind a long term implications of the action and a detailed plan. Teachers who have a good knowledge of the subject at higher level with good pedagogical skills to questioning and problem solving can work within small groups to support these students. Grouping learners to meet different needs can help achieve positive outcomes. Mixed-ability grouping, learning-style groups and shared-interest groups are some forms of grouping that can be considered by the school. These groupings will help student collaborate with each other thus making the experience rewarding and stimulating and will help gain motivation from the experience. Broad enrichment activities will result in greater gains for the gifted and talented students by producing substantial improvements in achievement, critical thinking and creative thinking.

- **School Wide Enrichment Model:**

As discussed above, Enrichment offers learners with wide variety of opportunities to explore not just the standard curriculum but curriculum beyond that. The school should adopt the SEM model by Renzulli as an umbrella not intending to replace the current practices but to improve the enrichment activities followed in school. The SEM model will help the school to challenge and develop the education opportunities for all the pupils does broadening the range of differentiated experience of each student. An appointed enrichment specialist would be beneficial in delivering the said content for the gifted and talented student thus delivering superior performance through advance interest and components. In addition, this model well also support specific grouping as recommended above which are based on commonalities in abilities, interest and learning styles.

5.4: Limitation of the research:

Certain limitation were encountered while implementing the research study. The limitation included accessibility and time constraint due to the current global situation and the research was limited to one school. Thus, the researcher could not present the research study in a larger viewpoint. In addition, the accessibility issue to other schools left the researcher with a small sample size of participants'. Moreover, the study was only conducted on the limited number of participants just focusing on the Secondary school which limited the study to primary study only.

5.5: Future Research:

The limitation of the research helped the researcher understand the scope for future research study. Due to the limitation, the researcher could not conduct a comparative analysis of the results between schools which could have benefited the researcher in understanding the policy effectiveness in identifying gifted students. The constriction in accessibility and time only

resulted in a single case study. Thus, future research can be conducted between different schools of different emirates to extend the path for a secondary study. Furthermore, the research was only conducted with limited participants which reduces the reliability of the study.

Moreover, the research was conducted within the Secondary section of the school. Besides, Gifted and Talented research is limited in UAE and with the help of the research focusing on the area of providing strategies and provisions to Gifted learners can broaden the horizon to Gifted education, which also includes modification of the curriculum, identifying types of gifted learners, teachers perception towards giftedness and accommodation of these students in a regular classroom. Introduction to additional programs can be beneficial for these pupils. Nonetheless, research can be conducted in this domain keeping the research study as a secondary basis.

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Appendices

Appendix 1: Student Survey

Student Survey-Gifted and Talented

Dear Student,

Please be informed that this survey form will be used for Dissertation purpose only and will be totally confidential. No references will be made with regards to your name in the dissertation. Please feel free to fill in all the information that you have regarding Gifted & Talented.

I thank and appreciate your participation.

*** Required**

Student Name: *

Your answer

Year Group: *

Your answer

S1. Which subjects do you think you are gifted and talented in? *

☐ English

☐ Math

☐ Science

☐ Art

☐ PE

- ☐ History
- ☐ Geography
- ☐ Music

S2. Are you aware about your name being on the G & T register? *

- ☐ Yes
- ☐ No

S3. What do you expect from your teacher in the classroom? *

Your answer _____

S4. Are you challenged appropriately by your teacher based on your area of interest in the classroom? *

- ☐ Yes
- ☐ No

S5. Has any of your teacher noticed your gifts and talents or exceptional abilities in any subject? *

- ☐ Yes
- ☐ No

S6. Are you a part of any enrichment or ASA activity in/outside the school? If Yes, please mention the activities *

Your answer

S7. Have you participated in any competition outside school? If yes, which competitions? *

Your answer

S8. List any extra qualification that you have been awarded and the level of the award eg. Music theory exams, academic awards, Duke of Edinburgh etc. *

Your answer

S9. What are your expectations from the school as a whole with regards to the Gifted and Talented program? *

Your answer

S10. Do you think you have opportunity to showcase your gifts and talents in school? *

☐ Yes

☐ No

S11. How have you sharpened your skills outside school? *

- ☐ Online courses
- ☐ Art classes
- ☐ Trinity school for Music
- ☐ Football academy
- ☐ Science club
- ☐ Math club
- ☐ English club
- ☐ Other

S12. Has the IB curriculum helped you with your G and T abilities? *

- ☐ Yes
- ☐ No

S13. If yes, then please explain how has it helped and motivated you in your abilities and talents?

Your answer

S14. What are your recommendations for Gifted and Talented program in school?

Your answer

Appendix 2: Parent Survey

Parent Survey-Gifted and Talented

Dear Parent,

Please be informed that this survey form will be used for Dissertation purpose only and will be totally confidential. No references will be made with regards to your name in the dissertation. Please feel free to fill in all the information that you have regarding your child and Gifted & Talented.

I thank and appreciate your participation.

* Required

Parent Name: *

Your answer

Year group (child): *

Your answer

Date of birth (child): *

Date

mm/dd/yyyy



Nationality: *

Your answer

P1. Has the school communicated with you regarding your child being on the Gifted and Talented register? *

- ☐ Yes
- ☐ No

P2. I understand Gifted and Talented (G and T) is defined as: *

- ☐ "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."
- ☐ "Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports)."
- ☐ 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 and physical abilities. The term talented refers to a 'student who has been able to transform their giftedness into exceptional performance.' Talented students may often demonstrate exceptional levels of competence in the specific domains of human ability.
- ☐ All of the above

P3. Are you aware of the Gifted and Talented policy of the school? *

- ☐ Yes
- ☐ No

P4. In what domain does your child demonstrates exceptional level of competence? *

- ☐ Intellectual
- ☐ Creative
- ☐ Artistic
- ☐ Leadership
- ☐ Academic

P5. Are you aware about the identification process of Gifted and Talented students carried out in school? *

- ☐ Yes
- ☐ No

P6. Do you have any knowledge about your child's CAT4 results linked to Gifted and Talented? *

- ☐ Yes
- ☐ No

P7. Is your child challenged based on his gifts and talents in and outside the classroom? *

- ☐ Yes
- ☐ No

P8.Do you think your child is being challenged appropriately at school?

☐ Yes

☐ No

P9.Has any of the teacher discussed about differentiated curriculum or range of strategies to follow at home? If yes, then please explain.

Your answer _____

P10. Is your child a part of any enrichment or ASA (after school activity) in/ outside the school? If yes, please explain. *

Your answer _____

P11. What has been the outcome of your child being a part of the enrichment activities? How has it helped him/her? Please explain. *

Your answer _____

P12. Anyone in the family that is Gifted and Talented? *

☐ Yes

☐ No

P13. Have you observed any of these issues at home? *

- ☐ Social
- ☐ Behavioral
- ☐ Emotional
- ☐ Underachievement
- ☐ None
- ☐ Other: _____

P14. What would be your recommendations for improving the current practices for Gifted and Talented in school? *

Your answer _____

Submit

Appendix 3: Teacher Survey

Teacher Survey-Gifted and Talented

Dear Teacher,

Please be informed that this survey form will be used for Dissertation purpose only and will be totally confidential. No references will be made with regards to your name in the dissertation. Please feel free to fill in all the information that you have regarding your student and Gifted & Talented.

