

High potential and gifted education P-12

Introducing the social-emotional domain - a discussion paper for school leaders and teachers

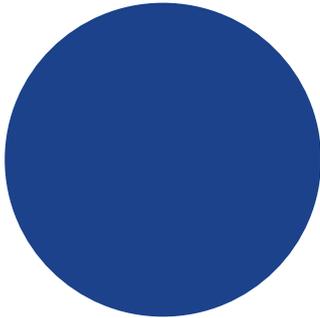


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Adapted: Social and Emotional Learning for High Potential and Gifted Students in the Social-emotional domain, Dr Susen R Smith 2020 | GERRIC Senior Research Fellow, UNSW

| Introduction

This paper is a synthesis of the research and practice associated with educating and supporting high potential and gifted students in the social-emotional domain. It has been developed to supplement the [Revisiting Gifted Education](#) literature review.

The NSW Department of Education [High Potential and Gifted Education \(HPGE\) Policy](#) 2019 is underpinned by the Revisiting Gifted Education Literature Review 2019. The Department utilised and adapted [François Gagné's Differentiated Model of Giftedness and Talent \(DMGT 2.0, 2009\)](#), which describes 4 domains of potential: creative, intellectual, physical, and social-emotional.

While this paper focuses on the social-emotional domain, it is important to note that the 4 domains do not stand in isolation rather, they relate to and interact with each other.

| What is the social-emotional domain?

The [social-emotional domain of potential](#) refers to natural abilities in self-management and relating to and interacting with others.

According to Gagné's DMGT 2.0 (2009), students who show high potential and giftedness in the social domain typically demonstrate natural high ability in perceptiveness, interacting, social ease, tact, influence, engagement, eloquence, and leadership. With the inclusion of emotional intelligence (1966 in Bar-on, 2009), the definition also encompasses competencies such as empathy, help-seeking, self-awareness, regulation of emotions, awareness of own and other's feelings, and emotions (Mayer et al in Alabbasi et al., 2020; Zeidner, 2017), as well as the ability to set and attain goals.

The NSW Department of Education summarised the following [signs of natural abilities in the social-emotional domain](#) adapted from the work of Gagné (2009, 2020) as: **perceptiveness, empathy, social ease, tactfulness, influence, persuasiveness, eloquence, leadership, and charisma.**

| Why is the social-emotional domain important in education?

Research suggests that high potential in the social-emotional domain can have a positive effect on learning, achievement, and psychosocial growth (Cross et al, 2017). This has implications for identifying the needs of students with high potential in this domain, and the need to explicitly teach social-emotional learning. Appropriate support and opportunities should be provided in schools to optimise talent development.

Learning based on self-awareness of strengths, self-regulation, and goal setting within constructive and collaborative learning environments helps to build social-emotional competencies, such as self-efficacy and resilience. Meeting the needs of high potential and gifted students on a cognitive and social-emotional level can meet holistic needs, and reduce disengagement, underachievement, and disadvantage. (Smith, 2020).

Development and growth of competencies in the social-emotional domain explored in this paper, are supported by these policies, frameworks, and documents.

High Potential and Gifted Education Policy, NSW DoE (2021), statements 1.5, 1.1-1.4

Revisiting Gifted Education literature review, NSW DoE (North & Griffiths, 2019)

School Excellence Framework, NSW DoE (2017); Wellbeing/Learning Domain

Wellbeing Framework for Schools, DoE (2015)

Syllabuses, including PD/H/PE and department approved electives

ACARA's Personal and social capability, (2016); self-awareness, self-management, and social awareness

Collaborative for Academic, Social and Emotional Learning (CASEL) framework.

| What does the research tell us about the social-emotional domain?

Gagné defines different domains of giftedness, of which being *Gifted Socially* (GS) is one such domain. Gagné believes that natural abilities can be nurtured through the process of talent development and that talents will emerge due to the influence of 'catalysts'.

Catalysts may include age, practice, scaffolding, resources, chance, or level of challenge provided. This talent development process involves movement from novice to expert, and it is the ease and speed at which this occurs that provides evidence of high potential (Gagné, 2020), as shown in the adapted model below (Image 1, NSW DoE, 2019).

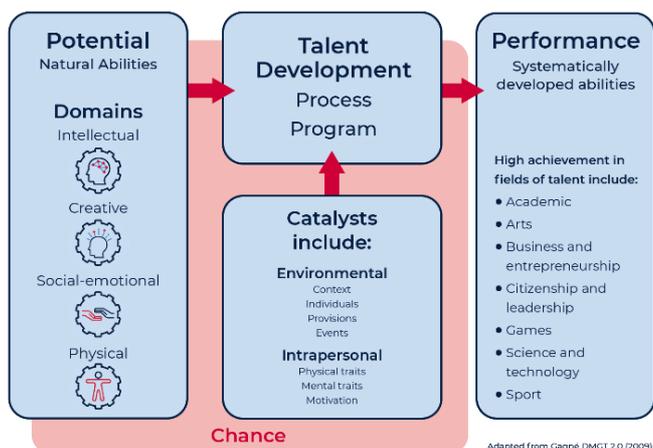


Image 1 – [Gagné's Adapted Differentiated Model of Giftedness & Talent \(DMGT\) 2.0, 2009](#)

The range of research conducted on social giftedness and emotional abilities is summarised below. When combined, they fully define the social-emotional domain.

