



# North Metropolitan Education Region

## Primary Extension And Challenge

*We recognise, understand and cater for the unique and diverse needs of identified gifted primary school students.*

*PEAC strives to promote the individual talents and celebrate excellence in order to help build the intellectual resource of the Western Australian community.*



# Overview

- Background
- Identification
- Characteristics of Gifted Students
- PEAC Courses
- PEAC Course Selection
- Website
- Future Pathways



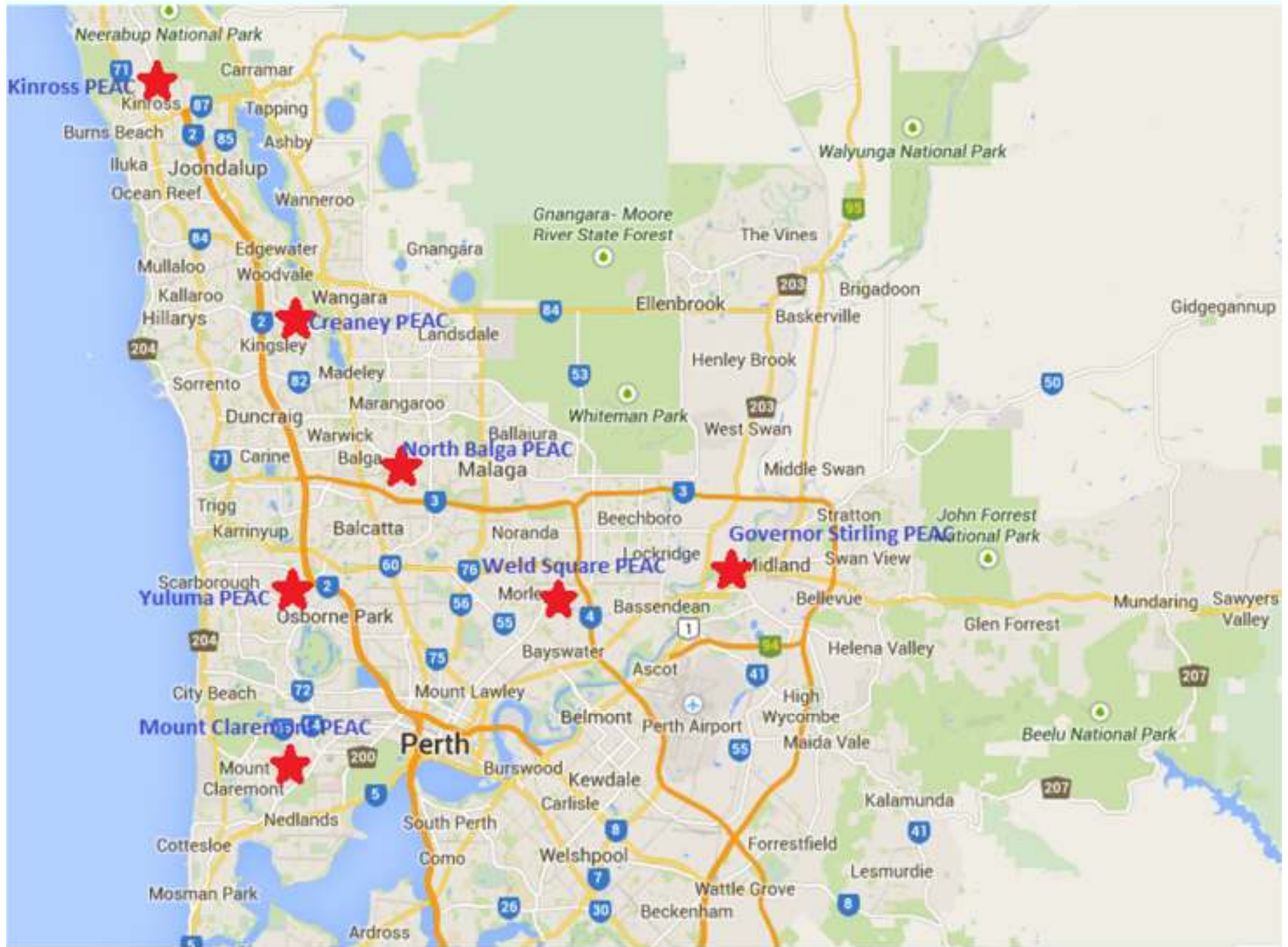
# Background

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- PEAC since 1984
- Needs-based program to support schools
- Caters for Y5 and Y6
- 7 PEAC Centres