I thank and appreciate your participation.

*** Required**

Teacher's Name (initials only): *

Your answer

Year Group: *

Your answer

Subject taught: *

Your answer

Student name: *

Your answer

How long do you know the student: *

Your answer

T1. Are you aware of the Gifted and Talented policy in school? *

☐ Yes

☐ No

T2. Are you well acquainted with the Gifted and Talented register in your year group? *

☐ Yes

☐ No

T3. Do you have the knowledge of the identification process of the Gifted and Talented students carried out in school? *

☐ Yes

☐ No

T4. What are your expectations from Gifted and Talented students in the classroom? *

Your answer

T5. What measures have you taken to support Gifted and Talented students in the classroom? *

Your answer

T6. Are you a part of any enrichment or ASA activities in/outside the school to support G and T students? *

☐ Yes

☐ No

T7. How has the IB curriculum helped in shaping your Gifted and Talented students in school? *

Your answer

T8. How do you monitor your Gifted and Talented student's progress? *

Your answer

T9. Have you observed any of these issues with the Gifted and Talented students in the classroom? *

☐ Social

☐ Behavioral

- ☐ Emotional
- ☐ Underachievement
- ☐ Other
- ☐ None

T10. What is your overview of the student? *

Your answer

T11. What are your recommendations to improve current practices for Gifted and Talented students in school? *

Your answer

Submit

Appendix 4: HOD Interview Questions

Interview Questions-Head of the Department

Dear HOD's,

Thank you for participating in this interview.

The topic of this research is: A case study reviewing the Gifted and Talented policy and its effectiveness amongst students in Secondary school.

The data collected from this interview will be used for research purpose only and will be confidential.

Name:

Subject:

Date:

I request you to answer the following questions:

1. Are you familiar with EISJ Gifted and Talented policy?
2. To what extent do you think the G and T policy has been effective in identifying the abilities of the G and T students?
3. Do you think the IB curriculum challenges the abilities of G and T students? How? Please give an overview.
4. What differentiated strategies have worked well with your G and T students in the classroom?
5. What are the enriched programs offered in your subject for these students?
6. Do you think we should have a formal ALP for our G and T students?
7. How do you track or monitor the students' progress in your subject?
8. What are the barriers you experienced when implementing G and T program in your subject?
9. Have you noticed any social, behavior, emotional changes or underachievement of any G and T student in your subject? Yes/No. If yes, please explain in brief.
10. How often do you discuss strategies and programs to support teachers with regards to G and T during department meeting?
11. Have you participated in any training for G and T students? Yes/No. If yes give a brief overview.
12. Has any of your team members trained to work with Gifted and Talented?
13. What new strategies are you planning to implement for G and T students this year?
14. Do you think CAT4 is a good indicator to assess the G and T students? Yes/No. If No, then why?
15. Any suggestions or recommendation in improving gifted provisions in school?

Appendix 5: SLT Interview Questions

Interview Questions-Senior Leadership Team

Dear SLT,

Thank you for participating in this interview.

The topic of this research is: A case study reviewing the Gifted and Talented policy and its effectiveness amongst the students in Secondary school.

The data collected from this interview will be used for research purpose only and will be confidential.

Name:

Subject:

Date:

I request you to answer the following questions in much detail as possible:

1. To what extent are you involved in the governance of G and T policy at EISJ?
2. What criterion do you use to identify G and T students?
3. In your opinion, does the IB curriculum facilitate our G and T students?
4. What are the substantial resources and facilities the school provides to cater to the needs of G and T students?
5. What suggestions would you recommend to enhance (resources and facilities) for G and T program in school?
6. What other test would you suggest to identify G and T students other than CAT4?
7. What do you think are the risk factors for not challenging G and T students?
8. How do you track and monitor of G and T students within your Department?
9. Do you provide training for the staff to enhance their skills in working with G and T students? Yes/No. If yes, then what are the trainings? If No, then what are your plans for the training?
10. Further suggestions and recommendations to improve G and T program in school.

Appendix 6: Parent Consent form

Parental Permission for Children Participation in Research

Title: An Exploratory case study reviewing the Gifted and Talented policy and its effectiveness amongst the students in Secondary school.

Introduction

The purpose of this form is to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. The person performing the research will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be used to record your permission.

Purpose of the Study

If you agree, your child will be asked to participate in a research study about The purpose of this study is: To determine the effectiveness of the Gifted and Talented policy in meeting the needs of the students.

What is my child going to be asked to do?

If you allow your child to participate in this study, they will be asked to fill in a survey form regarding their take on Gifted and Talented program in school. There are total 5 students chosen for this study

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

The benefit of this study will be directly for the Gifted and Talented students and school as a whole and how the policy can be reviewed for the betterment of the program.

Does my child have to participate?

No, your child's participation in this study is voluntary. Your child may decline to participate or withdraw from participation at any time. Withdrawal or refusing to participate is your consent. You can agree to allow your child to be in the study now and change your mind later without any penalty.

How will your child's privacy and confidentiality be protected if s/he participates in this research study?

Your child's privacy and the confidentiality of his/her data will be protected and maintained by the researcher. While filling in the survey form your child can just put his initials rather than using his whole name. No name will be mentioned anywhere on the research report

Kindly contact me if you have any questions regarding the research on sanashaikh889@gmail.com

Parent Signature Box

I, the parent or guardian of _____, permit his/her participation in a program of research named above and being conducted by Mrs. Sana Shaikh

Signature of Parent or Guardian _____ Date: _____

Please print your name here: _____

Student Signature Box

I, _____, agree to participate in the program of research named above and understand that my participation is voluntary.

Signature of Student: _____ Date: _____

Please print your name here: _____

Appendix 7: Teacher Consent form

Teacher Participation Consent form

Dear Teachers,

You are invited to participate in a web-based online survey on the topic: **A case study reviewing the Gifted and Talented policy and its effectiveness amongst students in Secondary School**. This is a research project being conducted by Mrs. Sana Shaikh a student at British University in Dubai. It should take approximately 15 minutes to complete.

PARTICIPATION:

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

RISKS:

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

CONFIDENTIALITY:

Your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

CONTACT:

If you have any questions regarding the Survey please contact me on sanashaikh889@gmail.com

If you agree to participate in the online survey, please sign below:

Name (initials only):_____ Sign:_____ Date:_____

Appendix 8: HOD and SLT Consent form

Consent Letter-Head of the Department

I want to thank you for taking the time to meet with me today.

