

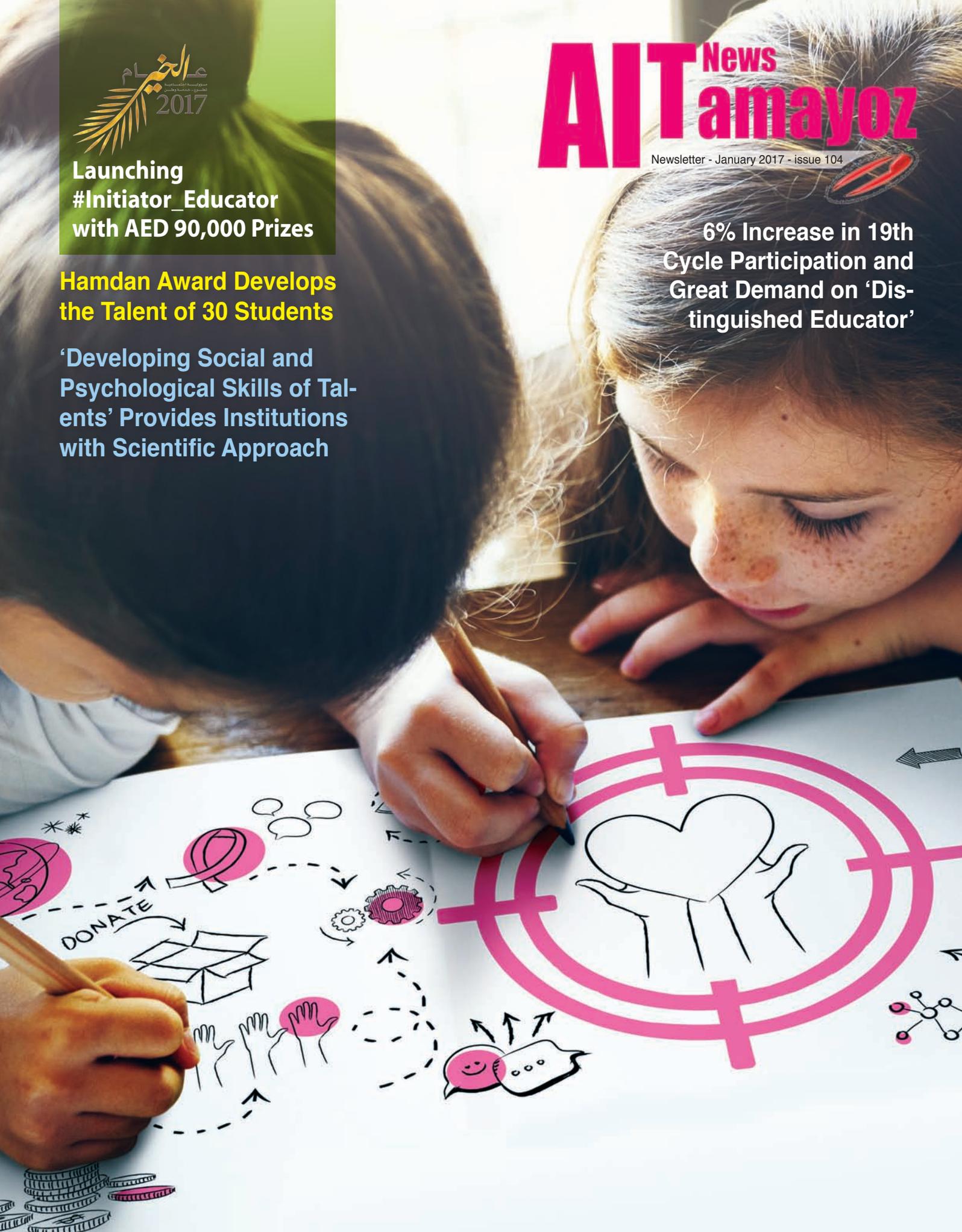


**Launching
#Initiator_Educator
with AED 90,000 Prizes**

**Hamdan Award Develops
the Talent of 30 Students**

**'Developing Social and
Psychological Skills of Tal-
ents' Provides Institutions
with Scientific Approach**

**6% Increase in 19th
Cycle Participation and
Great Demand on 'Dis-
tinguished Educator'**



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Issue 104

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OUR VISION

To be pioneers in the management
of excellence in educational
performance and fostering talent

Cover Story

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Monthly Educational Magazine

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Sustainable Development Goals

In the 70th session of the General Assembly of the United Nations, presidents of states and governments, United Nations officials, and representatives of civil society adopted the new sustainable development goals, in which UNESCO contributed.