- **Emotional intelligence** can be summarised as the capacity for emotional reasoning and the ability of emotions to enhance thinking (Goleman, 1995; Mayer et al., 2004, in Abdulla Alabbasi et al., 2020). Bar-On and Maree (2009) added competencies, such as awareness of feelings and emotions in oneself and others, controlling emotions, self-motivation, resilience, and optimism. These are aligned with the [CASEL](#) (2020) and other wellbeing frameworks.

- **Social intelligence**, historically termed *interpersonal intelligence* by Gardner (1983), includes the traits of communication, collaboration, teamwork, and leadership. Kihlstrom and Cantor (2011) stated that it involved insightful awareness of others' emotions, personalities, and social cues. Thorndike (1920 cited Kihlstrom and Cantor, 2011) defined it as being wise, understanding, and sensitive when managing others or engaging in social interactions. Jarecky (1959) extended this definition by adding productive relationships, while Cantor and Kihlstrom (1987) added social knowledge.
- **Social giftedness** (in the *social domain*) was first explored by Porath (2000), who included empathy. Sharma (2012) stated that '*social giftedness* is an ability to empathise with others, to seek justice for others and to work for a common good' (p 202). Furthermore, those with high potential in the social domain can be sensitive to self and others in any social situation (Gagné, 2009, 2010, 2020). A student who is *socially gifted* can be nurtured, for example to become an exceptional leader, orator, artist or actor, depending on which field they pursue, though not all with high potential may become eminent in their field (Olszewski-Kubilius et al., 2020).

In conclusion, research underpins the focus on the social-emotional domain in supporting students in achieving their educational potential (Education Act, NSW, 1990).



| How do we find high potential in the social-emotional domain?

Research in gifted education has traditionally focused on cognitive or intellectual giftedness, and then the associated social-emotional needs of these students (Gross, 2010; Zeidner & Matthews, 2017). This research explores competencies or observable characteristics as separate areas, for example:

- leadership, emotional empathy, and ethical sensitivity as separate domains (Bar-On & Marea, 2009; Lee & Olszewski-Kubilius, 2006)
- social relationships (Gross, 2010)
- perceptiveness (Gagné, 2010; Bar-On & Marea, 2009)
- empathy and moral reasoning (for example Hay et al., 2007).

Understanding of high potential and giftedness in the social-emotional domain can vary between cultures. School leaders and teachers should consider this when seeking to find high potential in this domain.

Based on this research, the [signs or indicators of high potential](#), and [characteristics](#) can be summarised as follows (see Image 2, below):

Social competencies include an individual's ability to articulate thoughts, feelings, and behaviours with positive outcomes for the individual and their relationships with others (de França-Freitas et al., 2014).

Gagné (2020) describes the natural abilities in the social domain as having:

- perceptiveness and manipulation
- empathetic and diplomatic communication
- ease and tact in social interactions
- eloquent, influential, and persuasive leadership.

Verbal dexterity, interpersonal sensitivity, perceptions of others' feelings, wisdom, active listening, clear knowledge transmission, evaluative adviser, and self-management have also been identified (Gagné, 2020; Lee & Olszewski-Kubilius, 2006; Olszewski-Kubilius et al., 2020).

Gagné's DMGT (2020) includes social influences in the *environmental catalysts* that come into play during the talent development process through educational, familial, peer, and community interactions and relationships.



Social-emotional domain of potential refers to natural abilities in self-management and relating to and interacting with others.

Signs or indicators of high potential: perceptiveness, empathy, social ease, tactfulness, influence, persuasiveness, eloquence, leadership, and charisma

Characteristics

- self-advanced organisational and management skills
- advanced social and communication skills
- emotional stability
- empathy
- demonstrated leadership and decision-making skills
- resilient and self-aware
- foresees consequences and implications of decisions
- respected by peers
- self-confident
- task analysis and backwards mapping abilities social justice advocacy

Image 2: social-emotional domain definition, signs and characteristics, DoE 2021

High potential in the social domain may be exhibited as a talent in a range of fields, such as acting, media, politics, and entertainment (see Table 1, below, Gagné, 2020). High potential students in this domain may, but not always, demonstrate indicators and characteristics with greater ease and speed than their peers. It is the ease and speed to which a student learns that provides evidence of high potential (Gagné, 2020).

Positive competencies and constructive expressions of students who have high potential and giftedness in the social-emotional domain are characterised by:

- heightened awareness
- multi-faceted sensitivity
- deep empathy
- explicit vocalising
- profound understanding of morality and ethics
- positive perfectionism.

Self-assessment, self-reflection, and feedback through metacognition (thinking about thinking), helps guide student choice, promote engagement, and engender self-regulated learning, which, in turn, supports student achievement (Smith, 2017a, 2017b).

Positive traits and behaviours are typically exhibited by high potential students in the social-emotional domain, however, these can be dependent on the learning environment. A combination of high social and emotional competencies can lead to a better quality of life, increased psychosocial health, rewarding relationships, and higher academic success (de França-Freitas et al., 2014).