My name is Sana Shaikh and I would like to talk to you about the Gifted and Talented students and program being offered in school. Specifically, as one of the components of my research is program evaluation I am assessing program effectiveness in order to review or evaluate the policy to meet the needs of the Gifted and Talented students.

The interview should take less than an hour and will be taped so that I do not miss any of your comments that would help me in the research. I will also be taking some notes during the session. As you will be taped, I would request you to speak loudly and clearly.

All responses will be kept confidential. The interview responses will be only used for research purpose and the information used in the report will not identify you as the respondent. You may end the interview at any time. You may not answer a particular question if you are not comfortable.

Are you willing to participate in this interview? _____

Interviewee_____ Interviewer_____ Date_____

Appendix 9: Gifted and Talented policy

Contents:

Gifted and Talented Policy:

1. Rationale
2. Aims
3. Definitions
4. Identification
5. Provision
6. Role of gifted and talented coordinator
7. Role of students and parents
8. Monitoring and evaluation

Concluding Note

1. Rationale

All students are individuals with their own special needs and requirements. More able students need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented and student progress needs to be monitored. That is not to say that more gifted students are more worthy of individual attention than other students – rather than, within the framework of equal opportunity, they are entitled to have their needs recognised and addressed.

These students need to be presented with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive.

EIS sets out the ambition that every student – gifted and talented, struggling or average, should have the right personalised support to reach the limits of their capability. The school supports this statement and believes that for gifted and talented students, this means better stretch and challenge in every classroom with opportunities to further their particular talents outside school.

The school believes that new opportunities need to be created to stretch gifted and talented students. They, like all students, need to be treated as partners in their learning, with joint responsibility for participating in the design of their learning.

2. Aims

- ☐ To improve the attainment, motivation, self esteem of all pupils.
- ☐ To raise teacher expectations of their more gifted and talented students.
- ☐ To develop and improve a co-ordinated and coherent programme of learning and support for more gifted and talented students at school.
- ☐ To narrow the gap in performance of all groups.

3. Definitions

The definition of gifted and talented students take account of Francis Gagne's 'Differentiation Model of Giftedness and Talent', in accordance with the KHDA model (15-16);

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 and physical abilities.

The term talented refers to a 'student who has been able to transform their giftedness into exceptional performance.' Talented students may often demonstrate exceptional levels of competence in the specific domains of human ability.

We recognise that Gifted and Talented students can be:

- ☐ 'All-rounders' who are very gifted in academic subjects and/or demonstrate particular abilities in Sports, Music, or the Arts.
- ☐ 'High Achievers' who are very gifted in one area or who show extremely high levels of achievement
- Underachieving students who have the potential to achieve but do not regularly demonstrate high achievement

4. Identification |

Students will be identified initially through assessment data such as test results, teacher assessments as well as class teacher's nomination.

Students will be put onto registers and checked according to available assessment data. If students are identified they will be included onto a subject G&T register.

Registers will be formally reviewed annually but students could be added at any time through nomination from the class teacher, specialist or G&T coordinator. Students will not be removed from the register without parents being notified and a number of intervention strategies tried with that student.

The register will be available to staff and will be a 'working document', reviewed regularly and subject to change.

5. Provision for Gifted and Talented Students

- ☐ Setting of groups in some subjects
- ☐ Opportunities for a student voice in learning
- ☐ Focus on developing learning skills – independent thinking, problem solving, research skills and self understanding
- ☐ Staff development courses and workshops on provision for gifted and talented students
- ☐ Extra enrichment and extension materials
- ☐ Use of learning mentors and peers for extra support

In-Class Approaches could include:

- ☐ Enrichment/extension activities
- ☐ Differentiation in terms of pace, task, support, learning style outcome, resource, content and responsibility
- ☐ Withdrawal in some subjects for small group work
- ☐ Differentiated homework
- ☐ Independent learning opportunities – in depth/group tasks
- ☐ Opportunities for other accreditation
- ☐ Involvement of students in module/task reviews of learning
- ☐ Cross curricular projects

Out of Class Approaches could include:

- ☐ Opportunities to work with older/younger students – peer mentoring
 - ☐ Enrichment days, visits, outings, residential trips
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- ☐ Enrichment opportunities (e.g. external competitions, challenges or clubs).
- ☐ Participation in school councils
- ☐ Student voice opportunities.

6. Role of the Gifted and Talented Coordinator

- ☐ To work with faculty subject G&T coordinator to identify G&T students.
- ☐ To share good practice across faculties through termly meetings with co-ordinators.
- ☐ To monitor G&T student performance (including PP students) so that it is regularly tracked, reviewed and supported as necessary within Faculties.
- ☐ To ensure that Faculties provide appropriate and challenging activities and enrichment for G&T students in their curriculum areas.
- ☐ To identify and undertake staff development activities.
- ☐ To work specifically with students on whole school G&T register to ensure that their needs for life after school are identified and provided for.
- ☐ To lead the preparation/updating and implementation of an effective whole school policy on support for gifted students, linking it with policies on assessment, inclusion and personalised learning.
- ☐ To meet with G&T students regularly to review provision and identify any improvements/activities building upon current provision. To act as a 'champion' of gifted students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic and social needs ensuring all students receive the right balance of challenge and support.

7. Role of Students and Parents

For any policy and provision for Gifted and Talented students to be effective, both the students themselves and their parents need to be fully informed and involved. This could take the form of:

- ☐ Information meetings explaining the identification process and structure of provision.
- ☐ Student and parental involvement in the identification process itself.
- ☐ Parental involvement in supporting homework and other home-based activities to support and challenge gifted and talented students.
- ☐ Student and parental involvement in the evaluation of the gifted and talented programme.
- ☐ Involvement of students in dialogues about their own learning through learning logs, lesson observations, learning reviews and self/peer learning evaluations.

8. Monitoring and Evaluation Strategies

- ☐ S.L.T review of policy.
- ☐ Analysis of final Gifted and Talented registers.

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- ☐ Analysis of student target setting/individual learning plans.
- ☐ Analysis of progress report grades, in line with the schools assessment cycle.
- ☐ Lesson observation data.
- ☐ Scrutiny of samples of work (observation & scheduled faculty scrutiny).
- ☐ Record of staff development and training.
- ☐ Log of enrichment and extension activities.
- ☐ Review of impact of mentors and support programme on student performance.

A concluding note

It is important to highlight that the programme and provision for Gifted and Talented students is good practice for all students. Creativity, challenge, innovation, along with high quality teaching and learning, effective assessment, reporting and partnership with students and parents are fundamental for academic achievement and success for all students at Emirates International School Jumeirah.

Appendix 10: SEND Policy

Rationale

The Learning Support policy at Emirates International School Jumeirah (EISJ) builds upon the school's mission statement which recognises the entitlement that all students should have equal access to, and actively participate in the school as well as the wider curriculum. This document has been written in line with UAE Federal Law and IB curriculum inclusion considerations.