Based on its interest in educational affairs, 'Al Tamayoz News' will present in each issue an education-related aspect of the goals of this UN 2030 agenda, highlighting the UAE's efforts in promoting United Nations attempts to achieve sustainable development.



Goal 7

Ensure access to affordable, reliable, sustainable and modern energy for all

- Energy is central to nearly every major challenge and opportunity the world faces today. Be it for jobs, security, climate change, food production or increasing incomes, access to energy for all is essential. Sustainable energy is opportunity – it transforms lives, economies and the planet. UN statistics show that one in five people still lacks access to modern electricity, while 3 billion people rely on wood, coal, charcoal or animal waste for cooking and heating.
- Ensuring universal access to affordable, reliable and modern energy services by 2030 has become an international demand and a goal for all countries to achieve. There are unremitting efforts to double the global rate of improvement in energy efficiency by 2030.
- The UAE has early realized the importance of ensuring the sustainability of energy resources to sustain the country's growth. The government achieved an accomplishment by drafting the first unified energy strategy in the country on both production and consumption.
- The UAE's energy strategy over the next three decades seeks to raise the efficiency of individual and institutional consumption by 40 percent, increase clean energy contribution to the total mixed energy produced in the country to 50 percent, and save AED 700 billion to 2050.
- The strategy also targets mixing renewable, nuclear and clean fossil energy to ensure a balance between economic needs and environmental goals. The UAE will invest AED 600 billion to 2050, to ensure meeting the demand for energy, and the sustainability of growth in economy.
- The targeted energy mix by 2050 includes the diversification of energy sources as follows: 44 percent for clean energy, 38 percent for gas, 12 percent for green coal and 6 percent for nuclear energy.
- The aim of the UAE's energy strategy is to bring about a qualitative change in society's culture of energy consumption, and diversify its sources through doubling the contribution proportion of clean energy resources, as well as to reduce consumption rates in all buildings and homes by 40 percent.
- The UAE's energy strategy is deemed the first strategy of its kind aimed at sustaining and strengthening the leadership of the UAE in the sectors of energy, business and sustainability. It also targets securing energy supply, to keep pace with the progress in energy technologies, in addition to working to achieve sustainability of the State's resources, and saving them for future generations.

Completing Stage 1 of Central Adjudication and Starting Interviews and Field Visits

6%

Increase in 19th Cycle Participation and Great Demand on 'Distinguished Educator'

'Al Tamayoz News' - Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance finished the theoretical adjudication, which is the first stage of the central adjudication of the 19th session. The number of participations increased by 6%, amounting to 513 participations at the local, Gulf, and Arab levels, compared to 482 applications in the previous session. The second stage of central adjudication has started, which includes field visits and personal interviews for those who qualified from the first stage.

Presided by Dr. Khalifa Al Suwaidi, member of the Award Board of Trustees, the Coordinator-General of the Adjudication Committees, the central adjudication works started in the premises of Dubai Modern Education School. Al Suwaidi praised the adjudication elite and commended their role in evaluating the distinguished educational practices contained in the applications, stressing on the continuity of the Award in enhancing the principle of unbiased transparency in its adjudication approach, the accuracy of its results and authenticity in granting excellence degree to those who deserve among the members

of educational system.

The participations were distributed on 399 local participations from the educational zones, higher education institutions, and centers of special need in different categories, with 6% rise more than the previous session, where in the number of participations amounted to 375. The GCC participations increased by 13%, to 98 participations, compared to 87 participations in the 18th Session. However, the participations of the Educational Research in the Arab World in the current session amounted to 16 participations, compared to 20 participations in the last session.

Large Number of Applicants

Dr. Jamal Al Muhairi, Vice Chairman of the Board of Trustees, the Secretary-General of the Award, stated that the 19th cycle attracted a large number of applicants to the Distinguished Educator category, which was newly established in the current session, with 17 applicants. He indicated that this category includes every educational employee working in the field, whether in public or private sectors, and performs direct or supporting roles towards the students or the educational staff. "Establishing the distinguished educational gave opportunity to shed the light on categories that had not gained the inter-







est of the educational excellence awards, such as the supervisors of the students' direct services, and specialists of the laboratories, resources rooms and other categories." He explained that this category includes the directors of the organizational educational units, their deputies and the heads of departments, who have a direct or supporting role towards the students or the educational staff, including the headmasters and their assistants, besides to the units of direct services for the students, such as the academic affairs, student's services, specialists of security and safety and health, academic counselors, mentors, educational and direct guidance, social and psychological providers to the students, such as the specialists of laboratories, sources rooms, social and psychological specialists, and the specialists of special needy people. "The 17 participants of the Distinguished Educator category included 4 from Abu Dhabi (director of group of schools, headmistress, coordinator of

Arabic Language, and head of Arabic Language subjects), 5 from Al Ain (head of quality assurance and public relations department, headmaster, social specialist, scientific laboratory specialist, and specialist of education sources center), 4 from Sharjah (vocational academic counselor, headmistress, director of sector, and specialist of scientific labs), and 3 from Dubai (head of learners' innovations department, educational supervisor (department of activities), and robot specialist), and from Fujairah (director of sector).