Yuluma PS  
Kinross PS  
Creaney PS  
North Balga PS

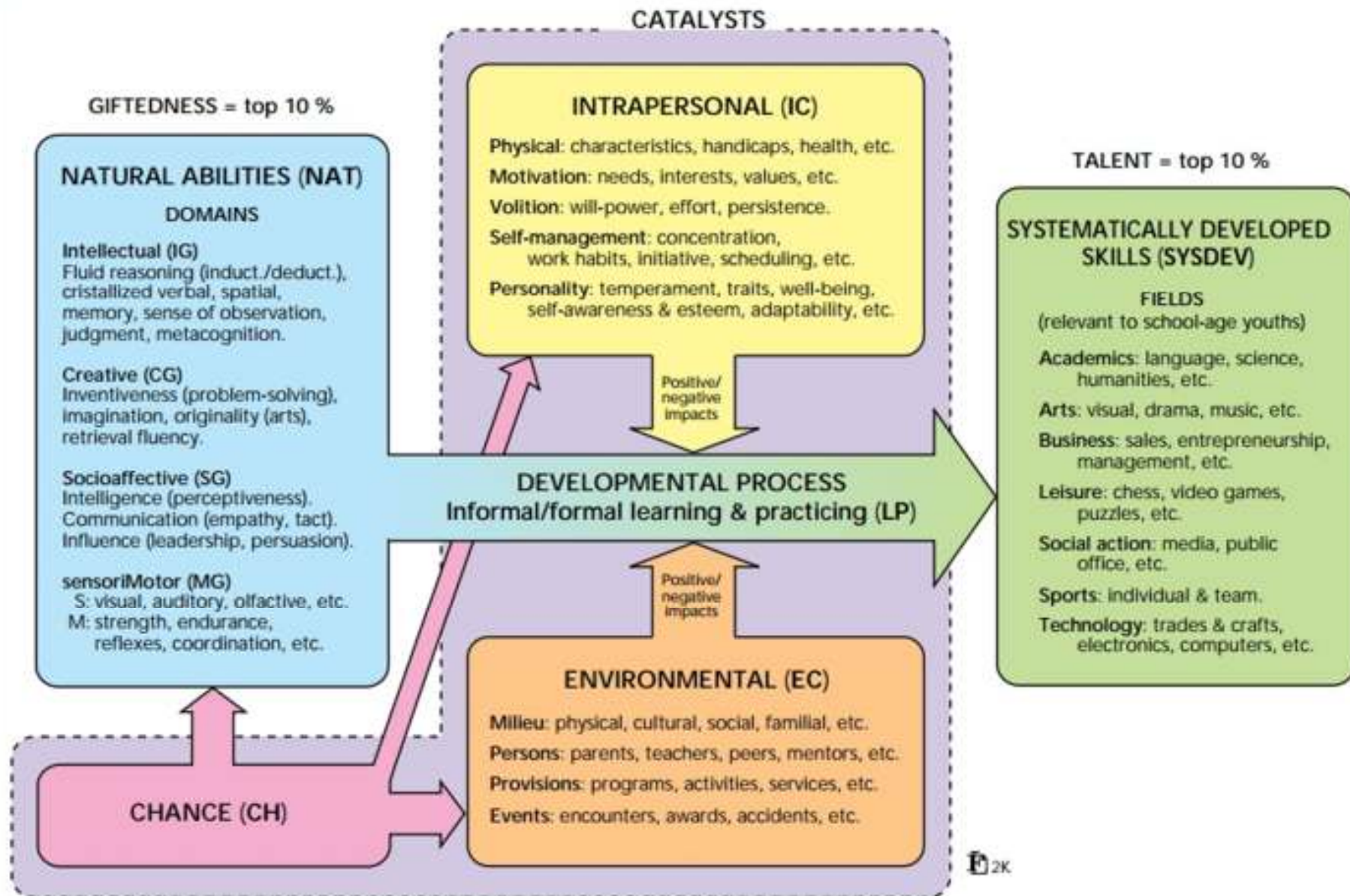
Governor Stirling SHS  
Mount Claremont PS  
Weld Square PS