Definition of Special Education Needs and Disabilities:

1. What are special educational needs and/or disabilities (SEND)?
 - a) 'A child or young person has special educational needs, if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.'
 - b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - i. has an identified developmental delay
 - ii. has a significantly greater difficulty in learning than the majority of others of the same age,
 - iii. has a disability which prevents or hinders him or her from making use of facilities, generally provided for others of the same age in mainstream schools.
 - c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
 - d) A child or young person does not have a learning difficulty or disability solely because the language of instruction is different from the language which is or has been spoken at home.
2. What is a disability?

"The term, persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others."

 - "Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment."

1. Ministry of Education. 'Schools for All'. Page 60

2. KHDA 7 Years on, 'Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings'. Page 19

According to the KHDA:

A Person with Determination is defined as:

"Every person suffering from a temporary / permanent, full / partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties, to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs."

Statutory Compliance: The school complies with the UAE Federal Law 29(2006), DSIB and Federal Law definition of SEND.

https://www.khda.gov.ae/cms/webparts/texteditor/.../Education_Policy_En.pdf

The school has adapted and applied 2017 KHDA requisites using the Dubai Inclusive Education Policy Framework:

Standards:
Inclusion policy
Definition of SEND
School SEND Action Plan
Collaboration with Admissions to ensure a transparent admission process for SEND Students
Holistic SEND Support Team
Curriculum Support Leaders
Clear and well-structured CPD for Inclusion teams and Staff.

The school has adopted and applied 2017 KHDA requisites for:

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Inclusion Governor	
An Inclusion Champion	
Inclusion Leader Primary	
Inclusion Leader High School	
Inclusion Curriculum Team	
Inclusion Action Plan	

EISJ's approach to Special Educational Needs

EISJ is dedicated to positive holistic development of its students, embracing diversity of race, culture, language, ethnic background and abilities. We believe that every child is unique and we strive to provide a balanced learning program that is suitable for the diverse intellectual, cognitive, social, emotional, sensory and physical needs of all our students.

Our Aim

We aim to create a nurturing and positive learning environment, where each student has access to quality first teaching to become independent, valued, competent, skilled members of the school as well as the wider community, with a view to becoming Global Citizens. As a school we further apply discrete measures to ensure that individual learning needs are adapted to enhance access to quality learning experiences for all our students.

Our Objectives

- Work towards meeting individual student needs within the class and school environment by ensuring a consistent whole school approach to early identification and provision
- Make reasonable adjustments and modification to support students access to curriculum and assessment
- Monitor and evaluate the students' progress, maintaining the appropriate information and records to facilitate an interdisciplinary approach
- Adapt the curriculum to enhance the strengths of the individual pupil
- Monitor, track and adapt assessment tools (making accommodations for pupils to access and achieve)
- Provide time, resources and assistive technologies to support teachers and pupils
- Provide guidance on therapies and intervention to support students
- Raise attainment and progress for all students, regardless of their abilities
- Follow a team approach with increased parental engagement
- Embrace inclusion for all students and ensure a policy of integration into all activities of the school

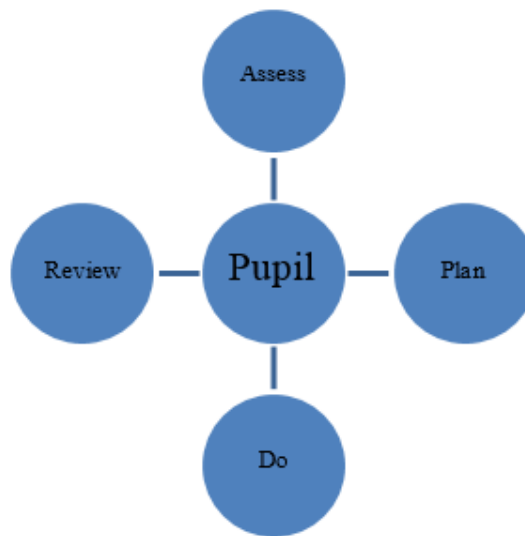
DSIB further states that a child with special education needs may have difficulties with:

- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves, completing tasks or focusing on activities
- Some kind of sensory or mobility needs that may affect them in some or all school activities

Purpose

Inclusion considers the rights of all students in dynamic educational settings; transforming the individual learning experiences of students while developing the expertise of teachers. (IB Framework for Inclusion). EISJ adopts a graduated approach to assessing and supporting students' needs.

The Assess, Plan, Do and Review Model (Graduated Approach) is a pupil centred, cyclic approach to the management of SEND.



Assess - Clear analysis is made of needs based on:

- Teacher assessments and observations
- SEND/ teacher/ parent referrals
- Views of the child/ their parents / learning support assistants
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Plan - Following assessment, the Teacher, Inclusion Leader, parent / LSA and pupil, agree on a plan of action to include:

- Identifying targets and writing Individual Education Plan (IEP) – Or Personal Learning Plan (withdrawal)
- Time limited outcomes for the pupil
- Adjustments, support and interventions to be put in place
- Date for review
- All planning must be pupil centered and outcomes focused and recorded

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEND
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- Linking interventions to classroom teaching
- The Inclusion Leader and Teachers facilitate and support teachers in the effective implementation of provisions

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

Review includes seeking the views of stakeholders and sharing information with the pupil, parent and learning support assistants. The cycle then starts again by reassessing with the updated needs of the pupil being considered before planning a continuation of or change to provision. Targets are updated through reviews - Individual learning profiles are not linear therefore an evaluation of the provision is a continual process.

The Learning Support strategy at EISJ is child centered working on the following premises:

1. We work on the principle that all children have the right to an education and to have their individual needs met. Furthermore, it is our view that all children have a right to access the curriculum and have the same experience of school as their peers. All

Font Paragraph

their individual needs met. Furthermore, it is our view that all children have a right to access the curriculum and have the same experience of school as their peers. All children have a contribution to make to the school community and every child is an individual with much to offer. In addition, we promote learning support as a

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multifaceted service that involves a whole school approach inclusive of all teachers. Thus we strive to meet the learning styles and needs of all our students and break down barriers to learning.

2. Throughout this process it is a partnership between the school, the student, and the parents to ensure that we are working together towards a common outcome.
3. At EISJ we identify and prioritise students' needs while offering strategic learning support, with as much flexibility as possible to support inclusion.
4. Inclusion is good teaching for ALL.
5. All teachers are teachers of PoD.