Featured Participation

The Vice Chairman of the Board of Trustees and Secretary-General of the Award shed the light on the category of the Distinguished Educational Administration, which had one participation this year. The category covers any educational department under the supervision of the Ministry of Education and Higher Education, practicing the educational process in its different stages, in government and private

513 participations at the local, GCC and Arab levels, and 'Distinguished Student' takes the lead

ADEC ranks first in numbers of participations, increasing by 18% to 109 applications

17% rise in the participation of Dubai to 95 applications

sectors, including the educational councils, central departments in the Ministry of Education and Ministry of Higher Education, educational zones, and faculties of education in the universities and their departments. He mentioned that the categories of the Distinguished Educational Zone and the Distinguished Central Administration were integrated merged in this session to become the Distinguished Educational Administration, stating that several inquiries were received from the field to participate in the next session.

Increase in Participations

In this context, Dr. Khalifa Al Suwaidi, member of the Award Board of Trustees and Coordinator-General of the Adjudication Committees said: "The category of Distinguished Student in the local competitions witnessed demand in the current session, where it increased 14% to 307 participations, compared to 270 participations in the previous session. The number of participations in the category of



University Student amounted to 12 applications. Likewise, the number of participations in the category of Distinguished Family was on the rise by 80% to 9 families, compared to 5 families in the previous session. The participations of the Distinguished Teacher reached 31 participations, along with 6 in the Best Applied Project, 5 in the Distinguished School, and 6 in the Best Innovation. The participations in the category of the Education-Supporting Institutions amounted 5, while in the Distinguished Administration only one participation and 17 in the Distinguished Educator. The 3 participations received from the category of Social Affairs amounted 3: one in each category of the Student, Teacher and Project.

Participation According to Emirate

Abu Dhabi Education Council took the lead in the number of participations, with 109 applications, (63 from Abu Dhabi, 36 from Al Ain, and 10 from the Western Region), with an in-

crease of 18 % more than the previous session, where the number was 92 applications (53 from Abu Dhabi, 34 from Al Ain, and 5 from the Western Region). Sharjah occupied the second rank, as related to the number with 102 applications, increasing 5 % more than the previous session with its 97 participations. Dubai ranked third, with 95 participations, by 17% increase more than the previous session, in which the number of participations reached 81. Fujairah Educational Zone occupied the fourth rank, where the number of participations amounted to 35, compared to 36 in the previous session, while Ras Al Khaimah Educational Zone came in the fifth place, with 15 participations, compared to 14 participations in the 18th session. Ajman came sixth, with 13 participations, compared with 15 applications in the previous cycle. Umm Al Quwain Educational Zone came in the seventh rank, whose participations rose at a rate of 100% to 6 participations, compared to 3

applications in the previous session.

GCC Participations

The GCC participations in this session were distributed on 36 participations in the category of Distinguished Student, which is the same number of the previous session, while the participations in the category of Teacher increased by 17% to 28 participations, compared to 24 participations in the previous session. Furthermore, the participations in the category of Distinguished School increased by 20% to reach 30 participations, compared to 25 in the previous session. The participations in the category of Highly Distinguished Teacher increased by 100% to 4 participations, compared with 2 in the eighteenth session. The category of Educational Research at the Arab level received 16 participations distributed on 5 participations from Saudi Arabia, 3 from the UAE, 3 from Egypt, 2 participations from Palestine and one participation from each of the Sultanate of Oman, Algeria and Jordan.

13% growth of the GCC participations to 98 applications

5 participations in the Education-Support Institutions, and 1 in 'Distinguished Administration'

3 participations from 'Social Affairs' distributed on Student, Teacher and Project.



Heads of Adjudication Committees: Evaluation Processes Went Smoothly and Most of the Candidates Understood the Award Criteria

The heads of adjudication committees of the 19th session of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance stated that most of the participants this year understood the Award criteria, assuring that the whole adjudication process went smoothly, and praising the establishment of the Distinguished Educator category, which attracted many applicants, and the integration of the Distinguished Educational Zone and the Distinguished Central Administration categories to become the Distinguished Educational Administration.

The heads of adjudication committees recommended reading the nomination applications carefully, commitment to the terms and criteria of the Award, because this saves time and effort and helps applicants to gain high degrees. They pointed out that increasing the number of training courses and introductory workshops and purifies participations and maximize their accuracy, as well as helping participants meet the Award criteria.