# Identification

# Gagne's Differentiated Model of Giftedness and Talent



# WA Department of Education Policy

## Dual Provision:

- School-based
- Supplementary (e.g. PEAC)



# PEAC Testing Process

- New ACER test in 2016
- Verbal and Mathematical Reasoning
- Statewide Y4
- Administered in schools
- Centrally marked
- Results sent to schools
- Determines cohort



# Characteristics of Gifted Students

# Perceptions of Gifted Children

- They are good at everything
- They always get top marks
- They finish their work quickly
- Work is always of a high standard
- They don't need any extra help
- They will be fine!

# The Reality: Six Profiles of Gifted Children

- The Creative
- The Underground
- The At-Risk
- The Twice/Multi Exceptional
- The Autonomous Learner
- The Successful

Betts & Neihart 2010

# Type 1: Successful

*“Perhaps as many as 90% of identified students in school programs are Types 1s.”*

Betts & Neihart 1988

- Achieve
- Conform
- Seek teacher approval
- Extrinsic motivation
- Entity view of their intelligence
- Fear of failure
- Avoid risks

Betts & Neihart 2010

# Fixed Mindset vs Growth Mindset

## What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

Created by Reid Wilson @wvforingorth. Icons from: istockphoto.com



# PEAC Courses

# Courses

- Three rounds per year
- Generally half a day per week for ten weeks
- Not during holidays but may run on school development days
- PEAC Centres and other external venues
- Cost
- Transport arranged by parents



# Courses

- Diverse
- Engage and motivate
- Extend and Challenge
- 21<sup>st</sup> Century Thinking Skills
- Access to like-minded peers

# Introduction to PEAC - ITP

- Common course for all Y5s
- Core skills
- Critical and Creative Thinking
- Personal and Social Capability
- Habits of Mind- Dispositions for Success

# Costa & Kallick's Habits of Mind

 <p><b>1. Persisting</b> <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing Impulsivity</b> <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberate.</p>	 <p><b>3. Listening with understanding and empathy</b> <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b> <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking (Metacognition)</b> <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p><b>7. Questioning and problem posing</b> <i>How do you know?</i> Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking &amp; communicating with clarity and precision</b> <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p><b>10. Gather data through all senses</b> <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses, taste, touch, smell, hearing and sight.</p>	 <p><b>11. Creating, imagining, and innovating</b> <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p><b>12. Responding with wonderment and awe</b> <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p><b>15. Thinking interdependently</b> <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b> <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

# General Capability Learning Outcomes



## WILF

(What I'm looking for)

PERSONAL & SOCIAL CAPABILITY	CRITICAL & CREATIVE THINKING
<b>SELF MANAGEMENT</b>	<b>GENERATING IDEAS</b>
Develop self-discipline and set goals	Imagine possibilities & connect ideas
Work independently and show initiative	Seek solutions and put ideas into action
Show Persistence and Resilience	<b>REFLECTING</b>
<b>SOCIAL MANAGEMENT</b>	Transfer knowledge into new contexts
Communicate effectively	Think about thinking (metacognition)
Work Collaboratively	<b>ANALYSING, SYNTHESISING &amp; EVALUATING</b>
<b>CRITICAL &amp; CREATIVE THINKING</b>	Apply logic and reasoning
<b>INQUIRING</b>	Reflect on and evaluate processes and outcomes
Pose questions	<b>Keep WILF in mind when planning and evaluating</b>
Identify and clarify information and ideas	
Organise and process information	