How does EISJ Identify the Needs of Pupils (KHDA Categories of Learning Need)

1. Students who have a significantly greater difficulty in learning than the majority of children of the same age group
 2. Students who have a disability which prevents or hinders them from making full use of educational facilities of the kind generally provided for children of the same age in school
 3. The following list of learning challenges is not exhaustive but demonstrates EISJ's
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Learning Challenges:

- a. Cognitive disadvantage
- b. Specific learning difficulty such as Dyslexia/Dyscalculia
- c. Speech and language impairment
- d. Behavioural issues affecting ability to concentrate such as ADHD
- e. A sensory impairment
- f. A physical disability
- g. An emotional issue
- h. Extended absence from school
- i. Health impairment

Delivery of Levels of Support for

1. The level of support provided at ■■■ is carefully considered in order to be supportive and useful but not lead to over dependence.
2. Students can be offered short-term in-class support to solve a barrier in a particular unit of work, or longer term support where appropriate. Support is structured in the following way:
 - a. Tier 1- High level of support required – At least 2x withdrawn lessons per week plus in class support in selected classes, and or learning support assistant
 - b. Tier 2 - Withdrawn support required only – 2x lessons per week
 - c. Tier 3 - In class support required in selected classes to support specific issues
 - d. Tier 4 - Practical support for medical issue such as enlarged copies of work/lift/pass/medical support
 - e. Tier 5 - Low level support such as use of laptop/electronic dictionary, advising on adaptations

Types of Intervention and Provision made by

Lessons are differentiated for POD and reasonable adjustments are made to support all pupils. We are as flexible as possible in the intervention we offer. As our students are individuals, each may require slightly different support. The support we are currently able to provide include:

- In class support
- Withdrawal for specific targets and therapeutic work
- In class support and additional group support in Arabic A
- Transitioning Year/ Phase / School (Phased Integration)
- Differentiated learning materials
- Use of laptops
- Specialised equipment
- Phonics Group Support
- Handwriting and spelling support
- Math Support
- Counseling
- Mentoring
- Social skills support
- Behavior/anger management
- Reduced or tailored curriculum/ personalized learning
- Levelled Learning Programme to help PoD to access the curriculum

*The support we offer is subject to regulations from examining boards. In these cases, we may need to ask for an Educational Psychologist Report to support our request for additional time scribe/reader or assistive technology. The SENCo can offer details of this service on request.

Professional Development (Enhancing Curriculum Access Through Teaching and Learning)

1. The Inclusion Leaders, Inclusion Teachers, Inclusion Year Group Leaders and Holistic Support Team are committed to supporting the developing the knowledge and awareness of teaching staff, to the learning needs of students. As such we provide training and information on specific learning difficulties and learning support
2. In addition, we offer the following for staff, including new staff:
 - a. SEND students register
 - b. Gifted and talented register
 - c. EAL Student Register
 - d. Reference section about each student who has a Learning Support file
 - e. Information of syndromes, conditions, disorders which may adversely affect a student learning capacity
 - f. Advise sent out and updated information if a student's situation changes.
 - g. Training days and awareness sessions (Including LSA recruitment /CPD and Induction)
 - h. Group meetings and advise about specific students
3. Teachers utilise learning support data within the lessons to support students. Lesson plans highlight different groups of students such as PoD, EAL, G&T and Emirati to ensure all needs are met within the lesson.

Assessments

1. As an IB school, students are assessed under each specific criterion within each subject at least twice throughout the academic year.
2. Students with learning needs require assessment in order to ensure progress is made and they are being fully monitored. However, we do understand that some students who struggle with learning find this very daunting. As such we assess in a variety of ways to suit the needs of all students.

3. Assessment begins when the student enters the school. At EISJ, we use baseline testing year on year to see how students are performing in a wider context compared to other students in International schools.
4. Subject teachers use formative and summative assessments, and feed this back to the Inclusion department. Oral assessments have also been introduced as another way of assessing learning.
5. Reading age tests are carried out regularly to map progress and shape resources used.
6. Cognitive tests (CAT 4 – Indicators)
7. GL tests are used to map academic achievements.
8. In class observations- Systematic Observations
9. Parental questionnaires
10. In addition, the school uses evidence from class teachers or specialists, examinations, and English as an Additional Language (EAL) assessments to support the learning of all students.
11. Diploma level students are assessed regularly and external assessments and predicted grades are tools used to help students map their level of work and progression.
12. Any student who is not meeting the expected levels in a given subject (PYP -MYP – level 4, DP – 25 points) has an action plan written for them by the subject teacher and the Head of Department.
13. For those students where there are serious concerns the PYP, MYP or DP coordinators will meet with parents to discuss a strategy of support in conjunction with the learning support teacher where necessary.

EISJ and PoD Admissions


1. At the point of admissions our registrar will meet and discuss any learning issues with the parents and refer to the SENCo and Inclusion team (HS/PS) if any learning needs arise.
2. Students are assessed at point of entry and complete a mathematics and English test, but any learning needs are taken into account when considering and marking assessments.

3. For younger pupils entering EY1/2 direct observation and assessment are used to identify emerging needs.

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4. In HS, review of application, records, educational psychology assessments and placement tests redirect support to LS or EAL.

Partnership with Parents

- At EISJ, we believe it is of great importance to communicate fully with parents.
- A parent can contact the SENCo or Inclusion Teacher at any time and regular meetings are held to discuss students' needs.
 - Individual Education Plans (IEP's) are shared and agreed with parents and students.
 - Communication through email and telephone calls takes place at regular intervals.
-  have an open door policy which means any parent can speak to a teacher about their child through the year and make appointments as needed.
- Reports are written regularly in the year and there are two parents' evenings where parents can come and speak to all the teachers. Parents regularly interact with learning support teachers.
- Coffee morning for parents/information meet ups/support sessions.
- Parental workshops
- SENCo and the Inclusion Team operates an open door policy based on needs.

Dissemination of Information

1. Maintaining the dignity of the student with a child centered approach
2. All staff are informed of the needs of the students they teach and are aware of the confidentiality of information pertaining to students.
3. Information is gathered by the Head of Inclusion and teachers who support students in class allowing the monitoring and tracking of student progress.
4. Communication and information sharing is routinely carried out to ensure all staff and parents are fully aware of potential issues. The information can take the following forms:
 - Planning folders
 - Assessment folders
 - Electronic database – MSchool/Managebac
 - Provision Map – list of services offered in school and students who access each provision
 - Updates for the pupil information profile – posted on Prodigy/Managebac system for all teachers to access
 - Informal notes to particular staff – to support specific issues
 - CP/LS Meetings
 - Testing placed on database
 - Meetings with staff
 - Telephone or email records
 - Individual Education Plans (IEP/IPP) placed in each student's file and disseminated to appropriate teaching staff
 - SEND profiles provide specific information to staff about individual students on the SEND register
 - Details of the common learning issues and advice on how to support students impacted

Appendix 11: Assessment policy

Philosophy

Our Assessment Policy is in line with the requirements and philosophy set by IB Programme Standards and Practices (see Appx 1). We believe that assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment – the evaluation of performance - is an integral part of learning, not separate from it. By recognizing each person's unique potential, assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.

