

Exploring the Inclusive Educational Practices of Gifted Students in a Private British School in Dubai

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Abstract

The gifted education is an old field for America and for France which tackled the special education needs for gifted students with researchers whose concepts of mental age and intelligence testing transformed the standards of the psychological science. Thus, the United Arab Emirates (UAE) is still considered premature in this field where minimal attention has been granted to the gifted education area, which is a division of special education. This study aims to explore how inclusive is a British school (BS) in Dubai (UAE) for gifted students, by critically analysing its gifted education policy practices, through the framework of a case study. In order to investigate how inclusive is a British school in Dubai for gifted students, the researcher critically analysed its gifted education policy practices, compared to gifted policy international standards, through a qualitative research approach with a content analysis method. The Findings revealed that the British school gifted policy has few gaps compared to Purcell and Eckert' standards. Few recommendations were written by the researcher to be provided to the British school educational stakeholders to improve the gifted policy and to enhance the gifted students' conditions at school.

Keywords: Gifted, students, Policy.

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INTRODUCTION

The definition of the “gifted” term and the way of identifying the gifted students and their needs outline the policy framework and therefore determine who's eligible to receive inclusive services and the way of implementing them. Over the last decades, considerable modifications in definitions of gifted students and the way of their identification occurred. In 1925, Lewis Terman was the first researcher who conducted a study straddling nearly forty years which ended up by defining gifted students as successful pupils who are emotionally stable with superior quality along with better physical and emotional constructs compared to other students (Jolly 2008). In 1972, the first official definition was released and published by the Marland Report. The definition was too broad and classified the gifted students along with the talented students as pupils who embrace leadership skill, visual and acting abilities, critical thinking, and psychomotor capability (Marland 2020). Later on, in 2002, The No Child Left Behind Act (NCLB) which is defined as the main k-12 American educational law from 2002 to 2015 and had an objective to ensure equivalent academic opportunities and to eliminate the academic achievement discrepancies in English and Math,

between all American students within the underprivileged and special needs pupils, modified the latest definition by adding that gifted students are creative pupils and high achievers in all domains and it is mandatory to provide them with special inclusive services in order to meet their needs and to entirely foster their competences (Behind, N.C.L. 2002). In the UAE, the inclusive education is very recent and was until lately under two organisations, the Ministry of Social Affairs and the Ministry of education, which is considered, to a certain degree, an obstacle to the development of the inclusive education area (Gaad 2004b). In 2006, a federal law, signed and approved by His Highness Sheikh Khalifa Bin Zayed was introduced to guarantees the rights of pupils with different disabilities to be present, accepted and recognised in the private and public general classrooms' mainstreams, but sadly, nothing was mentioned about the gifted students in UAE (Ministry of Social Affairs. 2006). The definition of gifted students appears in the “School for All” document published by the ministry of education where it refers to gifted students as pupils with exceptional capabilities who show willingness in one or different academic or artistic areas. Moreover, they are high performers and their schooling necessitates particular provisions to encounter their educational

needs in the mixed classrooms with backing from special education teachers.

Problem Statement

Regardless their unpopularity and the dim light over their abilities and achievements, the gifted students will still exist and it is mandatory to meet their needs by giving them the least which is the opportunity to progress in their educational journey, claimed Silverman (1996). Additionally, she asserted that gifted students are simply not challenged neither recognised and they are trained to decrease the pace of their natural learning and understanding to await uncomplainingly for their peers to accommodate the skills that they already acquired. Likewise, Knight and Becker (2000) stated that gifted scholars are those pupils who demonstrate outstanding abilities compared to their peers of analogous age and experience and whose elevated potential commands differentiated and stimulating educational curricula and services dissimilar of the ones delivered in the common traditional school program. The two authors added that these scholars have special learning needs and being treated and educated as their peers is not beneficial and appropriate at all for them and therefore they need a differentiated curricula and extra provisions for their needs to be met and if not, the regular educational program can lead them to underachieve and lose their self-esteem, moreover, to become frustrated, bored and, lazy. Thus, there is a crucial need for educational stakeholders to accommodate the gifted students' requirements and provisions in their schools with pre-set plans and procedures starting with an appropriate challenging curriculum (Tyler-Wood *et al.* 2000), especially in UAE which is considered a young country, less than five decades old, with premature experience in the wide field of inclusion education. Hence, it is imperative to comprehend what is giftedness and its different categories and what are the necessary provisions for gifted pupils before writing a script of a policy that guarantees the inclusion of gifted students, their rights and their needs to be able to achieve their highest potential.