Importantly a positive level of adjustment occurs when these students have their personal and learning needs met and they are supported to flourish and achieve highly (Subotnik et al., 2011; Lubinski 2016).

Gallucci et al (1999) present a view that high potential and gifted students are at least as well-adjusted as their peers.

High potential in the social-emotional domain can also **mask underachievement in other domains of potential.**

Advanced psychosocial skills, such as growth mindsets, motivation, and persistence, can support talent development (Olszewski-Kubilius et al., 2020).

These positive characteristics also contribute to the **ability to cope**, balance interests and views of self and others, and develop well-being of self and others (Baltes & Staudinger, 2000).

High potential students in the social-emotional domain can develop negative competencies and destructive expressions for a range of reasons. Gagné (2009) describes the effects of environmental and intrapersonal catalysts on the talent development process.

Environmental factors include:

- lack of opportunity – remote or isolated location, low socio-economic background
- social and/or cultural norms or expectations
- influence of significant others (family, teachers, peers, role models), resulting in a ‘forced choice dilemma’ where students are torn between acceptance and the pursuit of high achievement (Jung et al., 2012)

Table 1 – Gagné (2020)

Positive characteristics can be exhibited in the following ways	
<p>as students:</p> <ul style="list-style-type: none"> ○ class or school leaders ○ student representative council members ○ school team debaters ○ entrepreneurs (in or beyond school) ○ empathetic fundraisers ○ social advocates 	<p>in the future:</p> <ul style="list-style-type: none"> ○ teachers ○ orators ○ debaters ○ actors ○ ethicists ○ therapists ○ political leaders ○ social influencers ○ community leaders ○ philanthropists ○ social workers ○ medical staff

- lack of access to appropriate provisions to meet needs, such as enrichment, grouping, acceleration
- significant events or trauma.

Intrapersonal factors may result in:

- underachievement
- challenging behaviours and attitudes
- disengagement and withdrawal
- school refusal
- psychological vulnerability
- questioning of authority
- low self-esteem or low resilience.

School leaders and teachers can play a significant role in proactively supporting high potential students who may be demonstrating negative competencies and destructive expressions. Importantly, these competencies and behaviours are malleable and teachable (Olszewski-Kubilius et al., 2020). Therefore, negative behaviours and expressions can be explicitly addressed to develop more positively through:

- **explicit teaching of targeted social-emotional skills** at point of need

- **an understanding of maladaptive perfectionism** and focus on social-emotional learning that promotes a growth mindset, goal-management, and positive self-concept
- **an understanding of asynchronous development** across and within domains, and holistically providing appropriate strategies
- **recognition of forced-choice dilemma** and sensitively assisting the student to manage this
- **targeted talent development programs and processes** that address self-regulation, resilience, anxiety management, persistence and perseverance, goal setting and organisation.

In summary, high potential in the social-emotional domain can be manifest through positive and negative indicators (Image 2, p5). Social-emotional skills can be explicitly taught to all students, including those exhibiting negative behaviours.



| Can we or should we measure or assess high potential in the social-emotional domain?

Emerging research highlights the significance of assessing and identifying the needs of students with high potential in the social-emotional domain (Kihlstrom & Cantor, 2011).

De França-Freitas et al. (2014) reinforced the importance of a multidimensional approach to assessing students' domain-specific social skills and needs. Hence, any form of assessment and identification should be **domain specific** to relevantly connect the characteristics and behaviours of these students with the appropriate educational or social-emotional interventions (Olszewski-Kubilius et al., 2020).

Informal and formal assessments, such as strength-based scales and behaviour rating scales, are available and can be used to support assessments, if required. However, some assessments can be inadequate for assessing social and emotional competencies and are more difficult due to the subjectivity surrounding the indicators or signs.

Importantly, the [High Potential and Gifted Education Policy](#) 2019 states it is a **variety of objective, reliable and valid measures** (policy statement 1.2.1) within the school context that should be used to assess and identify the needs of high potential and gifted students in any given domain, including social-emotional.

These assessments should be considered in combination with:

- observing **signs or indicators, as well as characteristics**
- the **greater ease, speed and intensity** at which students develop them, compared to same aged peers
- **quality formative assessment, and teaching and learning opportunities** to find high potential (see Image 3, below).