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Adjudicators Obtain 'Accredited Assessor' Certificate

'Al Tamayoz News' - Dubai

Dr. Jamal Al Muhairi, Vice Chairman of the Board of Trustees, the Secretary-General of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance honored 23 adjudicators who obtained the 'Accredited Assessor' certificate from the Award.

The 'Accredited Assessor' is among the initiatives carried out by the Award for the development of the assessors' efficiency in a manner that is compatible and commensurate with the general orientation of the development of standards and different categories of the Award, to ensure accuracy and objectivity of evaluation, and provide assessors with professionalism, so as to ensure the efficiency and effectiveness of the evaluation

process.

Al Muhairi praised the role of the Award in the qualification and development of the skills of 23 assessors according to its own criteria in terms of the Distinguished Educational Administration and Distinguished Educator categories, where the assessors were subject to an intensive training program, followed by an evaluation of the assessors' skills, in light of which they are entitled to be given the 'Accredited Assessor' certificate.

This is the first step within the project of accreditation launched by the Award in the 2017 – 2022 Strategic Plan. Throughout the project, accreditation will be awarded for many categories, including schools, teachers, trainers and assessors according to a mechanism and a special system of evaluation and accreditation in the Award.



Including 4 schools: Al IbdAA', Al Nukhba, Jumeirah and Omar bin Al Khattab

Hamdan Award Organizes Training Course for Incubating Schools

'Al Tamayoz News' - Dubai

Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance organized a training course for the incubating schools of talented students, that covered 4 schools: Al IbdAA' Model School, Al Nukhba, Jumeirah Model School and Omar bin Al Khattab

As part of the project of preparing the incubating schools for sponsoring gifted stu-

dents, which is implemented by the Award in coordination with of the Ministry of Education, the training course targeted teachers of basic subjects: Arabic and English languages, science, and mathematics.

The project of incubating schools for sponsoring gifted students achieves the Award vision in leading the excellence of educational performance and sponsoring talents, by allowing

gifted students to learn in an attractive school environment, that responds to their needs, challenge their abilities and develop their talents through sophisticated enrichment programs presented by teachers who are selected and trained to deal efficiently and effectively with gifted students in the schools that are chosen according to the criteria approved by the Award for selecting incubator schools to sponsor gifted students.

The project aims to take care of talented students in general education from grade 4 to grade 12, develop standards and programs to deal with talents in educational institutions, and provide qualified national staff to take care of gifted students, in addition to providing an attractive learning environment for talented students in the UAE, and meeting the gifted students' needs, and invest their energies for the benefit of the country.

Delegations from 40 Countries

Hamdan Award Reviews the National Plan of Giftedness before a Conference in Turkey

'Al Tamayoz News' - Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance reviewed the 'National Plan for Nurturing Giftedness in the UAE', during its participation in the 3rd International Conference on Talent Development and Excellence (ICTDE), which was convened in Turkey and lasted for 4 days, with the participation of delegations from 40 countries.

Hayat Mohammed Al Shehhi, one of the graduates of the vocation Gifted Education Diploma submitted a work paper in which she reviewed the experiment of the Award in formulating the National Plan for Giftedness, and conveying the Award experience in the field of talent to international forums to share expertise with talent specialists and centers, as well as to shed a light on the National Plan Giftedness adopted by the Award.

Held biannually in different countries, the ICTDE reviews different subjects related to talent, such as developing the talents and creativity, besides to organizing workshops and lectures delivered by a number of international speakers.

The conference was hosted by of the Ministry of Education in Turkey, the International Research Association for Talent Development and Excellence and the Turkish Association for the Education of Talented Children. The ICTDE concentrated on the potential talents at early stage, and the tracks of early education to develop those talents. It presented experiences of different institutions in the field of talent from all over the world to share experiences and be briefed on the best available practices.



2 Training Courses in the Field of Talent

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance concluded two training courses in the field of talent, as part of the training core project in the Award.

The first course was dedicated to the Torrance Incubation Model and delivered by Dr. Fatima Jassim, while the second course discussed school counseling theory of rational emotional – a practical application of theoretical study presented by Dr. Samar Mukalled.



Responding to the Announcement of 2017 'Year of Giving'
by HH President of the UAE

Launching #Initiator_Educator with AED 90,000 Prizes

'Al Tamayoz News' - Dubai

In response to the directives of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE announcing 2017 as the "Year of Giving" in the United Arab Emirates, Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance launched the Initiator Educator Prize, to appreciate the best voluntary initiatives in the field of general and higher education at the government and private sectors in the State.