Aim and Question of the Study

The aim of this paper is to explore how inclusive is a British school (BS) in Dubai (UAE) for gifted students by critically analysing its gifted education policy practices. The context in which this analysis is to be accomplished shall be made throughout the following investigative research question: what extent do gifted education policy practices influence the inclusion of gifted students in a British school in Dubai?

Background Information

Giftedness should refer to uniqueness and exceptionality and not all the scholars are prospectively gifted, asserted Gross (2005). A gifted pupil is the student who reveals high ability throughout one or

numerous subject areas, claimed Bates and Munday (2005). Moreover, Gagné referred to giftedness as an aptitude to achieve beyond the average in one or several domains of capabilities, specifically in three different areas which are related to creativity, intellectuality, socio-affective and sensory-motor ability (1985 in Gross 2005). Whereas, Davis (2014) claimed that it is difficult to give one single and safe definition to giftedness as one specific definition might mislead the educational stakeholders in identifying and implementing the means of inclusion for gifted students and misguide them to underwrite an appropriate policy transcript that guarantees their needs and their rights. Moreover, it might exclude the disabled and poor pupils from the giftedness types.. Furthermore, it can obstruct the opportunities for miscellaneous sorts of gifted population, and finally it can label a student as an anti-social gifted pupil or nerd which might affect him/her negatively in his/her educational environment.

Gifted Students in UAE

The Ministry of Education in the United Arab Emirates published various acts and policies to arrange non-chargeable and suitable public education for students of determination such as the union law (29) in year 2006. Though, none was released to meet the gifted students' needs who are defined as pupils who attain more than ninety five percent in the school achievement tests. Thus, particular and detailed gifted students' policy is mandatory to effectively implement the gifted students' inclusion in the UAE, in order to meet their needs and enhance them to academically achieve their highest potential.

As per their definition, the gifted students are pupils who are very high achievers. Yet, before joining and profiting from any gifted students' program provided by the ministry of education, the scholar, once s/he is nominated officially as gifted by the public school administration due to an extraordinary ability in one or various areas, needs to undertake a psychological interview with a psychologist and an intelligence test such as the intelligence IQ assessment test. If the scholar is able to score one hundred thirty and above in the IQ test and is capable to pass the interview, s/he will be identified as a gifted student and will be able to join and profit from a gifted student program provided by the ministry of education, inside and outside the classroom.

Few researchers have been conducted researches regarding the inclusion of the gifted students in the UAE context. For instance, (Rahmanian 2009) claimed that gifted students in the UAE context worth more the subjects where mentors display notable respect and augmented care for their capabilities. Though, vis-à-vis their tutors, they are more worried about how to control the behavior of the scholars instead of how to motivate them to learn and to achieve the highest of their capacities.

Theoretical Framework

Numerous theories delineate the giftedness construct from two distinctive paradigms, the cognitive and the curriculum modeling. The cognitive model is related to the intellectual construct and ability of the gifted student and the curriculum model is related to the different ways of instructing and meeting the needs of a gifted pupil. These two models overlap significantly as per the researchers. Specific programs within the context of various theoretical frameworks have been planned for gifted students by educational stakeholders and psychologists.

For instance, the Enrichment Triad Model is a prominent and effective curriculum and cognitive model as per Davis (2014). In 1977, this model was offered by Joseph S. Renzulli who defined the gifted student as a pupil who has a combination of three human traits: creativity, task commitment or motivation and, above average ability. Besides, he proposed an enriched curriculum with ways of application and implementation for the gifted students. Moreover, Renzulli asserted that enrichment comes through three different types: first, an enrichment that exposes students to numerous activities in class; second, an enrichment that promotes the critical thinking, the note taking and outlining skills within a group training activities that encompass wider thinking and feeling practices ; lastly, an enrichment that is specific to the gifted students that promotes activities which encourage the gifted pupils to be an independent scientists or researchers by conducting original projects from their choices (1977 in Davis 2014).