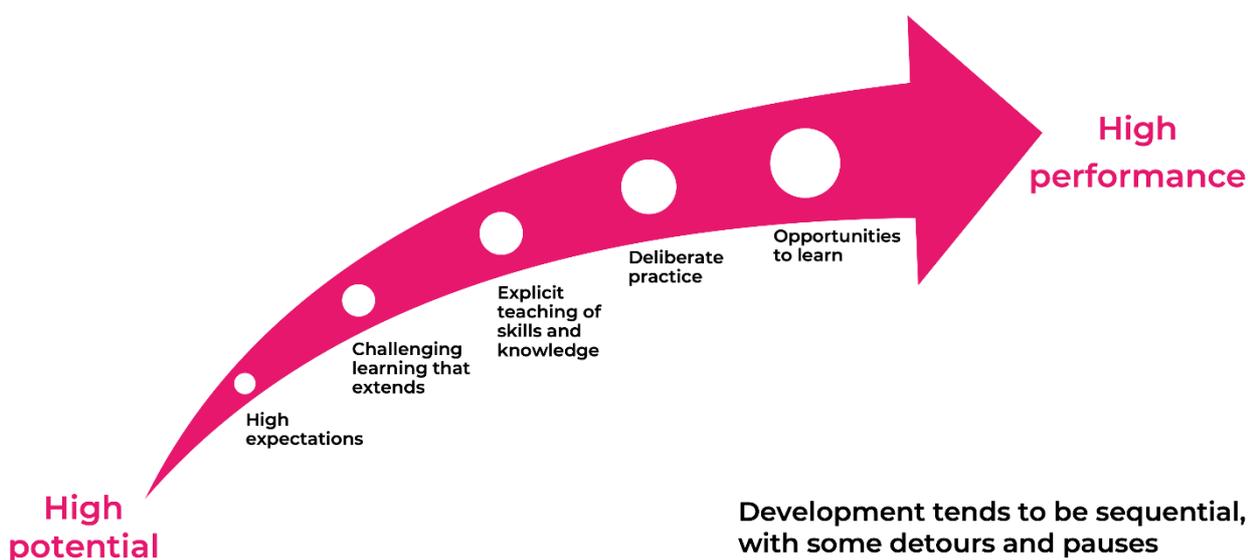
| How do we develop talent in the social-emotional domain in a school context?

A deliberate, evidence-based process or program is required to ensure a student's potential in the social-emotional domain translates into actual high performance. This is known as **talent development**.

Professor François Gagné (adapted DMGT 2.0) describes internal and external factors which can facilitate or hinder talent development. Key questions could include:

- Does the student possess resilience, a positive temperament, perseverance?
- Does the student have a disability that could impact on their talent development?
- Are there certain skills or gaps that need to be developed?
- Are there cultural/social factors that may support or impede talent development?

Image 3 – Talent development



- What are the impacts of family, peers, teachers?
- Which provisions have been put in place? How effective are they?

Social and emotional learning (SEL) is key in ensuring that all students, including those with high potential in the social-emotional domain, engage in relevant activities to extend and support the development of their social-emotional skills and understandings.

Based on several models and matching them to the CASEL and Wellbeing Frameworks, Smith (2020) produced a matrix to guide planning (**Appendix 1, pages 13-21**) for small groups, whole class, pull-out groups, and external enrichment programs, at the appropriate developmental level for all students.

Furthermore, the matrix is particularly relevant for high potential and gifted students in the social-emotional domain as it targets SEL competencies. For example, at Level 1, K-2 students are typically learning to cooperate, respect others or take responsibility for their actions, whilst at Level 4, students should be exploring growth through taking risks, developing tolerance for ambiguity, and nurturing their interests and passions (Olszewski-Kubilius et al., 2020).

High potential and gifted students in this domain are more likely to develop these competencies at a faster rate or earlier age than their peers. They therefore require SEL beyond what is expected of their age group. This matrix is not prescriptive but is a starting point for school leaders and teachers (see **Appendix 1 pages 13-21**).



School leaders and teachers need to develop **targeted and deliberate programs and processes for the talent development** of high potential and gifted students in the social-emotional domain. Components of these programs should include:

- **High expectations** from school leaders, teachers, peers, and the students themselves, ensure they maximise their potential. Self-reflection and feedback should promote social-emotional growth, develop a growth mindset, and assist in guiding student choices and promoting engagement.
- **Challenging learning tasks should extend students' social-emotional competencies.** Learning based on self-awareness of strengths, self-regulation during challenges and goal setting within optimal learning environments extend students' social-emotional skills (CASEL, 2015; Smith, 2017a). The level of challenge is determined through matching an individual student's initial levels of skill and knowledge with suitable pace of learning to reduce the possibility of boredom, social isolation or low self-esteem which may produce underachievement (Bar-On & Maree, 2009; Olszewski-Kubilius et al., 2020). This strategy also plays a key role in addressing negative competencies to redirect or transform talent into positive expression.
- The role of **formative assessment** is crucial in identifying the needs of these students. It assists school leaders and teachers to recognise those who may be at risk of disengagement. It allows teachers to identify impediments, and develop strategies to re-engage students, ensuring that their talent development trajectory continues.



- **Explicit teaching** maximises new learning of social-emotional skills at any level. While students with high potential in the social-emotional domain may display advanced learning compared to their age-peers, research indicates the benefits of explicit teaching for them when learning a new skill (Martin, 2017). The amount of time spent on explicit teaching is dependent on individual needs. Additionally, as Gagné (2020) suggests, high potential students will often master social-emotional competencies with greater ease and speed. Social-emotional development assists students to cope with stressors, manage behaviours, address maladaptive perfectionism, and effectively work with others, positively contributing to society.
- **Opportunities for deliberate practice** should be provided through a broad range of real-world contexts, in order for new learning to become automatic. Deliberate practice is purposeful, systematic and requires focused attention on the specific goal of improving performance. Varied contexts are important, for example considering the different ways one student might engage with problem-solving with a younger student, a peer, an older student, or an adult.
- **Opportunities to learn** must be provided to ensure high potential students in the social-emotional domain **extend their skills and knowledge**. These students require opportunities to apply their skills within the classroom, across the school and in the broader community.

