

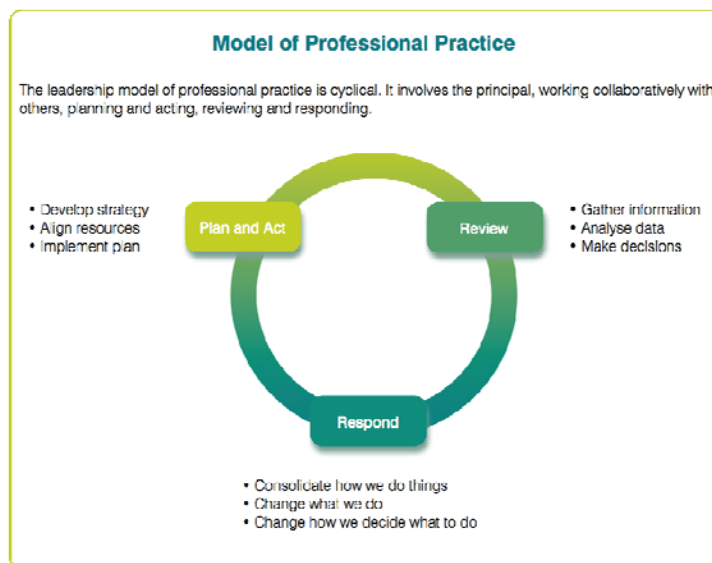
## **Primary Extension and Challenge (PEAC)** **Professional Learning Information**

As PEAC coordinators, part of our duty is to assist schools to meet their obligations in providing such opportunities. In addition to this, **research highlights that strategies used for gifted students can enhance the learning outcomes for all students** and engaging in professional learning in this area can have a positive impact across the whole school.

PEAC coordinators will **assist principals and teachers to develop strategy, align resources and implement a plan** to develop policy for gifted learners. We can support schools and teachers to plan effective teaching and learning, foster critical and creative thinking skills in the students and develop educational strategies to secure equity of educational outcomes.

Review and reflection of current practices has indicated that short-term PD sessions often lack effectiveness or follow through and do not greatly enhance student learning. Therefore, in order to continually improve our service, we are currently tailoring our delivery to follow the Professional Learning Community model (DuFour). **This provision aligns with both the Australian Professional Standard for Principals and the Australian Professional Standards for Teachers as well as the Australian Charter for the Professional Learning of Teachers and School Leaders.** (See Appendix 1)

From this point forward, we would like to offer Effective Professional Learning that makes a real difference to schools, and to students, **based on the Model of Professional Practice (Australian Professional Standard for Principals).**



When undertaking PEAC professional learning, there will be an expectation that schools commit to, and act upon, the 'Model of Professional Practice' by Planning & Acting, Reviewing and Responding to the needs of the students. This could include mentoring and work shadowing but please note that there are no funds available for relief teachers. The new model is intended to be an ongoing process to ensure the implementation of positive teaching and learning outcomes.

Expressions of interest to undertake PEAC professional learning can be submitted to Tara Hannent or Jane Caswell at [tara.hannent@education.wa.edu.au](mailto:tara.hannent@education.wa.edu.au) or [jane.caswell@education.wa.edu.au](mailto:jane.caswell@education.wa.edu.au)

## Appendix 1

### **The new model is intended to cover the following focus areas from the Australian Professional Standards for Teachers:**

Standard 1: Know students and how they learn:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Standard 2: Know the content and how to teach it:

- 2.1 Content and teaching strategies of the teaching area
- 2.3 Curriculum, assessment and reporting

Standard 3: Plan for and implement effective teaching and learning:

- 3.1 Establish challenging learning goals
- 3.2 Plan structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.6 Evaluate and improve teaching programs

Standard 4: Create and maintain supportive and safe learning environments:

- 4.1 Support student participation
- 4.2 Manage classroom activities

Standard 5: Assess, provide feedback and report on student learning:

- 5.2 Provide feedback to students on their learning

Standard 6: Engage in professional learning:

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

Standard 7: Engage professionally with colleagues, parents/carers and the community:

- 7.4 Engage with professional teaching networks and broader communities