	<b>DEVELOPING (L3)</b>	<b>SATISFACTORY (L4)</b> End of Y6	<b>GOOD</b>	<b>EXCELLENT (L5)</b> End of Y8
<b>INQUIRING- IDENTIFYING, EXPLORING AND ORGANISING INFORMATION &amp; IDEAS</b>				
<b>Pose Questions</b>	Ask questions to find out more about the world.	Ask questions to check understanding and information.	Ask questions to check understanding and clarify information and that lead to the investigation of ideas.	Ask questions that challenge assumptions and lead to the investigation of complex ideas.
<b>Identify and clarify information &amp; ideas</b>	Identify and explain main ideas from a range of sources.	Identify and explain relevant information from multiple sources.	Clearly explain relevant information from multiple well-selected sources.	Clearly explain relevant information, ideas and opinions when exploring complex questions and ideas.
<b>Organise and process information</b>	Collect, compare and categorise facts and opinions from a range of sources.	Analyse, combine and summarise information from multiple sources.	Analyse, evaluate, combine and summarise information from multiple well-selected sources.	Analyse, evaluate, combine and summarise information from multiple sources that were selected for validity and relevance.
<b>GENERATING IDEAS, POSSIBILITIES AND ACTIONS</b>				
<b>Imagine possibilities and connect ideas Consider alternatives</b>	Build on known ideas to create new and imaginative combinations. Use creative thinking strategies to come up with alternatives.	Combine ideas in a variety of ways to create new possibilities. Identify where things do not work and generate alternatives.	Make connections between known and new ideas to create innovative and original solutions.	Make connections between known and new ideas to create new ways of achieving goals. Generate alternatives and innovative solutions and adapt ideas when information is limited or conflicting.
<b>Seek solutions and put ideas into action Draw conclusions and design a course of action</b>	Use prior knowledge and evidence to generate a range of options when seeking solutions and putting ideas into action; and to draw conclusions.	Assess, test and modify in order to identify the most effective options when seeking solutions and putting ideas into action. Use results to draw conclusions.	Predict a possible outcome. Assess, test and modify in order to identify effective options when seeking solutions and putting ideas into action. Use results to draw conclusions and assess predictions.	Predict possible outcomes. Identify and test consequences when seeking solutions and putting ideas into action. Use results to draw conclusions and evaluate predictions, including where there are ambiguities.

## REFLECTING ON THINKING AND PROCESSES

<b>Transfer Knowledge into new contexts</b>	Transfer information from one familiar context to another.	Apply information and knowledge from one context to a new one.	Give reasons for decisions when applying information and knowledge from one context to an original and relevant one.	Explain reasons for decisions when applying information and knowledge from one context to an original and highly relevant one.
<b>Think about thinking (metacognition)</b>	Explain own thinking.	Explain own thinking. Make adjustments based on feedback from others.	Question, assess and adjust own thinking. Consider the opinions of others.	Question, analyse and adjust own thinking. Ask for the opinions of others.

## ANALYSING, SYNTHESISING AND EVALUATING REASONING AND PROCEDURES

<b>Apply logic and reasoning</b>	Use thinking tools and strategies to engage in reasoning and other ways of thinking.	Use thinking tools and strategies to engage in reasoning and other ways of thinking, assessing whether or not outcomes were met.	Choose and use appropriate thinking tools and strategies to engage in reasoning and other ways of thinking.	Choose and use appropriate thinking tools and strategies to engage in reasoning and other ways of thinking, explaining reasons for choices.
<b>Reflect on and evaluate processes and outcomes Reflect on processes Evaluate procedures and outcomes</b>	Explain the thinking behind the choices made. With support, use rubrics or other criteria to consider the effectiveness of ideas, products, performance, methods and courses of action.	Identify and give reasons for the thinking behind the choices made. Use rubrics or other criteria to consider the effectiveness of ideas, products, performance, methods and courses of action.	Evaluate and justify the reasons for using a particular problem-solving strategy. Explain intentions, ideas, methods and courses of action. Use rubrics or other criteria to evaluate the effectiveness of ideas, products, performance, methods and courses of action and to consider expected and/or unexpected outcomes.	Evaluate and justify the reasons for using particular problem-solving strategies. Explain intentions and justify ideas, methods and courses of action. Use rubrics or other criteria to evaluate the effectiveness of ideas, products, performance, methods and courses of action and to account for expected and/or unexpected outcomes.
	<b>DEVELOPING (L3)</b>	<b>SATISFACTORY (L4)</b> End of Y6	<b>GOOD</b>	<b>EXCELLENT (L5)</b> End of Y8