In 1983, another model based on the Multiple Intelligences Theory (MI Theory) was proposed by Howard Gardner who claimed that students have eight different types of intelligence which are all established on neurobiological and cultural foundations. A gifted student might have one or different intuitive intelligences, such as a one or a combination of musical, naturalistic, interpersonal, linguistic-verbal intrapersonal, visual-spatial and logical- mathematical intelligences. Gardner stated that the teacher' educational vision has to be designed and personalised to meet and satisfy the flagrant and identified sort of intelligence demonstrated by the pupil. For instance, if a scholar reveals a high ability in logical- mathematical intelligence by showing interest, motivation, intuitive understanding and, expertise for the mathematical operations and problems like mathematicians do, he/she must have a tailored and compact mathematics curriculum with challenging problems and application of the real world themes that enhance his/her capability and satisfy his/her needs in math, otherwise he/she will underachieve in Math and feel bored and frustrated (1983 in Fasko 2001).

Lastly, Bandura (1986) claimed in his social cognitive theory that we, as human beings, are proactive agents who are involved in our own development, learning and functioning. Furthermore, he added that personal, contextual and self- reflection practices are interrelated factors which conjoin to impact the individuals' motivation which is at its turn affects their behavior and academic achievement. Accordingly, as self- reflection is a repeatedly recorded characteristic of gifted pupils, an academic prototypical model and new teaching strategies which comprise the impact of self- reflection are mandatory when cogitating purposes for gifted scholars' education in order to enhance their motivation and therefore their behavior and academic achievement.

REVIEW OF RELATED LITERATURE

Gifted Student Characteristics and Identification

In 2004, Hekimoglu conducted a study to explore the characteristics of gifted students and he discovered that a gifted pupil differs from an average scholar in numerous positive abilities and characteristics. Overall, gifted students enjoy learning; maintain a memory with high capacity; are aware of social issues and; possess an acute observation along with an excellent analytic ability. Moreover, they retain a rich vocabulary, appropriate language skills, and a higher critical and logical thinking (Hekimoglu 2004). Furthermore, they are motivated and ambitious about their future, very sensitive and honest, as well, they have sympathy towards others along with a robust social-coping ability and a strong self-concept (Cross & Swiatek 2009). Whereas, Davis (2014) and Bates and Munday (2005) noted that few behavioral issues can be seen among the gifted students due to non- stimulating environment such as frustration and annoyance with class work which is, for them, weighed as redundant and unnecessary. Hence, it is mandatory to identify the gifted students to be able to satisfy their needs by providing them the appropriate services (Maddocks 2018).

Several intelligence tests which usually serve to predict the students' academic success or failure, are keen in gifted students' identification by looking at their revealing IQ score like Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scale for Children (Davis 2014). However, Hoeflinger (1998) and Mulhern (2003) claimed that it is difficult to identify the gifted students through standardized achievement tests only as they might not mirror their actual abilities especially in the elementary level where the IQ scores might not be a decent pointer for giftedness in contrary to the high schoolers whose IQ scores are worthy indicators of giftedness. Besides, Maddocks (2018) stated that these identification tests overlook gifted students with learning disabilities and he advocated different measures to be involved once identifying a gifted student such as gathering the students' academic tests

scores, the school marks, the tutors' remarks and observations, parents and peers commentaries along with pointers of the students intellectual capabilities, creativity, learning style and motivation towards learning.

Gifted Student Needs

To satisfy their needs, educational stakeholders need to provide the required and satisfactory provisions for gifted students such as acceleration and enrichment programs proposed by Davis (2014). Acceleration is defined as any applied tactic which consequences will move the student in an advanced placement such as grade skipping, subject skipping or curriculum acceleration. This method is treasured amongst educators of middle school, whereas, the enrichment, which is prized by instructors of primary school, is defined as any strategy that encompasses extra deepness and extensiveness than average grade-level work but which consequences will not move the student in an advanced placement such as cooperative learning in a mixed ability or heterogeneous group (Bain, Bourgeois & Pappas 2003; Davis 2014). Thus, Cramond, Benson, and Martin (2002) contradicted the heterogeneous grouping method and emphasised that in such grouping method, gifted students become annoyed and peeved, and this annoyance leads them to quit the entire school system. Likewise, VanTassel-Baska and Stambaugh suppose that grouping mixed – ability students in heterogeneous group dearth rightfulness for gifted students as they are expected to perform as a teacher assistant instead of being challenged and educated accurately by a tailored curriculum to satisfy their educational needs. However, grouping ability does not solve the problem as this kind of grouping has its disadvantages such as budding the snooty attitude of the gifted students. Moreover, it is considered inequitable leading to a boring and monotonous classroom with average intelligent scholars who are not able to discuss and deliberate deep concepts and arguments (VanTassel-Baska & Stambaugh 2006). Thus, grouping gifted students in homogeneous or heterogeneous groups is such a controversial and debatable process where the educator has to take into consideration the different psychological, emotional, social and, educational constructs of the gifted students and their peers.