Appendix 1 (pages 13-21) lists opportunities for students to practice, refine, extend, and apply their social-emotional skills and knowledge.



| What opportunities are available in the classroom?

Students should be encouraged to self-monitor learning by setting personal goals and actively participating in ongoing self-reflection. Teachers can also provide opportunities for student voice, offer choice and teach explicit lessons on self-management and self-awareness.

General classroom supports for this include:

- establishing a **classroom with an accepting learning environment**. This enables content to be enriched or accelerated as needed, learning processes to be scaffolded and more student-directed teaching can occur for social-emotional learning (Tomlinson, 2014; Smith, 2009, 2017b; Van Tassel-Baska, 2013)
- aligning to **syllabus frameworks and documents**, such as the current NSW PDHPE K-10 syllabus, whose content, across a range of key learning areas, supports differentiated, evidence-based teaching, including authentic opportunities to extend social-emotional skills and knowledge
- using the **Personal and Social Capability learning continuum** (ACARA) to assist in identifying skills across the elements of self-awareness, self-management, social awareness, and social management.

These opportunities within the classroom, especially differentiation, can be supported by **Appendix 1**, an amalgamation of:

- evidence-based programs
- syllabuses, including PD/HPE, and departmental approved electives
- ACARA Social and Personal Capabilities Learning Continuum elements.

These are organised into four (typical) developmental levels, of which high potential and gifted students would be working beyond in their strengths:

- Level 1 – Years K-1
- Level 2 – Years 2-4
- Level 3 – Years 5-8
- Level 4 – Years 9-12.

Important points to remember when viewing the matrix (Appendix 1):

- These 'levels' need to be viewed as more of a progression rather than fixed to specific year groups.
- Students should not be held back or pushed forward if their developmental level does not align with their year level.
- Asynchronous development is possible within the social-emotional domain. Students may demonstrate varying competencies in self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- The matrix facilitates talent development, and differentiated teaching and learning, particularly benefiting high potential students in the social-emotional domain. Consideration can be given to all competencies or focus on one, to cater for student strengths and complexities.

For example, a high potential Year 3 student:

- may demonstrate strength in emotional stability, resilience, and self-confidence (self-awareness) in advance of same-age peers. Evidence-based talent development can then occur by implementing strategies or providing opportunities from Levels 3 or 4, to extend and develop their talent, but
- may also be displaying less developed social and communication skills (social awareness) which might be developed by looking at Level 2 or even Level 1 strategies and opportunities.

Additional strategies include differentiation, purposeful grouping of students ([Revisiting Gifted Education](#), CESE 2019), enrichment and extra-curricular programs, advanced learning pathways, acceleration and curriculum compacting.

The [HPGE website](#) provides support in using these strategies.

What opportunities are available across the school?

Schools can ensure that talent development programs are in place so students can demonstrate, apply or develop high potential.

School programs that provide opportunity for talent development in this domain include:

- peer mentoring
- peer mediation and buddy programs
- Student Representative Councils and school parliaments
- student voice at staff meetings
- leadership of a group or extracurricular activity

These all provide **opportunities to learn** and encourage aspiration. While these activities may seem to preference older students, it is essential to ensure that opportunities are accessible to students from all backgrounds, and across all year groups in the school. Younger high potential students may require a little more support and explicit teaching, however, they need to be afforded the same level of opportunity (see **Appendix 1**).



| What opportunities are available beyond the school?

Opportunities within the school are not always possible. Perhaps a student is **highly gifted** in this domain, or there is limited scope in school to pursue their area of interest.

Opportunities beyond school may include:

- mentor/s from students' area of interest
- interest-based groups with other like-minded individuals, across schools or externally
- varied environments where students can develop talent
- student-led community programs
- internships
- expert discussion groups
- career pathway support, such as role models, counselling career choices, and mentoring for secondary students to plan and constructively work towards their career aspirations (Hébert, 2011; Jen et al., 2017).

Ongoing monitoring and evaluation, including student self-assessment, is essential in developing the sustainable effectiveness of any process or program in a school.

A proactive approach to establishing whole-school practices and programs that are embedded in school culture to support high potential and gifted students is the goal. This ensures smooth transitions from high potential to high performance, with appropriate levels of challenge and support resulting in personal excellence and optimised talent development.

| Conclusion

School leaders and teachers can effectively assess, identify needs, and support talent development of high potential and gifted students in the social-emotional domain. This can be achieved through an authentic and inclusive approach that is flexible, strength-based, deliberate, and developmental or growth-oriented (McCluskey, 2018).

Importantly, consideration of student diversity, their individual competencies, learning environments, and educational expertise are required when identifying needs of high potential students and planning social-emotional talent development programs, practices or processes.

'Now, more than ever, during these times of uncertainty, inequality and unrest, the world needs high potential and gifted students in the social-emotional domain and these students need the world so they can be empowered to express their social and emotional competencies in leadership empathetically and altruistically, attain achievements individually and collectively, create innovations collaboratively, and uptake entrepreneurialism, volunteerism, and philanthropy' (Smith, 2020).