The value of the prizes is amounted to AED 90,000 distributed on 3 winners, provided to register the name of the voluntary work under the hashtag adopted by the Award (#التبوي_المبادر) meaning 'Initiator Educator', and then filling out the nomination application form on the website of the Award (www.ha.ae).

Dr. Khalifa Al Suwaidi, member of the Award Board of Trustees, the Coordinator-General of the Adjudication Committees stated that the idea of the initiative came from His Highness Sheikh Hamdan bin Rashid Al

Maktoum, Deputy Ruler of Dubai and UAE Minister of Finance and the sponsor of the Award, who reacted positively with the Year of Giving, by establishing the Initiator Educator prize for this year only, in order to achieve the second objective of the Year of Giving, namely, enhancing the spirit of volunteering and its specialized programs enhancing in the all segments of society, to enable it to offer real services to the UAE society and getting use of its competencies in all fields.

"The initiative targets all the individuals working in the general and higher education institutions in the UAE, in both government or private sectors. The only condition stipulated for participation is that the initiative may not have won any previous prizes, given that the works will be received online. The deadline for submitting the applications is the end of next February.

As for the value of the prize and honoring, the member of the Award Board of Trustees said: "Announcement about the winners will be at the time of the press conference

The initiative idea came from HH Sheikh Hamdan bin Rashid, who reacted positively with the Year of Giving.

The prize encourages best voluntary initiatives in general and higher education at government and private institutions

The prize is distributed to 3 winners, provided that the name of voluntary work is registered under the hashtag adopted by the Award

scheduled for announcing the results for Hamdan Award in March, 2017, where 3 winners will be honored by His Highness Sheikh Hamdan bin Rashid Al Maktoum, the sponsor of the Award at the closing ceremony in April. Each winner will obtain an armor, certificate and a prize with a value of AED 30,000." The work in the Year of Giving is concentrated on 3 main objectives: enhancing the community responsibility in the institutions of private sector to perform their role in serving the country, contributing in its developmental march. The second aim is to enhance the spirit of volunteering and its specialized programs in all the segments of society. The third one is to enhance the service of the nation in the new generations, as one of the most important characteristics of the Emirati Personality, in such a way that the country service shall be always escorted with the love of the country, which has been enhanced across the decades in the hearts of the Emirati people and the residents on this land.





Within the 'Weekend' Program

Hamdan Award Develops the Talent of 30 Students

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance developed the talent of 30 gifted students in the 'Weekend' program, organized during the first academic semester holiday, wherein the Award provided scientific and literary programs for the gifted students from grades 4-12. The program also provided the students with chance to practice the activities that develop their talents, and fulfil their undiscovered needs inside the ordinary classroom environment.



Dr. Mariam Al Ghawi, Director of Gifted Welfare Department in the Award said: "The Award is keen to develop the scientific and cognitive skills of gifted students, and to highlight their talents at the regional and international levels, through the enrichment activities to gifted students. It also aims at qualifying them to participate in local and international competitions, through Hamdan bin Rashid Al Maktoum Center for Giftedness and Creativity, which includes about 200 Emirati students from the different schools of the UAE."

About the program which the gifted students joined, Dr. Al Ghawi stated that: "The students were trained on Lego at different levels, to simulate their innovations in finding solutions for problems related to natural disasters that the human being may face, and how to invest the robot in facing these disasters, within the scientific program 'STEM', which aims to create an educational environment for the participants during the period of the weekend holiday, in addition to developing their skills, creative and scientific potential."

Research and Design

She indicated that the program seeks to provide the students with various scientific skills, the most important of which are research, design and implementation, besides to providing them with robot skills and enhancing education through teamwork, sharing ideas, managing projects and finding creative solutions for problems, as well as providing the students with the arithmetic skills and the basics of calculating speed and time, and enhancing the skills of using the applications related to design and accounts.

"Weekend program included a literary program under the title 'Reading Nation' through which 'Adventure with a Book' was launched, during the program, the gifted students conducted field visits and interacted with the people through social media communication means. The program is concluded by the publication of a book written by the participating students to enhance the reading skill



Dr. Mariam Al Ghawi

Progress

Hamdan Center for Giftedness and Creativity aims to achieve progress in the quality of support offered to gifted students in the UAE. It targets the public and private educational students to whom the standards of the Award are applied, in addition to the teachers, and psychological specialists. The Center obtained the first rank at the level of the UAE in the First Lego Championship of Robot, which was organized by the Ministry of Education, in participation with Abu Dhabi Education Council in the Emirates National Schools in Sharjah.

and make the students travel through the different types of reading by the pages of books, in addition to recognizing the authors and their innovations through their writings."