Within the same context, few more provisions have to be provided to the gifted students to insure their inclusion. The definition of inclusion, as per Mittler (2000), is the process of including and grouping pupils in the mainstream school without taking into consideration their gender, nationality, capabilities or debilities, and to accommodate the curricula to satisfy their needs. Satisfying the needs of gifted pupils is not an easy chore, claimed the researchers Mingus and Grassl (1999), as teachers are always overwhelmed with the class planning and teaching pressure which leave no time to plan for enrichment activities. Thus, educational

stakeholders need to help the teachers in providing them extra quality time and resources with less duties along with a gifted education specialist assistant who can help, demonstrate, advice, and assist the gifted students. Moreover, delivering them the necessary training sessions to master different teaching styles and to become professional and autonomous in producing integrated and differentiated curricula for the sake of gifted students (Tyler-Wood *et al.* 2000). Sriraman (2005) asks the teachers to be more flexible and nurture their classrooms' environments with different teaching-styles and problem- solving approaches to encourage and motivate their students, as well to take the initiative to compress and accelerate the curriculum within its three dimensions which are the content in- depth learning, no memorization and recitation), the process (advanced critical and solving thinking), and the product (testing and evaluating the students with real world problems) to transform it into an integrated curriculum to please the gifted students needs. Lake (1994) considered the integrated curriculum as a vivid educational approach which prepares the scholars for lifetime learning and it should comprise the combination of many subjects, such as the stress on projects- based learning, the usage of different sources, flexibility in schedule, linking between numerous themes and ideas, along with deep and keen study of content far away from memorization and recitation. To be implemented, an integrated curriculum needs time as the gifted students need to be challenged with pre-planned activities and they need to receive support and guidance from each- others and their teachers within the constructivism paradigm which proposes to complement the cognitive loads of the curriculum to the cognitive capabilities of the scholars (Brooks 1999 ; Diezmann & Watters 2002).

Gifted Student Environmental Context

Outside the classroom, gifted student coordinators presence is mandatory in school (Bates & Munday 2005) as their role is vital for the gifted education program. They are responsible in identifying the gifted students; providing trainings to teachers and helping them differentiating the curriculum; providing the teachers all the necessary resources along with gifted students specialists assistants and; lastly intervene with policymakers and contacting the gifted pupils' parents (Landrum 2001).

Besides, based on the ecological approach which evaluates the effect of different environments on an individual, Bronfenbrenner stated that home, school, and neighborhood constitute the microsystem which has the utmost and the immediate influence on an individual (Bronfenbrenner 1994). Moreover, Gottfried, Fleming, and Gottfried (1998) revealed from their longitudinal studies that the students' parents support and encouragement along with the home environment have a straight impact on the students' academic achievement and motivation. Hence, little behavioral

changes and accommodations of the students' parents will make a significant difference in the microsystem of a gifted student and therefore enhance his/her conditions and achievement inside and outside the school.

From all the above, the author of this paper arrives to understand and acknowledge the characteristics of the gifted students and the essential provisions needed to the inclusion process of gifted students in schools in order to meet their educational needs. Therefore, she will be able to explore and critically analyse a gifted policy of a British school in Dubai (UAE), in order to enhance their gifted students' conditions at school by providing the critical analysis and comments to the BS educational stakeholder.

