# The physical domain of potential

Key points for school leaders and teachers

## Background

These key points are adapted from the [Physical domain discussion paper](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/HPGE-research) (2023). This document is underpinned by the [High Potential and Gifted Education (HPGE) Policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0051), UNSW A/Professor Jae Yup Jared Jung’s [Physical giftedness/talent literature review](https://www.frontiersin.org/articles/10.3389/fpsyg.2022.961624/full) and [Revisiting gifted education](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/literature-reviews/revisiting-gifted-education).

The key points summarise research and practices used to support talent-development for high potential and gifted students in the physical domain.

## Main points

The physical domain of potential refers to natural abilities in muscular movement and muscle control (Gagne 2009, Farley et al. 2022).

****Finding high potential in the physical domain****

Knowing students assists teachers to recognise high potential in the physical domain. Teachers can create opportunities to observe the relative ease and speed of learning when compared to age peers that may indicate high potential (Gagne 2020).

**Indicators and characteristics of students with high potential in the physical domain include:**

* power
* speed – muscular and reflexes
* strength and endurance
* flexibility and agility
* coordination and balance
* high energy levels and competitiveness
* self-discipline, persistence and stamina
* control of body, including fine motor skills
* superior spatial awareness.

Effective talent development includes evidence-based strategies and programs

Evidence-based strategies include:

* high expectations and challenging learning tasks
* explicit teaching to maximise new learning of physical skills at all levels
* development pathways which target late maturers
* deliberate practice in real-world contexts.

Opportunities for talent development in the physical domain exist in, across and beyond the classroom and school.

**In the classroom**:

* differentiated programs and a range of opportunities that enable opportunities that enable advanced learning
* explicit teaching
* learning that promotes growth mindset, goal management and positive self-concept.

**In and beyond the school**:

* expert discussion or interest groups
* grouping with others of similar ability
* mentorships including peer mentoring
* advanced learning pathways
* representation at community events
* talent identification programs
* the department’s [Arts](https://artsunit.nsw.edu.au/) and [Sports Unit](https://education.nsw.gov.au/teaching-and-learning/curriculum/school-sport) programs.