3 Stages of Implementation

Al Ghawi added: "There were three stages for the implementation of the Reading Nation program each stage is considered as a result for the other, through targeting the historical narration for the literature, book, and knowledge from the contemporary present era, targeting in each stage a set of books, characters and topics in such a way to be able us to influence and convey knowl-

edge innovatively." "The goal of Reading Nation" is to qualify individuals who enjoy creative reading and writing, enhance and instill the value of the book and acquainting with some strategies related to creative reading and writing, and important scientific and literary writings. Among the objectives is to recognize the role of reading and writing in developing thinking and intellect and excluding extremism, in addition to its role in the prosperity of civilizations and renaissance of nations. It also targets providing the trainees with the strategies of creative reading and writing, and spreading the culture of creative reading and writing in the individuals of society, besides to investing the creative reading and writing strategies in making special writings for the trainees."

Poetic Voice

She stated that Hamdan bin Rashid Center for Giftedness and Creativity hosted the poet, Ibrahim Mohammed Ibrahim, who obtained the 'Emirates Appreciation Award' in 2009, having more than 15 poetic collections, representing the harvest of 3 decades that poet spent moving different styles of poetry, dedicating his young voice among the new several poetic voices that accompanied him since the early 90s, when he published the first poetic collection in 1990 under the title 'Renaissance of Paper'. The poet talked to the gifted students about his talent and how he developed it, referring to his several successes.

Dr. Mariam Al Ghawi stressed that providing care for gifted students is one of the top priorities that the Gifted Welfare Department in the Award seeks to achieve in the optimum way, through its programs that are summarized in discovering gifted students, then offering the oriented and necessary care to them in an attractive and distinguished educational environment. She assured that gifted students represent the real wealth of the country. They need unified efforts to take care of them by the parents, educational institutions, and society.

Scientific and literary program with activities to elevate the talents of students and develop their skills

Training on "Lego" to simulate innovations in finding solutions for the problems

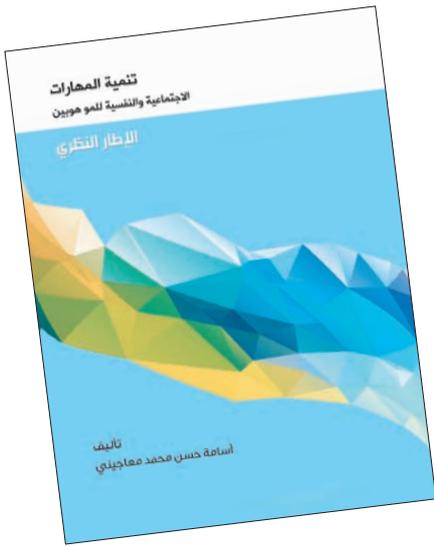
'Reading Nation' aims to qualify individuals who enjoy creative reading and writing

The students acquainted with the talent of the poet, Ibrahim Mohammed Ibrahim and his style in developing it



A Book Published by Hamdan Award as One of the Most Important Projects in National Plan

‘Developing Social and Psychological Skills of Talents’ Provides Institutions with Scientific Approach



Faten Matar - Dubai

Authored by Dr. Osama Hassan Mohammed Maajini, the 'Developing Social and Psychological Skills of Talents' book fulfills the need of the Arab and local society, enriches the educational field and teaching library in the Arab World, and provides the specialized and interested institutions in giftedness with effective scientific approach. The book, which was written by Dr. Maajini under the assignment of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance, is deemed one of the important projects within the National Plan for Sponsoring Giftedness.

Dr. Jamal Al Muhairi, Vice Chairman of the Board of Trustees, the Secretary-General of the Award said: "Based on its responsibility towards the community and the educational institutions, Hamdan Award is quite keen to support everything that would upgrade the services offered to gifted students, and provide them with comprehensive care, being one of the leading institutions in the field of sponsoring giftedness locally and regionally." "The Award was successful in hiring Dr. Osama Hassan Mohammed Maajini for preparing the requested program that he accomplished perfectly. He is specialized in gifted education, who works as associate professor of Giftedness and Mental Excellence, Department of Special Education, and Deputy Dean of the Faculty of Education for Higher Studies and Scientific Research, King Abdulaziz University, Jeddah. He is considered one of the best specialized Arab academic cadres in this field," Al Muhairi added, hoping that the book would be a scientific reference for the educational field, educational institutions and those who are interested in developing gifted education. The book tackles the definitions of the giftedness and gifted students, their traits, characteristics, needs and problems; how to recognize and spot them; their programs and the interest given to them

Types of Curricula

The curricula of gifted students are varied. There are ready curricula, presented by publishing houses, others prepared by the teacher who is taking over the responsibility of teaching gifted students, and third one which depends on self-education of the student from several resources, such as publications, films, or specialized persons. There is a curriculum which depends on an advanced educational module, along with the modules of the ordinary curriculum, or independent but has relation with it, or different from the modules of the book, another curriculum depends on a set of accumulative integrated educational modules, whether in one topic or in different modules, as well as a set of integrated modules and different various topics, and a specialized book that forms the set of the educational modules.

in the Arab World; training and qualifying their teachers and the previous studies about them.