METHODOLOGY

In order to investigate how inclusive is a British school (BS) in Dubai (UAE) for gifted students, the researcher will be critically analysing its gifted education policy practices compared to gifted policy international standards. This study will be based on a qualitative research approach with a content analysis method. The qualitative research involves discovery within a holistic approach that intends to define, explain, and decipher the collected data. Moreover, it aids in screening and describing a concern or an issue in details (Mertens & McLaughlin 2008; Creswell & Plano Clark 2018), and it permits the author to reconnoitre more about the theme of the study in the intention of improving it (Devatak, Clazar & Vogriner 2010 in Gaad & Almotairi 2013). The content analysis methodology as defined by Leedy, Ormrod, and Johnson (2001) is a meticulous and methodical examination of the purports of a precise body of materials which purposes to identify patterns, elements, and partialities. Within the content analysis methodology, the researcher explores oral, pictorial, or behavioral leitmotifs within a design which is intended to pinpoint definite characteristics from the content in the human communication.

Sampling and Instrument

To meet her purpose, the researcher who is considered the main instrument in this study will be analysing the data and engendering conclusions from the official and published gifted policy collected from the website of a well-known and good rated private British school in Dubai, UAE. This collection is made throughout a convenient purposive sampling technique, driven document analysis which is a method used to assess the content beside fixed and pre-set standards (Cohen, Manion & Morrison 2007).

The context

The private British school was founded in 2015 in Dubai and it assists about five hundred and twenty-six students from different nationalities, but mainly British, in its primary and middle school

departments. The student ranges between four and thirteen years old. They are admitted in Kindergarten and they graduate in grade nine. The main language spoken in school is English beside the second language which is the Arabic language. This British school is ranked by the Knowledge and Human Development Authority (KHDA) as good, for its overall quality of performance. As per its website, this school provides a British standard based curriculum which provides expertise in four different pillars which are the academics, physical, social, and emotional services. Furthermore, the mission and the vision of the school are explicit and clear. The community mission is to create a secure, safe, and happy environment where students are challenged and inspired. Whereas the community vision is to be a leader among British schools throughout pioneering tactics to learning. The school fees range between fifty thousand and eighty thousand dirhams per child, per year.

The gifted policy of the British school consists of five pages. It was adopted in September 2017, reviewed by the board of trustees, and published in 2018 on the school official website. The policy starts with certain key values and consists in different components, such as Definitions of Gifted; Aims and Objectives; Roles and Responsibilities for Coordinator, Teachers, Parents and Students; Identification, Assessment and Referral Process; Provision, Curriculum Access and Modification: Inclusion; Working with Outside Agencies, and Staff Development.

For the purpose of this study, the author will be exploring, describing, and critically analyzing the gifted policy with its different attributes compared to international standards, based on Purcell and Eckert (2006) research and suggestions to generate an overall evaluation with a conclusion and comments to be presented to the British school educational stakeholders to improve the inclusion process of their gifted students.

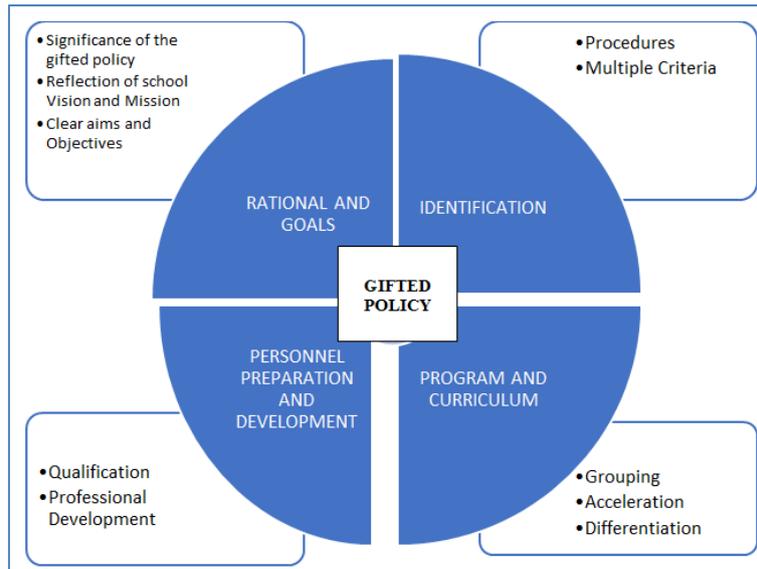
Ethical Considerations and Role of the Researcher

Cohen, Manion, and Morrison (2007) affirmed that the researcher in a document analysis research should design the study attentively and conduct the analysis based on precise measures and standards. Additionally, the researcher should stay objective and clearly states how she collected and analysed the data. Thus, in this study, the collected document is the online official British school gifted policy which is published via the official website of the school. The researcher did not intend to directly contact the BS for a consent to use its policy in her research as the policy is published online and therefore it is not considered as confidential document. Furthermore, known that the researcher is the instrument in this study, she systematically analyses the document, for research purpose only, by evading any kind of bias. Also, all conclusions and comments will be realistic and based on standardised criteria.

