

# The social-emotional domain

## Key points for school leaders and teachers

### High potential and gifted education



## Background

These key points are adapted from Dr Susen Smith's social-emotional domain discussion paper (2020) and are underpinned by the [High Potential and Gifted Education \(HPGE\) Policy](#) and [Revisiting gifted education](#). The overview describes research and practices which may be used to support high potential and gifted students in the social-emotional domain.

## Main points

**The social-emotional domain of potential refers to natural abilities in self-management and relating to and interacting with others**

It is the **relative ease, speed and often early age in learning** which distinguishes high potential students from age peers.

According to Gagné (2020) indicators of high potential in the social-emotional domain include:

**perceptiveness, empathy, social ease, tactfulness, influence, persuasiveness, eloquence, leadership and charisma.**

**Positive expressions of high potential in the social-emotional domain vary**

Students may be school or class leaders, student representative council members, debaters, young entrepreneurs, fundraisers, or social justice advocates.

Gagné proposes that positive expression of the social-emotional domain can be evident in a range of areas such as teaching, leadership, advocacy, philanthropy, social work and healthcare.

**High potential in the social-emotional domain can be expressed negatively**

Misdirection of abilities, and risk factors such as disadvantage, may lead to negative competencies and destructive pursuits in this domain. Meeting students' needs through prosocial experiences can reduce this risk.

### Talent development requires evidence-based practices and programs

Deliberate, evidence-based, systematic talent development practices and programs are required to maximise a student's potential in the social-emotional domain so it translates into high performance.

Evidence-based strategies include:

- high expectations
- challenging learning tasks
- explicit teaching for new learning
- deliberate practice in real-world contexts
- social-emotional learning (SEL).

### Opportunities for talent development in the social-emotional domain exist in, across and beyond classroom and school settings

**In the classroom**, teachers can promote a growth mindset, and develop students' skills through:

- [ACARA's Personal and Social Capability learning continuum](#)
- differentiated SEL programs
- the PDHPE syllabus and department approved elective courses.

**In and beyond the school**, programs can include:

- peer mentoring
- peer mediation and buddy programs
- student representative councils and leadership opportunities
- mentorships and internships
- community projects
- career pathway support.

**Together ..... let's look for **high** potential, so we can develop the talent, and make the difference!**