The Assessment for Effective Learning policy *gives young minds the right environment to grow* by:

1. Enabling students to gain a clear understanding of their personal learning journey. To understand and record what they have already achieved, what they are trying to achieve currently and what they need to learn in the future.
2. Providing students with clear strategies for improvement through a range of self, peer and teacher assessments that are in accordance with IBO criteria and philosophy.
3. Creating high quality performance data providing a clear picture of all students' abilities, the rates of progress and attainment levels for individual students and specific key groups in the school.
4. Enabling more accurate planning to meet the needs of all individuals and groups of students.
5. Enhancing the communication given to students and parents when assessing students' work.
6. Ensuring accuracy of attainment levels and the rates of progress being made.

Assessment Strategies and Tools

General

The school uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching and learning. Assessment practices will be reviewed regularly in light of the IB Standards and Practices.

Students are expected to meet all assessment deadlines and should have pre-approved extended deadlines if they are not able to submit work on time.

Culminating activities which includes the Exhibition in the PYP programme, Personal Project, the completion of the Action and Service program requirements and e-assessments in the MYP; the Extended Essay, TOK presentations and the CAS program in the DP; Reflective Project, Language Development, Service & Action and Personal & Professional Skills program will be completed by all students to meet the requirements for the MYP Certificate, the IB Diploma and the IBCP respectively.

Students are expected to follow the standards and expectations from the IB related to academic honesty when submitting all assessment work. Please refer to the Academic honesty policy for further guidance.

Diagnostic assessment and Benchmarking

Is often undertaken at the beginning of a unit of inquiry/unit of study to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class. Informs programming and planning, and learning and teaching methods used, as well as assessment choices.

Summative assessment

Assists teachers to make judgements about student achievement at certain relevant points in the learning process or unit of inquiry/study. Can be used formally to measure the level of achievement for learning outcomes, can also be used to judge programme, teaching and/or unit of study effectiveness (that is as a form of evaluation).

- Summative assessments will be moderated within departments following standardization to ensure consistency in grading when there is more than one teacher.
- Appropriate summative assessment will reflect collaborative planning and the development of the same assessments for units of study within each subject area objectives that are appropriate to the students age. The same shall apply for formal summative examinations where they are age appropriate.
- Student assessment will be completed according to explicit criteria established at the beginning of each unit of study and assessed using published rubrics.

Formative assessment

Is the practice of building a cumulative record of student achievement. Usually takes place during day to day learning experiences and involves ongoing, informal observations throughout the term, course or unit of study. Is used to monitor student's ongoing progress and to provide immediate and meaningful feedback, which should be evident in student copybooks and/or on Managebac and project work. Formative assessment is used to assist teachers in modifying or extending their programmes or adapting their learning and teaching methods to meet the needs of all learners. Is very applicable and helpful during early group work processes.

- MYP, DP and CP students will be assessed academically as well as in terms of the Learner Profile or ATL skills as appropriate to ensure holistic development in all subject areas.
- PYP will be assessed academically via the Signs of Success and holistically using the Learner Profile/ATL skills

Informal assessment involves:

- systematically observing and monitoring students during in class learning and teaching experiences
- interacting with students to gain a deeper knowledge of what they know, understand and can do
- circulating the classroom and posing questions, guiding investigations, motivating and quizzing students
- providing opportunities for students to present or report upon their learning and teaching experiences
- collecting, analysing, and providing feedback on in and out of class work samples (e.g. how their group work projects are progressing).

Formal assessment involves:

- the use of specific assessment strategies including, but not limited to: essays, exams, reports, projects, presentations, performances, laboratories or workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolios to determine the degree to which students have achieved the learning outcomes and mastering of ATL skills.
 - Assessment may be undertaken individually or as part of a group task for some subjects.

PYP:

Assessment Strategies

- Observations All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non participant (observation from without) to participant (observing from within).
- Performance assessments The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks,

there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

- Process-focused assessments Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
- Selected responses Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- Open-ended tasks Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Assessment Tools:

- Signs of Success An established set of learning outcomes for all curriculum areas that allows for student agency, peer, self and teacher assessment. The outcomes are scaffolded from the broader objectives in the scope of sequence and are in 'student speak'.
- Exemplars Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
- Tracking data sheets These are lists of data, attributes or elements that should be present
- Anecdotal records 'The Story of My Class' includes data and anecdotal information that reflects class composition. This feeds into the Year group Well-Being Registers and the Emirat Registers that include data and anecdotal evidence
- Continuum These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

MYP

Year 11 only - Year 5

Students' work is externally assessed by the IBO during Year 11 via ePortfolios and eAssessments.

ePortfolios: Arts, Design, PHE, Language Acquisition

Students prepare a portfolio of work between November and March of Year 11 - A typical ePortfolio summative assessment will comprise of approximately 20 hours of

teaching time. This is the “exam event”. The task will be based on a partially completed unit plan set by the IBO: The Global Context and the Inquiry questions will be given to students; however, the outcome of the task will be set by the school. These will be internally assessed by the teacher, standardised by other teachers within EIS and then externally moderated.

eAssessments: English A, Arabic A, Maths, Sciences, Individuals and Societies, ID exam

Each on-screen exam comprises of two or three tasks. One task is connected with, inspired by or derived from the IBO defined Global Context for the session. This will be the same for all types of assessment for the session. All on-screen exams will last for 2 hours. The Personal Project The Personal Project is an independent student project carried out with teacher supervision, reflecting students’ ability to initiate, manage and direct their own inquiry. It is introduced to the students towards the end of Year 10 and completed in February in Year 11.

MYP Year 7-10

Throughout MYP 1-4, years 7-10 students work on a range of formative and summative assessments that are developed using the unit and assessment objectives from each subject group. All assessment forms such written assessment, group/individual projects; presentations, models, role plays, experiments are all communicated to the students on rubrics with the MYP assessment criteria clearly displayed with task specific clarification.

Students are formally assessed on each criteria at least twice in each academic year, in all subjects based on the preparation received through ongoing, formative inquiry tasks in lessons.

DP & CP

Year 12 and 13

The DP is a two-year programme culminating in external examinations at the end of Year 13. IB assessment criteria will be followed from the beginning of the course. Grade Boundaries are determined, by the Head of Department, to reflect the boundaries set by the IB. These boundaries vary according to the subject and are not standard across subject areas. Formal examinations are held twice during the first year; a mock exam is held mid-year in the second year (DP 2) and the external exams are held in May. All DP exams, internal and external, are conducted as per the IB regulations and requirements. Alternatively the IBCP is also a two year programme that incorporates both DP style assessment for 3 subjects and has internally assessed portfolios for components of the

Assessing, Recording and Reporting.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

1. **Assessing** - how we discover what the students know and have learned using internal and external assessments.