The UAE Experience

The author threw the light on the leading UAE experience in the field of sponsoring giftedness. He said: "Taking care of this segment has started to take a great space and obvious activity by the officials of education. The ideas started by establishing pioneer model schools that concentrate on the category of gifted students, such as Al Ghazali Model School. Then the pioneer model schools were generalized in a number of the emirates of the State. The mission of supervision, follow up, and tak-

ing care of them and guide them, besides to enlightening and guiding their families and teachers, and providing the suitable family and educational environment to develop and smoothen their talents, in order to assist them to progress, the thing which contributes to developing the community. Therefore, many countries and peoples took care of talents to be the future scientists, inventors, leaders, authors, and artists, through sound planning, organization, and implementation with high level of quality to sponsor them.

The author explains that the gifted segment is considered an important source and a great value to the society at present and in the future, as their high mental potentials represent a fertile field that contributes to solving lots of general problems facing local society. Thus, it was obligatory for the communities that look for a position among the advanced nations to take care of talents, invest and their potentials so as to become among the productive communities, not just consumptive, affected and marginal communities.

Efforts

The author stresses the fact that the Arab World is in bad need to pay attention for studying all the aspects related to giftedness. Therefore, it is necessary that the exerted efforts in this field occupy an

advanced position in the list of the priorities of the educators, counselors and workers in the field of family, education and human resources to shed the light on the methods of discovering, sponsoring them, as well as investing their talents and innovations in a way that contributes to developing the community and insures its security, stability and future.

“when we talk about the social and psychological skills related to giftedness, we mean the skills that have not got the proper care by the educational sector. This is attributed to the lack of guiding and training programs that seek upgrading the level of the talents in the educational field in general, and the social and psychological skills in particular. This, in turn, would assist them in eliminating the psychological, social and academic pressures resulted by the incomprehension of the officials who are responsible for taking care of them in the educational process.”

The author stresses that taking care of the gifted students should not be limited only to providing educational and health care to them and facilitating the opportunities of living; rather, it should extend to take care of their social and psychological aspects and working on developing and upgrading them. The characteristics of the social and psychological character are the ones that assist individuals to look at their achievements, either success or failure, in light of the potentials they have, what efforts they exert, the diligence to achieve their goals, and the aspired results. Here, the learners can be assisted to get use of their potentials, and the suitable environment can be prepared along with educational and psychological climate for the growth of the emotional – social aspect and their traits of positive character. Hence, psychologist took care of studying the human behavior in general, and studying the motivations that stir the human beings and direct them to perform their role in life in particular. These motivations have been occupying a main position in all the psychological



systems offered by psychology so far. On the other hand, taking care of talents entailed more studies about their social and psychological characteristics, and the assisting factors for their excellence, even if attention had been paid, for a long time, on the mental aspects in explaining the high attainment and excellence of those excelled students, and prediction of their success. After that, it turned out that the basis of mental potentials only is surrounded by risks. It was shown that a number of the high intelligent students had attainment less than mental level, the thing which indicates that there are non-cognitive factors of great importance, lurking beneath excellence in academic attainment.

School Curricula

The book indicates that the school curricula are still concentrating on the cognitive aspect. Watching what is going on in classrooms reveals a flood of facts, equations, lists, places, and dates that the teachers deliver in their lectures, without the least attention of the emotional-psychological aspect of the teaching-learning process. What is mentioned before shows that the differences among individuals are not only in their cognitive potentials, but also in their social and psychological characteristics.

The theoretical literature related to the program discusses the development of the concept of giftedness and the other concepts related to it, in addition to the relationship between talent, the social-psychological concept of giftedness, the dimensions that form it, and the different features on which it is based.

Definition of Giftedness

As for the definition of giftedness and excellence, the author explains that the schools' definitions varied about according to their different look to its constituents and the factors affecting it. The Arabic and English Dictionaries agree that it is linguistically speaking, an exceptional energy, or primitive extraordinary readiness by the individual. While the word, excellence, comes as synonym in the meaning to giftedness, meaning an inherited or acquired energy, be it mental or physical.

