# The creative domain of potential – key points for school leaders and teachers

## Background

These key points are adapted from the Creative domain discussion paper (2024). This document is underpinned by the [High Potential and Gifted Education (HPGE) Policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0051) and collaboration with the University of New South Wales (UNSW) and Professor Jae Yup Jared Jung, Director of the Gifted Education Research, Resource and Information Centre (GERRIC).

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

## Main points

The creative domain of potential refers to natural abilities in imagination, invention and originality (adapted from Gagné 2009).

To provide a framework for teachers in understanding creativity, the department has adapted Plucker et al.’s (2004) definition to encompass 4Ps:

* person
* process
* place
* products.

**Finding high potential in the creative domain**

Knowing their students well assists teachers to recognise high potential in the creative domain. Teachers can create opportunities to observe the relative ease and speed of learning when compared to age peers that may indicate high potential (Gagné 2009).

[Signs of high potential](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify" \l "Signs6) in the creative domain may include originality and innovation that have social value in organising:

* ideas
* images
* words
* sound
* movement
* objects (including digital media).

Effective talent development includes evidence-based strategies and programs include:

* high expectations and explicit teaching to maximise new creative learning
* quality, differentiated opportunities that extend learning
* appropriate, purposeful grouping with access to mentors, role models and like-minded peers
* enrichment and extra-curricular programs
* advanced learning pathways, including acceleration
* learning that promotes growth mindset, aspiration and creative identity.

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

**In the classroom**

* differentiated programs and a range of opportunities to extend creative thinking
* understanding the steps in the trajectory of a creative idea
* encouraging risk-taking in creative thought
* affirming feedback, regardless of whether the correct solution is achieved
* providing examples of the talent development journey of creative people
* providing opportunities that require advanced creative thought
* inviting students to tackle challenging problems and issues that matter to them
* establishing a learning environment that encourages the generation and exploration of multiple perspectives and ideas

**In and beyond the school**

* talent identification programs and auditions
* mentoring by experts and role models
* opportunities to enter competitions, eisteddfods
* community events, festivals and authentic learning opportunities
* holiday workshops, camps or weekend programs
* university programs
* school network opportunities

## References

Gagné F (2009) ‘Building gifts into talents: Brief overview of the DMGT 2.0’, in MacFarlane B and Stambaugh T (eds) Leading change in gifted education: The festschrift of Dr Joyce Van Tassel-Baska, Prufrock Press.

Plucker JA, Beghetto RA and Dow GT (2004) ‘Why Isn’t Creativity More Important to Educational Psychologists? Potentials, Pitfalls, and Future Directions in Creativity Research’, Educational Psychologist, 39(2):83–96.

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