RESULTS AND DISCUSSION

The gifted policy will be criticized and evaluated based on Purcell and Eckert (2006) research and suggestions. The two researchers claimed that a good quality gifted policy should have specific attributes. It should be clear and not difficult to decipher and comprehend, besides it should cover in a logical way all outlined components based on standardized guidelines. Moreover, the policy’s measures, processes, and application should be based on educational research, achievable, and applicable.

As per Purcell and Eckert (2006), the four main categories of a gifted policy are: 1- Rationale and Goals; 2- Identification; 3- Program Curriculum (grouping, acceleration, and differentiation); and 4- Personnel Preparation and Development. Numerous subcategories emerge or arise from each category to make it well defined and comprehended. The following model, generated by the researcher, summarizes the categories and the sub- categories of a high-quality gifted policy, based on Purcell and Eckert gifted policy qualifications.



The following table-1, generated by the researcher, summarizes the findings and lists all the required categories and sub- categories of a

standardized gifted policy and identifies if the British school in Dubai meets each and every one in its different parts.

Table-1: Summary of the findings.

Category	Subcategory	British School in Dubai
Rational and Goals	Significance	X
	Reflect Mission and Vision	X
	Clear Aims and Objectives	X
Identification	Identified Procedures	X
	Multiple Criteria	---
Program and Curriculum	Grouping	X
	Acceleration	---
	Differentiation	X
Personnel Preparation and Development	Qualification	---
	Professional Development	---

Analysis of the BS gifted policy

Rationale and Goal

A clear rationale exhibits the philosophy of the BS gifted policy under the Key Values and Principles title at the beginning of the policy script. The policy clearly states that it is developed in the aim to support the gifted students’ inclusion and to provide them all the services they need to be able to achieve to their

highest potential. Moreover, the policy reflects the vision and the mission of the school by stating that it will cater, challenge, and inspire the gifted students within a safe and positive environment. Furthermore, the goal of the school is to encounter all its gifted students’ needs to improve their abilities to be able to achieve to the highest potential as per the UAE ministry of Education requirements. Whereas, a separate long paragraph enumerates the aims and objectives of this

policy in a clear and detailed literature. The intended objectives mainly focus on differentiating the curriculum for gifted students, developing the teachers to meet the needs of their students and encouraging a school- parents partnership for the good sake of the gifted students. Hence, the aims focus on promoting the accurate identification of the gifted students and the decent teaching practices to meet their needs along with a positive atmosphere. “We do everything practicable to make school a positive experience for all students, including those who are deemed gifted and talented” (Hartland 2017).

Identification

The procedure to select gifted students is mentioned in the policy under the Identification, Assessment and Referral Process title. The school checks both quantitative and qualitative aspects in its procedure in selecting gifted students such as the CAT score, students’ reports, the teacher’s judgments and the parents’ information. Though, the gifted specific students’ criteria or key elements of identification such as revealing their IQ score with the Stanford-Binet Intelligence Scale or the Wechsler Intelligence Scale for Children are not mentioned at all. Instead, the policy lists different definitions from different resources at the beginning of the policy without mentioning which one is adopted, which may lead the audience to some confusion. “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... Students who are gifted and talented are considered to have a special educational need on account of their need to be challenged and differentiated for in order to reach undoubted potential” (Hartland 2017).

Program and Curriculum

The British school in Dubai claims in its gifted policy that it is the entire school responsibility to meet the needs of gifted students, in line with the teaching standards in 2012 and the UAE school inspection framework which lists a number of models for differentiation and guidelines.

Thus, under the Provision, Curriculum Access and Modification title, the school aims to support its students with exceptional abilities with the needed provisions available for the subject teachers for effectual quality teaching and differentiation in class or outside the class.