Internal End of unit assessment, rubrics in primary and secondary, teachers judgments guided by **mandated criteria that are public, known in advance** and precise, ensuring that assessment is transparent, taking into account any progress made.

External Assessments - are carried out throughout the year. There are external requirements from IBO and the KHDA.

KHDA requirements

The KHDA has introduced a method to help schools measure and monitor their progress towards achieving their individual UAE National Agenda targets. It requires all schools to participate in international and external benchmarking assessments, other than TIMSS and PISA, on an annual basis.

PYP

GL Assessments

Progress Test Series - designed for use year on-year, supporting teachers in identifying current levels of attainment against the national average, and tracking their pupils' progress.

- Progress Test in English (PTE) - a test of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension.
- Progress Test in Maths (PTM) - designed to assess pupils' mathematical skills and knowledge.
- Progress Test in Science (PTS Years 3 to 6 only) - a brand new assessment of pupils' science knowledge

PYP and MYP

CAT4 - Cognitive Ability Tests

Assess pupils' cognitive ability and likely academic potential, pinpoint gifted and talented pupils and underachievers.

IBT - International Benchmarking Tests

The International Benchmark Tests helps students and schools benchmark their performance in Arabic A against students in their own school in their country and in a range of other countries from around the world

TIMSS - Year 5 and 9 only

The **Trends in International Mathematics and Science Study** (TIMSS) provides reliable and timely data on the mathematics and science achievement of students compared to that of students in other countries.

MYP

PISA - Year 11 only

PISA evaluates education systems worldwide by testing 15-year-olds in key subjects. The focus of PISA is English, Maths and Science.

DP

CEM/IB (ALIS)

Alis is a post-16 monitoring system designed to provide an individualised learner profile, used by schools, colleges and academies, to provide baseline measures and predictive information to ensure learners maximise their potential.

Awarding Attainment Levels

Accuracy

Accuracy is key to successful assessment and the awarding of attainment levels. To ensure accuracy several factors must be taken into consideration:

External factors:

- 1) How do the marks given compare to the student's standardised assessments, for example, CAT 4 indicators or ALIS predictors?
- 2) Is there a correlation between internal formative assessment and the summative assessments from IBT testing (Maths, English, Science)? If there are differences, why might that be the case?
- 3) What feedback has been given by the IBO in relation to assessment?

Moderation:

Several stages of moderation should be taken into account when assessing the accuracy of achievement levels. This is especially important when using criteria that external data may not be able to inform on.

- Self-Assessment – How does the student rank themselves when given the assessment criteria
- Peer Assessment – Do student's peers agree with that person's self-assessment?
- Teacher Assessment – How does a teacher's mark compare with the first two steps and the external factors?
- Departmental Moderation – How do grades compare between teachers of the same subject?
- Interdepartmental Moderation – How do grades compare when compared to teachers in the same subject group?
- Schoolwide Moderation – Do a student's grades reflect their achievement in other subjects?
- External Moderation – How does the school's marking compare with IB moderated grades over time?

2. **Recording** - how we choose to collect and analyse data.

Managebac and Prodigy are used to record and track progress across the whole school. Managebac works in conjunction with IB and designed for planning, assessment and reporting in the IB continuum. Prodigy is used to track progress through analytical graphs, tables and charts.

Data is recorded within Managebac on a continuum and into Prodigy at five capture points through the academic year for PYP, MYP and DP and CP and each term for Early Years.

The data is used to highlight attainment and progress at different levels and indicate students who are Special Educational Needs (SEN), English as an Additional Language (EAL), Gifted and Talented (G&T), Emirati as well as distinguish between gender abilities.

3. **Reporting** - how we choose to communicate information.

Reporting of student assessment will be completed using a report card consistent with the aims of the IB PYP, MYP, DP and IBCP, Reports will include written teacher feedback on student progress and targets for further development. These report grades are based on holistic judgements from teachers, about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent, taking into account any progress made. Formal reports will be issued to parents in November, January and June in the high school and December and June in the primary school. Formal parent teacher student conferences to discuss learning progress and attainment are held in December and June/July.

In between reporting cycles students attainment and progress is continually reported and shared via the Managebac gradebook in each subject area. This information should include numeric grades for individual criteria assessed in each formative and summative assessment as well as comprehensive feedback using the; What Went Well (WWW), Even Better If (EBI) and Targets Moving Forward (TMF) format.

Giving Feedback

Feedback has been repeatedly shown to be the single most effective strategy in improving learning. Feedback can come in many forms, but consistency and student engagement are critical.

Feedback on Formative Assessment

Feedback on formative assessment is often verbal but should be supported by written feedback. An attainment level must never be given, but the feedback must take a form that allows the student to take their next steps on their learning journey. In order for that to happen the student must demonstrate understanding and engagement with the feedback and be able to apply the concept independently in to different situations.

When feedback is oral the student must reflect and show understanding in a way that is demonstrable. For this happen the following should be applied:

- The student reflects on the feedback and applies it to future work
- A record of this is kept by the student (this can take the form of written or recorded reflection, online or in their copy books and is task dependent)
- This work should be done as part of their preparation for the next lesson and summative assessment.
- Action on their feedback should be evident in their next lesson and noted by the teacher.

Feedback on Summative Assessment

Feedback on summative assessment must always be written and a record kept on Managebac. The feedback should address the positives of the work (at least two) and practicable advice on how the student can move forward. The internal approach to this is using the What Went Well (WWW), Even Better If (EBI) and Targets Moving Forward (TMF) format. In addition:

- Students must formally reflect on the feedback entered on Managebac - using a departmental format for consistency.
- Identify at least two steps they can take to act upon it, it is beneficial to have criteria specific target banks.
- Ensure parents have access.

HODs check the quality of feedback from a sample in their departments on a fortnightly basis and give support to teachers where needed.

Using Feedback for Planning

Teachers must demonstrate that they are acting on the assessments made (self, peer and teacher) and using this information to provide opportunities for students in future lessons including:

- Incorporating tasks and activities that allow students access to the skills/knowledge/understanding they need to improve and that these enable them to apply the skills they have developed to demonstrate that they are secure in their understanding.
- Personalising tasks for different students based on the assessment information – some students will have the same tasks because they are at very similar points on their learning journeys.
- Incorporating formative assessments that measure the impact of specific feedback

Appendix 12: Admission policy

Philosophy

To support families and children with varied learning abilities and ensure a transparent and effective admission process.

Objectives

- To achieve the vision and mission of Emirates International Schools (EIS)
- To support parents in understanding the admission process at EIS.
- To support the school by selecting a diverse student body to enrich the student community that promotes the values of IB.
- To adhere to the KHDA guidelines and UAE laws while facilitating student admission.

Quality Control

The admission policy will be reviewed annually to include any amendments in KHDA guidelines and in the UAE Laws. The School Registrar is responsible for the successful implementation of this policy. The school executive leadership team will carry out the review annually.