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

| Appendix 1

Social-emotional domain – strategies and opportunities

This resource consists of three sections and is adapted from **Social and Emotional Learning for High Potential and Gifted Students in the Social-emotional domain**, pp 17-20, Susan R Smith 2020 | GERRIC Senior Research Fellow, UNSW

Section 1

This section identifies five broad skill areas in social-emotional learning – self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Strategies and opportunities are suggested but this is not an exhaustive list.

When planning learning experiences, the focus can be on a single skill or a combination of skills. The skill/s chosen could be based on the strengths of the student/s with high potential to develop their talent into high performance. Conversely, explicit teaching can be designed for areas of challenge.

Section 2

This section contains **additional support** based on the models of *Bloom and Krathwohl's Affective domain*, *Kohlberg's Stages of Moral Development*, *Erikson's Stages of Psychosocial Development* and the *ASSETT Model of Giftedness*.

NOTE: The content in Sections 1 and 2 is divided broadly into four levels cover a number of years each. These levels need to be viewed as more of a progression rather than fixed to the specific years listed. Students should not be held back or pushed forward if their developmental level does not align with their year level. Additionally, it is quite possible that they may be at different levels across the social-emotional broad skill areas: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Section 3

These **additional resources** can be used when planning learning sequences/units of work to develop high potential into high performance.

Section 1

<ul style="list-style-type: none"> ❶ Level 1 – Years K-1 ❷ Level 2 – Years 2-4 ❸ Level 3 – Years 5-8 ❹ Level 4 – Years 9-12⁴ 	<p>These levels need to be viewed as more of a progression rather than fixed to the specific year groups listed. Students should not be held back or pushed forward if their developmental level does not align with their year level. Additionally, it is quite possible that they may be at different levels across the social-emotional broad skill areas: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.</p>
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SELF-AWARENESS¹ The ability to understand one’s own emotions, thoughts, and values and how they influence behaviour across contexts. ⁶	
Sub-elements Priorities Capabilities²³	Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice Personal and social capability
Strategies	Opportunities
K-10⁵ <ul style="list-style-type: none"> ▪ Strengthening personal identity: building self-concept; building self-confidence; building self-esteem; self-evaluation; cultivating resilience; adaptability; perseverance ▪ Self-awareness: self-monitoring thoughts, feelings, and actions; developing greater control and responsibility for actions, feelings and behaviours; awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses; reflective practice ▪ Help-seeking: recognising when help is needed; accessing support and support networks 	
<ul style="list-style-type: none"> ❶ Developing a positive sense of self ❶ Empowered learning ❶ Accelerated learning 	<ul style="list-style-type: none"> ❶ Explore high potential and giftedness to accept self and asynchrony ❶ Think creatively and critically
<ul style="list-style-type: none"> ❷ Persistently facing challenges 	<ul style="list-style-type: none"> ❷ Delineate between self-concept and social self-esteem ❷ Celebrate own strengths and recognise own weaknesses
<ul style="list-style-type: none"> ❸ Using intrinsic motivation and accurately identifying own strengths and weaknesses to lead to curiosity development ❸ Moving from relationship management to self-management and self-awareness as adolescence approaches 	<ul style="list-style-type: none"> ❸ Allow students to delve into self-efficacy which is one key to self-regulation and intrinsic motivation
<ul style="list-style-type: none"> ❹ Developing a growth mind-set for social and cognitive growth ❹ Facing problems and using cognitive and affective abilities to find multiple solutions ❹ Analysing and synthesising problems and situations to select for the best outcomes ❹ Building intrinsic motivation and using divergent thinking fuelled by empathy to explore passions ❹ Mentoring and guiding passions toward relevant career choices ❹ Using innovative thinking and encouraging career choices that utilise talents for social and individual achievements/outcomes 	<ul style="list-style-type: none"> ❹ Use curiosity and divergent thinking to develop tolerance for ambiguity ❹ Develop self-efficacy ❹ Self-regulate and augment personal fulfilment through setting personal academic and affective goals, optimising quality of life ❹ Tap into the self-awareness of knowledge and activities that enthuse them ❹ Developing self-awareness from accepting mistakes as growth opportunities and to support achievement

SELF-MANAGEMENT¹

The ability to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.⁶

Sub-elements | Priorities |
Capabilities²³

Express emotions appropriately | Develop self-discipline and set goals | Work independently and show initiative |
Become confident, resilient and adaptable | Personal and social capability