# Critical and Creative Thinking Rubric

# Personal and Social Capability Continuum

## DEVELOPING MY PERSONAL AND SOCIAL CAPABILITY

DEVELOPING → SATISFACTORY → GOOD → EXCELLENT

I use 'to-do' lists or other simple strategies to help organise myself and stay on track	I set and monitor general goals I respond to feedback to improve my performance	I set and monitor specific goals I ask for feedback about my strengths and areas for development	I set, review and reset SMART goals based on self-reflection and feedback I seek from others
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### GOAL SETTING

I work independently on tasks I am given	I can work independently and sometimes take the initiative to extend or modify tasks	I know what needs doing and I decide whether it is best to work alone or with others to achieve it	I analyse and reflect on what enables, or causes barriers, when working alone or with others
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### INDEPENDENCE & INITIATIVE

I persist with things within my comfort zone	I persist with new challenges and use Habits of Mind to aid my success	I make plans and use strategies, including Habits of Mind, in tackling challenges	I assess and adapt my strategies, drawing on what has or hasn't worked in the past
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### PERSISTENCE & RESILIENCE

I communicate my ideas and observations to others	I communicate clearly and I actively listen to opinions that may differ from my own	I build on the ideas of others in discussion I accept and offer constructive feedback	I think about and reflect on my communication skills, actively seeking ways to improve
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### COMMUNICATION

I cooperate with partners, groups and in the class	I respect and consider the opinions of others when working on a shared task	I contribute, and encourage others to contribute, to shared tasks	I reflect on my own and the group's performance in shared tasks
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### COLLABORATION

I wait for the teacher to tell me what to do and I don't reflect much	I act on suggestions made by the teacher and I reflect when asked to	There is strong evidence that I choose the ways I do things and I reflect independently	I choose and justify the way I do things and I reflect consistently, widely, deeply & independently
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PASSIVE LEARNER → ACTIVE LEARNER

## GENERAL PROGRESSION

**i wait for the teacher to tell me what to do and i don't reflect much**

*i act on suggestions made by the teacher and i reflect when asked to*

**There is strong evidence that i choose the ways i do things and i reflect independently**

**i choose and justify the way i do things and i reflect consistently, widely, deeply & independently**

**PASSIVE LEARNER** →

**ACTIVE LEARNER** →





# ITP Process

- Invitation via your school in week 2 of Term 1
- Payment to school including ECU costs
- Health and Privacy details via website
- Allocated to a PEAC centre
- Commences week 4 for 9 sessions
- Course outline provided in first session

# Record of Course Achievement

## RECORD OF COURSE ACHIEVEMENT Round # Year

**PEAC Student**  
North Metro Primary School, Year 5/6

The information contained in this record provides a summary of your child's achievement in this PEAC course. Records of Course Achievement are provided at the end of each course and can be used to indicate the development of thinking skills and capabilities across a two year period. PEAC courses are designed to extend and challenge gifted and talented children and provide opportunities to demonstrate achievement at a level well above that associated with chronological age. Assessments are made in the context of the expectations of each course rather than those associated with your child's current year level.

PEAC COURSE: PEAC Course  
MAJOR LEARNING AREA: Western Australian Curriculum Learning Area  
WA CURRICULUM CONTENT DESCRIPTORS

- First above level content description
- Second above level content description
- Third above level content description

### PERSONAL AND SOCIAL CAPABILITY

Descriptors	Achievement
Develop self-discipline and set goals	
Work independently and show initiative	
Show persistence and resilience	
Communicate effectively	
Work collaboratively	

### CRITICAL AND CREATIVE THINKING

Descriptors	Achievement
Pose questions	
Identify and clarify information and ideas	
Organise and process information	
Imagine possibilities and connect ideas	
Seek solutions and put ideas into action	
Transfer knowledge into new contexts	
Think about thinking (metacognition)	
Apply logic and reasoning	
Reflect on and evaluate processes and outcomes	

#### Achievement Scale for Creative and Critical Thinking

- **Excellent** The student demonstrated excellent achievement at a level commensurate with a Year 8 student.
- **Good** The student demonstrated high achievement well above what is expected for their year level.
- **Satisfactory** The student demonstrated achievement at a level commensurate with a Year 6 student.
- **Developing** The student demonstrated achievement at the level of a beginning Year 5 student.
- **Not Evident** The student did not demonstrate evidence of achievement.