Introduction

At Emirates International Schools we believe that education is the shared responsibility of the whole school community. Academic success and self-awareness stand as the core of the school. Developing independent thinking, critical analysis, and open-mindedness fosters a desire for life-long learning. Through the International Baccalaureate curriculum, we promote the recognition of our common humanity, the well-being of our students, and positive interpersonal relationships.

Emirates International School- Jumeirah – (EISJ) stands for Excellence, Innovation, Success and Joy.

At EIS, we welcome applications from families regardless of nationality, ethnicity or religion. The age appropriate assessment will be conducted up on receiving a successful application and offers are made based on the assessment results. A case by case approach will be taken for students who require additional learning support in order to meet their requirements.

The Application will be considered incomplete until all the above have been received.

Leaving certificate for students coming from Dubai schools: this is an important document required by KHDA. The Transfer Certificate needs to be collected from the student's current school at the end of the Academic Year and submitted to EIS before the first joining day of the student.

Leaving Certificate Outside Dubai, is required by the UAE Ministry of Education from Year 3 and above. It requires attestation from the country of origin. A sample can be found on our website

All our entrance assessments will be conducted in English. Places will not be offered until the assessment has been successfully completed. EIS has the right to refuse an application that does not meet the minimum entry requirement.

Entry Assessments

Early Years 1

No admission test/interview will be conducted.

Early Years 2

No admission test/interview will be conducted.

Year 1, 2 and 3

- a. Admission Tests conducted by Teachers
- b. All tests checked by the Head of Primary
- c. Interview with child and parent if required

Year 4 to Year 11

- a. Admission CAT4 test is taken by student in a supervised environment at the most appropriate level for the student

-
- b. Assessment reviewed by the Head of Primary/ Head of High School
 - c. Interview with child and parent if required.
 - d. Further assessment will be conducted if necessary after the CAT4 to identify the needs more closely

If the student is identified with Learning Support need at any point of assessment process, an interview is set up with the Leader of Inclusion who will then liaise with the Head of School regarding acceptance of the student.

A Course Selection interview is required with the MYP Coordinator for students applying for Years 10 or 11. The Course Selection interview may take place before or after the admission. This decision is at the discretion of the Head of High School.

IBDP/ IBCP (Year 12 & Year 13)

- a. CAT 4 assessment for Y 12 and Y 13
- b. For admission to Year12, results from previous report cards and the interview response are combined to determine admission
- c. For Year 12, an interview is required with the relevant IB Coordinator/ Head of High School in addition to the CAT 4
- d. For Year 13 admissions are not considered except for students in good standing transferring from IB Schools, taking courses that match those offered at EIS.

CAT 4 Tests

The Cognitive Abilities Test (CAT4) is used to identify a student's academic potential and challenges. CAT4 is divided in to 4 parts which are: shapes and patterns (nonverbal reasoning), Words (verbal reasoning), Numbers (quantitative reasoning) and some questions are answered by mentally generating and transforming the visual images (spatial ability). This test gives a broader and much rounded view about the student, their potential and how they learn. This test helps the school to determine the pace of teaching that is right for the student and to identify any additional support required for the student.

EIS offers an inclusive approach to education. In partnership with parents, we seek to place students appropriately according to their educational needs. You are expected to submit to the school all reports linked to specific needs and diagnosis for your child. Similarly, we expect parents to work closely with us if a particular educational need is identified during or following the admission process (as per KHDA parent-school contract).

English as an additional Language (EAL)

We support students for whom English is not their first language or has not been their medium of instruction in the previous schools.

Students will be evaluated by the EAL teachers in order to determine their level of English acquisition required support to enable successful learning.

The EAL course fee is AED 5000/ per student per year. The EAL fee is non-refundable and non-transferable and is paid in advance.

All students with additional English learning needs are considered fairly upon their general academic ability unless the student would be disadvantaged in external examinations when joining at a senior examination stage (Year 10 to Year 13). Where students join these years with particular language needs, admission will usually be on the basis of a modified curriculum and assessment offer.

Early years extended hours

Students in EY 1 and EY 2 can enroll for extended classes (1 pm to 2:50 pm) after completing the regular school day. The students are supervised by our own EY teachers. For additional fees please refer to the school fee policy.

Mother tongue programme

The school currently offers German, Italian and Hindi language classes after school hours. New languages will be added in due course.

- Students completing their studies for a particular level in the Spring (e.g. March) will only promote to the next Year from September, prior to this time they will remain in the equivalent Year for the final term of the academic year.
- KHDA has the final say & approval in the placement of a child in a specific Year.

Conditional Acceptance

The school may offer a conditional acceptance based on the previous school report cards, observations of staff that carry out the test or on the assessment result. In such situations, clear conditions and timelines will be shared with the parent. If these conditions are not met, the school reserves the right to remove the child from the register or to demote the child from specific year level.

KHDA

The KHDA is the Private School regulatory body in Dubai. There are certain obligations of the school and its parents, enumerated below.

- All new admissions must provide the original Emirates ID of the student and the parents along with the transfer certificate ([details mentioned above – click link](#)) to electronically register on the KHDA online portal.
- A parent- school contract is required to be signed for each child enrolled at school as soon as you receive a notification for the same from KHDA. Failing to adhere to the aforementioned conditions and deadline set by KHDA, will nullify any registration at the school.

Appendix 13: CAT4 results

S. No.	ID Number	Surname	Forename	Form (Section)	G & T	Nationality	Most able	Talented	G&T'specific	EMIRATI	Cat Verbal	Cat Quantitative	Cat Non Verbal	Verbal Spatial Profile	Cat Spatial	Cat Mean SAS
9					Y	Egypt	A	Y		N	128	141	125	High even bias	125	130
2					Y	Japan	A	N		N	103	132	126	Moderate spatial bias	125	122
6					Y	India	A	Y	Numeracy/Design	N	126	127	130	High even bias	126	127
1					Y	India	A	N		N	115	138	131	High even bias	118	126
3					Y	India	A	Y	Science/Numeracy	N	124	129	141	High even bias	125	130

Appendix 14: End of year grade

End of year report was not attached as it contains student and teacher's details.

Appendix 15: Permission Letter from BUID



September 3, 2020

To whom it may concern

This is to certify that **Mrs. Sana Ashfaque Shaikh** with student ID number **20182440** is a registered part-time student on the **Master of Education (Special and Inclusive Education)** programme at **The British University in Dubai** since **September 2018**.

Mrs. Shaikh has successfully completed the taught modules and is currently working on her dissertation titled "**A case study reviewing Gifted and Talented policy & its effectiveness amongst students in Secondary school**".

She needs your support in conducting surveys, document analysis, use of company information to complete the research.

This letter is issued on student's request.

Yours sincerely,

The signature of Amer Alaya is written in blue ink, accompanied by a circular official stamp of The British University in Dubai.

Amer Alaya
Head of Student Administration