Strategies

Opportunities

Strategies	Opportunities
K-10⁵ <ul style="list-style-type: none"> Emotion and stress management: recognising emotions; optimistic thinking; coping 	
<ul style="list-style-type: none"> 1 Realising different expectations of different contexts 1 Modifying discipline from external/reactive responses to internalised self-control, evaluation and reflection 	<ul style="list-style-type: none"> 1 Accept responsibilities 1 Small group learning 1 Self-motivation
<ul style="list-style-type: none"> 2 Managing own behaviours/impulses 2 Managing time 2 Planning goal-setting to advantage strengths and compensate for weaknesses 	<ul style="list-style-type: none"> 2 Make independent choices 2 Show initiative
<ul style="list-style-type: none"> 3 Identifying long-term goals 3 Strengthening self-regulation 3 Maintaining effort and interest despite adversity to lead to intrinsic motivation 3 Moving from relationship management to self-management 3 Using empathy to allow students to consider problems beyond self and nurture divergent thinking 	<ul style="list-style-type: none"> 3 Self-regulate by practising and refining complex skills 3 Work hard towards challenges 3 Persevere to solve complex problems as social-emotional experiences become more complex
<ul style="list-style-type: none"> 4 Enhancing achievement and self-management by identifying and modifying cognitive, social and affective processes for problem-solving 4 Connecting social awareness, relationships, and altruism to stimulate tolerance for ambiguity 	<ul style="list-style-type: none"> 4 Using empathy and hunger for knowledge to seek creative solutions to ambiguity 4 Attaining goals successfully by managing self 4 Using social/emotional strengths to nurture passions/interests

SOCIAL AWARENESS¹

The ability to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, and contexts. ⁶

**Sub-elements | Priorities |
Capabilities²³**

Appreciate diverse perspectives | Contribute to civil society | Communicate effectively | Work collaboratively |
Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia |
Sustainability | Civics and citizenship

Strategies

Opportunities

K-10⁵	
<ul style="list-style-type: none"> ▪ Communication; empathy-building; leadership and advocacy; social awareness 	
<ul style="list-style-type: none"> ① Discerning group goals ① Others' strengths and interests, and perspectives to support responses to external expectations of others ① Minimising conflict ① Maximising performance ① Learning how their choices affect others ① Respecting own and other's property ① Respecting boundaries 	<ul style="list-style-type: none"> ① Cooperate with teacher and with peers in small group learning
<ul style="list-style-type: none"> ② Refining personal and social awareness 	<ul style="list-style-type: none"> ② Take alternate viewpoints
<ul style="list-style-type: none"> ③ Increasing awareness of personal and other's space when making enquiries based on curiosity 	<ul style="list-style-type: none"> ③ Branch out of comfort zone ③ Complete interdisciplinary projects ③ Have exposure to advanced curricula/acceleration
<ul style="list-style-type: none"> ④ Setting goals using social awareness competencies ④ Managing time ④ Understanding the potential impact of passions to career, study, family, society 	<ul style="list-style-type: none"> ④ Learn from social/emotional mistakes ④ Explore ambiguities, paradoxes, and complexities in social contexts ④ Be socially aware of the influence of interests/passions ④ Apply knowledge, resources

RELATIONSHIP SKILLS¹

The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.⁶

Sub-elements | Priorities
| Capabilities²³

Understand relationships | Intercultural understanding | Personal and social capability | Difference and diversity

Strategies

Opportunities

K-10⁵	
<ul style="list-style-type: none"> ▪ Collaboration, inclusion and relationship building 	
<ul style="list-style-type: none"> ① Realising others' responses help in modifying behaviour 	<ul style="list-style-type: none"> ① Evaluate own interpersonal effectiveness
<ul style="list-style-type: none"> ② Realising their impact on others is multifaceted and fluid depending on own efforts 	<ul style="list-style-type: none"> ② Refine actions based on interactions with others, teachers, others ② Be considerate/seeing other's perspectives ② Be sympathetic and empathetic to others
<ul style="list-style-type: none"> ③ Moving from relationship management to self-management ③ Mentoring 	<ul style="list-style-type: none"> ③ Undertake leadership roles and responsibilities
<ul style="list-style-type: none"> ④ Setting relationship-building goals around interests and passions ④ Focusing goals on prosocial behaviours ④ Using feedback from others as a guide to inform interests, strengths, and achievement ④ Being motivated to build on interests 	<ul style="list-style-type: none"> ④ Use interpersonal and self-regulation skills to improve communication and collaboration ④ Explore ambiguities, paradoxes, and complexities in social relationships in varying contexts

RESPONSIBLE DECISION-MAKING¹

The ability to make caring and constructive choices about personal behaviour and social interactions across diverse situations.⁶

Sub-elements | Priorities |
Capabilities²³

Make decisions | Negotiate and resolve conflict | Develop leadership skills | Ethical understanding

Strategies

Opportunities

K-10⁵

- Decision-making and problem-solving: information-gathering; finding solutions to problems; analysis; time management; goal-setting and tracking

- 1 Accepting responsibilities
- 1 Modifying discipline from external/reactive responses to internalised self-control, evaluation, and reflection
- 1 Small group learning

- 1 Self-motivation
- 1 Success in the school community

- 2 Refining personal Emotional Intelligence decision-making processes and actions by considering others
- 2 Understanding the link between responsible decision-making and self-esteem
- 2 Being sympathetic and empathetic to others
- 2 Problem-solving may need scaffolding

- 2 Create multifaceted approaches to complex problem-solving
- 2 Make ethical decisions
- 2 Deciding the most appropriate behaviours/ responses