SESSIONS ATTENDED: # out of #

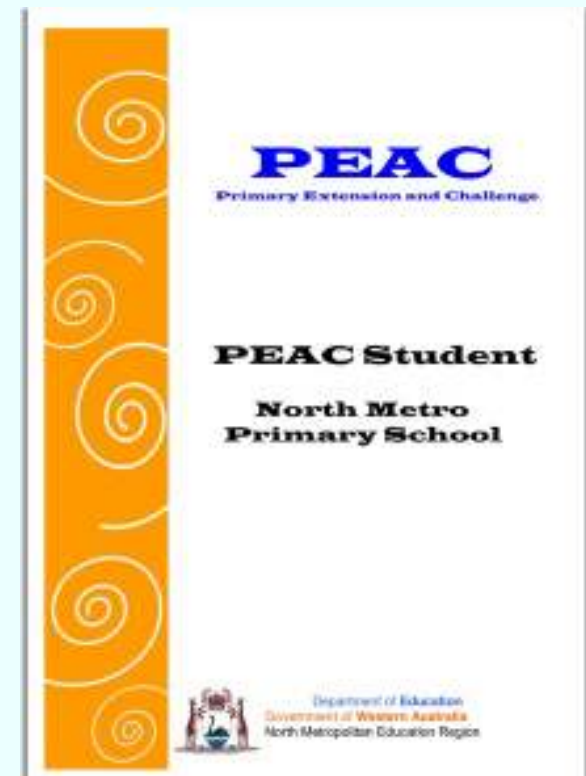
Comment including reference to learning outcomes and performance in the course. Feedback about what the student has done well and specific suggestions about what they can do next to improve.

Name, PEAC Teacher

Date, Month Year

# Portfolio

- Given at end of ITP
- ROCA/rubrics/certificates/work samples
- Take from course to course
- Assists tracking
- Record of PEAC 'career'





# PEAC Course Selection

# Beyond Round 1

- Booklet on website
- Update health and privacy details
- Enter four selections via website app
- Consider interests/day/location/other commitments etc.
- Notification of course allocation through school PEAC Coordinator



# Course Example



Proposed Course Timetable



**COMMENCEMENT:** Tuesday 16th Sept 2014, 9:00am-11:00am or 12:00pm-2:00pm **DURATION:** 9 sessions of 2 hours

**CONDUCTED BY:** Mrs Jane Caswell & Mrs Kirsteen McCrory

**LEARNING AREA:**

**Session 1: 16/9/14**

Teaming with Wildlife. Animal conservation related team-building activities. HOM review. Edmodo.

**Session 2: 23/9/14**

Going, Going, Gone? Investigate threats to habitats. Perth Zoo projects research. Bring Portfolio

**Session 3: 14/10/13**

Investigating and gathering data

**Session 4: 21/10/14**

Investigating and gathering data. Form teams. Mission begins.

**Session 5: 28/10/14**

Animal Adaptations. Link to conservation issue. Credibility is paramount. Mission.

**Session 6: 4/11/14**

Save our Species. Local and global Conservation. Mission.

**Session 7: 11/11/14**

Mission.

**Session 8: 18/11/14**

Finalise Mission. Hand in journal.

**Session 9: 25/11/14**

Report and evaluate.

**SCHOOL HOLIDAYS**

**Contact details for parents**  
[jane.caswell@education.wa.edu.au](mailto:jane.caswell@education.wa.edu.au)      [kirsteen.mccrory@education.wa.edu.au](mailto:kirsteen.mccrory@education.wa.edu.au)  
0438 564693      0424 584 051

**Cross Curriculum Priority: Sustainability**

**Organising Ideas**

Ol.6 The sustainability of ecological systems is achieved through informed individual and community action.

Ol.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Ol.8 Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future environmental impacts.

# AFRICAN SAVANNAH







# Website

[www.northmetropeac.wa.edu.au](http://www.northmetropeac.wa.edu.au)

# PEAC Website

- Regularly updated
- PEAC calendar
- What's happening
- Essential links



# Future Pathways

# Beyond PEAC

- Secondary Selective Entrance Programs
- Academic, Arts and Languages
- Apply to be tested in March Y6
- Applications open October of Y5
- Applications close early February Y6
- WA Department of Education website



# Your Questions