Thus, the needed provisions were not identified. The curriculum differentiation is mentioned many times and throughout the whole policy but broadly with lack of information about programs or planning strategies. Moreover, acceleration is not suggested neither applicable at the British school “...acceleration through age-groups is not necessarily the best course to take for students who are gifted...”

(Hartland 2017) rather the school gives grouping in small groups’ interventions as an option, without specifying the required students’ aspects and criteria, to enhance and develop the gifted students’ skills “...a child may move between year groups for elements of the curriculum or may have individual and small group intervention to enhance their skills and develop their giftedness” (Hartland 2017).

Personal Preparation and Development

The policy mentions that gifted students’ teachers will be provided by a training, without further details, at the beginning of each year by the gifted coordinator “Gifted and talented training will be provided by the Gifted and Talented Coordinator to all staff at the start of each academic year” (Hartland 2017). Though, nothing was mentioned about the qualifications of the gifted students’ teachers, neither the presence of any specialist teacher to work in collaboration with the subject teacher to guide and challenge the gifted students.

CONCLUSION AND RECOMMENDATIONS

Based on the literature about the gifted students and Purcell and Eckert’s standards of gifted policies, the researcher explored the gifted policy of the British school in Dubai. Consequently, it is noteworthy to mention that the policy script is well presented, clear, and understandable with logically connected attributes. Besides, the policy procedures are pertinent, achievable, and based on researches as references to related literature are cited all over the policy. Thus, few gaps were identified. Hence, few recommendations are to be presented to the BS educational stakeholders in order to improve their gifted policy and therefore their gifted students’ conditions at school.

Consequently, the educational stakeholders are required first, to script and adopt one clear operational definition of gifted students including all different categories, to refer to in the differentiated programs and provisions. Second, to be able to implement an effective identification procedure, categories of giftedness have to be well identified along with the various criteria appropriate for the various giftedness categories. Beside the justifiable decision-making processes to gifted students’ enrollment in gifted students’ programs. Moreover, a list of specific and different criteria has to be mentioned in the policy under Identification to refer to , once identifying the gifted students. And lastly, portfolio analysis method and procedure, along with an accountable and adequate instrument has to be used identify the gifted students based on an operational definition. The instrument has to be sensitive to the students’ social, emotional, and economic contexts. More, it has to be able to address the different aptitudes of the gifted students. Third, regarding the Programs and Curriculum fragment, more details about alternative differentiated programs and their designs, along with the grouping strategies , whether homogeneous or

heterogeneous, in class or outside the classroom, are to be integrated in the policy including the different required activities and number of weekly hours for the gifted programs. Besides, more details about the multiple provisions offered to the gifted students have to be mentioned in the policy. Lastly, gifted students' assessment methods should be identified and consistent with the operational definition. Fourth, vis-à-vis, the Personal Preparation and Development division, the policy should identify the required and specific qualifications of the gifted' teachers or the teachers engaged in the gifted program. The policy should insist to having gifted specialists to help the subject teachers and the gifted students. Besides, it should mention which type of training is delivered by the coordinator to the gifted teachers, at the beginning of the year, along with its different professional development goals. Lastly, it should mention the counseling and guidance parameters to be delivered to the gifted teachers by the gifted coordinator.

The aim of this paper which is to explore how inclusive is a British school (BS) in Dubai (UAE) for gifted students, by examining and critically analysing its gifted educational policy with its different components compared to gifted policy international standards, scripted by Purcell and Eckert (2006), was met. Hence, although limited gaps were found in its gifted policy, the researcher believes that the British school in Dubai endorses its ability to be inclusive throughout the different components of its policy. Therefore, it is meeting to an extended limit the gifted students' needs to achieve their highest potentials. Thus, in taking into consideration the above recommendations, the BS educational stakeholders can improve the school gifted policy and therefore their gifted students' conditions at school.

LIMITATIONS

Evaluating the giftedness management and implementation through the giftedness policy document instead of observing its practice at the BS is considered as a limitation in this study. Moreover, Creswell (2012) claimed that interpreting a document in different ways by different audience or the incompleteness of an authentic document are considered a limitation in the document analysis research. In this case, the researcher endeavored to acquire the original published gifted policy of the British school from the official resource which is the school official website and strived to be objective by critiquing the policy based on literature and international standards.

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