- 3 Judge own ability for task completion/learning self-efficacy

- 4 Creating time, goals, and structures to support decision-making
- 4 Analysing and problem-solving in step-by-step process, gradual, not rushed decisions that can be regretted
- 4 Connecting to creative and altruistic interests and community service programs to help achieve optimal potential and quality of life

- 4 Engage peers and others to inform their refined approaches to problem-solving
- 4 Make responsible decisions to achieve meaningful goals successfully
- 4 Setting purposeful goals relevant to the context

Section 2

<ul style="list-style-type: none"> ❶ Level 1 – Years K-1 ❷ Level 2 – Years 2-4 ❸ Level 3 – Years 5-8 ❹ Level 4 – Years 9-12⁴ 	<p>These levels need to be viewed as more of a progression rather than fixed to the specific year groups listed. Students should not be held back or pushed forward if their developmental level does not align with their year level. Additionally, it is quite possible that they may be at different levels across the social-emotional broad skill areas: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.</p>
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ADDITIONAL SUPPORT

Gagné’s DMGT

Social Domain | Intrapersonal and Environmental Catalysts | Developmental process

Strategies | Opportunities

Bloom and Krathwohl’s Affective domain

- ❶ *Receiving and Responding*
Learning from others
Participating responsibly, respectfully and actively relevantly to the context
- ❷ *Valuing and Organising*
Associating personal and collective values with contextual experience and expressing value judgements
Structuring, prioritising, and reconciling personal and others’ value systems
- ❸ *Organisation*
Structuring, prioritising, and reconciling personal and others’ value systems
- ❹ *Characterisation by a value or a value set*
Articulating own and others’ values and belief systems and operating consistently within them

Erikson’s Stages of Psychosocial Development

- ❶ Initiative: completing actions for a purpose or for mastery
- ❷ Industry: recognising talents and strengths and making decisions to complete goals/tasks
- ❸ Industry: recognising talents and strengths and undertaking decisions to complete goals
- ❹ Identity: clarifying self-worth and setting goals towards adulthood
- ❺ Generativity: applying self and talents to social justice
- ❻ Ego Integrity: reflecting on achievements; placing value on success

Kohlberg’s Stages of Moral Development

- ❶ *Preconventional*
Punishment and Obedience: behaving based on external standards and fear of performing incorrectly
Individualism and Exchange: recognising divergent viewpoints and interpreting multiple expectations
- ❷ *Conventional*
Interpersonal relationships: behaving appropriately for others; seeking external approval
Maintaining social order: interpreting and following societal and cultural rules/laws to avoid guilt responses
- ❸ As for ❷ above
- ❹ *Postconventional*
Social construct/individual rights: acting on own personal convictions rather than external influences; universal principles; following universal good principles as opposed to majority rules views of peers or society

ASSETT Model of Giftedness

- ❶ Developmental; focused alertness; constructive; productive; proactive; preventative
- ❷ Hypersensitive; ‘supernormal’ behaviours; overexcitability; altruistic
- ❸ Differentiated; individualisation; self-actualising needs
- ❹ Extensive possibilities; transform society; fulfilment of cognitive and affective needs; transcend

TABLE FOOTNOTES

<p>¹ Social-emotional Learning [https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/social-emotional-learning], Department of Education</p>
<p>² Personal and Social Capability Learning Continuum [https://www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf] – Australian Curriculum, Assessment and Reporting Authority (ACARA)</p>
<p>³ Learning Across the Curriculum [https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/learning-across-the-curriculum] – NSW Education Standards Authority (NESA)</p>
<p>⁴ Adapted by Susen R. Smith from Cavilla, 2016, 2019, p 140–147; also see Erikson, 1950, 1968; Eriksson, 2006, 2009; Krathwohl et al., 1999; CASEL Framework; NSW Wellbeing Framework, 2015; Olszewski-Kubilius et al., 2020</p>
<p>⁵ Self-management and Interpersonal Skill Domains [https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018] – PDHPE K-10 Syllabus p. 27, 28 (NESA)</p>
<p>⁶ CASEL's SEL (Social and Emotional Learning) Framework – [https://casel.org/what-is-sel/] The Collaborative for Academic, Social, and Emotional Learning</p>

Section 3

ADDITIONAL RESOURCES

[A Guide to Establishing a Children and Young People's Advisory Group](#); Office of the Advocate of Children and Young People (ACYYP)

[Cognitive-Effective Interaction Model \(p87\)](#); Williams (1993)

[Cope-and-Grow model \(p186-7\)](#); Dai and Speerschneider (2012)

[Creative Problem-Solving \(CPS\)](#) training program; Treffinger's et al. (2006)

[Erikson's Stages of Psychosocial Development](#); in Cherry (2022)

[Krathwohl's Affective Taxonomy](#); Krathwohl, Bloom and Masia (1964)

[Kohlberg's Stages of Moral Development](#); Kohlberg (1964) in McLeod, S.A. (2013)

[Peterson Proactive Developmental Attention \(PPDA\) model](#); Peterson and Enyi (2018)

[School-based Psychosocial Curriculum Model \(p389, 399\)](#) (SPCM); Cross, Cross, and Anderson (2017)

[Six Thinking Hats](#); de Bono (2022)

[Talent Development Megamodel](#); Olszewski-Kubilius et al. (2020)

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