Educationally or terminologically speaking, there is no general definition agreed on by researchers, educators and other concerned parties, besides to the state of confusion and ambiguity in using different vocabularies to indicate the extraordinary ability or performance in one of the fields, and there is no difference in that between the academician or otherwise. It is accustomed to use utterances such

as (gifted, excellent, creative, distinguished...etc.) in one meaning or different unassigned meanings. It is obvious that this situation is making the researchers and educators' mission more complicated in determining the concept of the giftedness and excellence from the educational aspect.

About the characteristics of talents, the book mentions that the studies related to education and sponsoring giftedness confirm the importance of recognizing them, and the necessity to make the student, family, and school aware of them. Many studies were carried out to recognize the characteristics of the gifted and excellent segments, among which is Terman Study, which is considered a leading study in this field, followed by Hollingworth and Torrence study. It should be noted that the variety of criteria and standards adopted in determining who is the gifted has led to the variety of these characteristics. There are characteristics for the gifted related to intelligence and academic attainment, and characteristics of gifted students form the creative aspect.

Emotional Stability

The book draws the attention to the fact that gifted and excellent people are not less than their ordinary peers in terms of emotional stability. Studies indicate that the rate



of harmony at the gifted and excellent is higher than that at the ordinary students. In addition, other studies indicated that some social characteristics, such as honesty, and self-dependency and self-confidence are among the positive characteristics that are repeatedly existing in the gifted and excellent segment, more than the repeated negative characteristics.

It stresses that the importance of recognizing the behavioral characteristics of the gifted student contributes to self-discovery and determining the fields of interest, as well as reducing the problems and suffering that the gifted may face as a result of lack of understanding by others, and lessen the effect of the sarcasm by peers.

Furthermore, the awareness of the family, and recognizing the characteristics of its gifted child contribute to developing its potentials on noting these characteristics and deal with them positively, noticing the characteristics of giftedness at the child, observing them for the purpose of development and progress and avoid the wrong practices that may hinder their refinement. Such awareness also helps enhance the child's characteristics of giftedness through providing resources, and enriching the supportive surrounding for the field of distinction, in addition to guiding the child to the suitable activities, nominating them to the educational programs related to giftedness, cooperating with the educational institution in teaching, nurturing and directing the child's potential.

Giftedness Programs

About the giftedness programs, the book mentions that the general education programs applied in the ordinary schools are of group nature, assigned for all the students, regardless of the individual differences among them. They do not observe special needy students (in all their categories). In addition, the teachers, who teach these curricula do not enjoy special qualification to teach gifted students. The gifted programs need planning through preparing a prior study



to assign the trend, goals, philosophy, and objectives of these programs and to determine if they are prepared for upgrading the students' level of giftedness so as to get use of their education and training for the service and development of society.

The book stresses that the gifted child has special priority to get special care, similar to other students with special need in the educational institutions. Therefore, it was fair to provide gifted students with special education, that has special educational programs, different in their goals, curricula, methods of teaching, teachers and philosophy from that offered to ordinary students. The reason is that these

programs dedicated for gifted students seeks enriching them much larger, whether they were in the ordinary classes, special classes, or in special schools of their own. They also allow gifted students to join the school quickly and finish it in a less time than the ordinary students.

Training and Qualifying Teachers

The author, Dr. Maajini, stressed the importance of the teacher's role in taking care of gifted students. He concentrated on the main needs of the successful teacher in teaching the gifted students, including:

- The teacher's deep understanding of the potentials and skills of gifted students, in or-

der to be able to form educational experiences stemmed out from their needs, to motivate them. This role emerges in raising the questions that provoke the students rather than providing them with ready answers.

- The teacher's ability to offer the suitable works and tasks in a certain way. The teacher's knowledge of the child's growth help them discover their potentials in special fields, such as studying children drawings in consecutive stages.

- The ability of the teacher to analyze the obstacles that prevent the student from fulfilling his/her needs, or provoke inside him certain conflict, and provide the students with the chances to outlet these conflicts that they suffer from.

There are personal traits and characteristics for the teachers of gifted students. Teachers should be positive i.e. deal with the students in their capacity as individuals, and respect the individuality of the person, and to be an example for the students. Teachers should spend long times with the students outside the classes. They should also be enthusiastic, reactive, and unbiased. It is essential to treat their students equally, and work on enhancing the students' creative behavior in case it happened. As well, their lectures should be vital and interesting.

Characteristics

There are general common characteristics for the teachers of gifted students. They can be enlisted in the following points: The mental potential is above the medium, deep and developed knowledge in the field of specialization, moral courage in saying (I do not know), strong feeling by personal security, well organization and prior preparation, knowledge in the field of student guidance and skillful ability in practicing it, skills of communication and diplomacy, educational qualification and practical training. As for the characteristics of the good teacher, as seen by the talented themselves, they are: dialogue, discussion, maturity, field experience, excellence, order and discipline, and extended imagination.