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
Background

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

Yuluma PS                Governor Stirling SHS
Kinross PS                Mount Claremont PS
Creaney PS                Weld Square PS
North Balga PS
Identification
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.”

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

Betts & Neihart 2010

Betts & Neihart 1988
Fixed Mindset vs Growth Mindset

What Kind of Mindset Do You Have?

Growth Mindset

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.

Fixed Mindset

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.

Carol S. Dweck PhD Professor of Psychology Stanford University
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\textsuperscript{st} 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</td>
<td>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</td>
<td>Devoting mental energy to another person’s thoughts and ideas; Make an effort to perceive another’s point of view and emotions.</td>
<td>Being able to change perspectives, generate alternatives, consider options.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>5. Thinking about your thinking (Metacognition)</th>
<th>6. Striving for accuracy</th>
<th>7. Questioning and problem posing</th>
<th>8. Applying past knowledge to new situations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</td>
<td>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</td>
<td>How do you know? Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</td>
<td>Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be clear! Strive for accurate communication in both written and oral form; avoiding overgeneralizations, distortions, deletions and exaggerations.</td>
<td>Use your natural pathways! Pay attention to the world around you Gather data through all the senses, taste, touch, smell, hearing and sight.</td>
<td>Try a different way! Generating new and novel ideas, fluency, originality</td>
<td>Have fun figuring it out! Finding the words awesome, mysterious and being intrigued with phenomena and beauty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</td>
<td>Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one’s self.</td>
<td>Work together! Being able to work in and learn from others in reciprocal situations. Team work.</td>
<td>Learn from experiences! Having humility and pride when admitting we don’t know; resisting complacency.</td>
</tr>
</tbody>
</table>
# General Capability Learning Outcomes

## WILF (What I'm looking for)

<table>
<thead>
<tr>
<th>PERSONAL &amp; SOCIAL CAPABILITY</th>
<th>CRITICAL &amp; CREATIVE THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF MANAGEMENT</strong></td>
<td><strong>GENERATING IDEAS</strong></td>
</tr>
<tr>
<td>Develop self-discipline and set goals</td>
<td>Imagine possibilities &amp; connect ideas</td>
</tr>
<tr>
<td>Work independently and show initiative</td>
<td>Seek solutions and put ideas into action</td>
</tr>
<tr>
<td>Show Persistence and Resilience</td>
<td><strong>REFLECTING</strong></td>
</tr>
<tr>
<td><strong>SOCIAL MANAGEMENT</strong></td>
<td>Transfer knowledge into new contexts</td>
</tr>
<tr>
<td>Communicate effectively</td>
<td>Think about thinking (metacognition)</td>
</tr>
<tr>
<td>Work Collaboratively</td>
<td><strong>ANALYSING, SYNTHESISING &amp; EVALUATING</strong></td>
</tr>
<tr>
<td><strong>CRITICAL &amp; CREATIVE THINKING</strong></td>
<td><strong>INQUERING</strong></td>
</tr>
<tr>
<td>Pose questions</td>
<td>Reflect on and evaluate processes and outcomes</td>
</tr>
<tr>
<td>Identify and clarify information and ideas</td>
<td><strong>Keep WILF in mind when planning and evaluating</strong></td>
</tr>
</tbody>
</table>
| Organise and process information | }
<table>
<thead>
<tr>
<th>DEVELOPING (L3)</th>
<th>SATISFACTORY (L4)</th>
<th>GOOD</th>
<th>EXCELLENT (L5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INQUIRING- IDENTIFYING, EXPLORING AND ORGANISING INFORMATION &amp; IDEAS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pose Questions</strong></td>
<td>Ask questions to find out more about the world.</td>
<td>Ask questions to check understanding and information.</td>
<td>Ask questions to check understanding and clarify information and that lead to the investigation of ideas.</td>
</tr>
<tr>
<td><strong>Identify and clarify information &amp; ideas</strong></td>
<td>Identify and explain main ideas from a range of sources.</td>
<td>Identify and explain relevant information from multiple sources.</td>
<td>Clearly explain relevant information from multiple well-selected sources.</td>
</tr>
<tr>
<td><strong>Organise and process information</strong></td>
<td>Collect, compare and categorise facts and opinions from a range of sources.</td>
<td>Analyse, combine and summarise information from multiple sources.</td>
<td>Analyse, evaluate, combine and summarise information from multiple well-selected sources.</td>
</tr>
<tr>
<td><strong>GENERATING IDEAS, POSSIBILITIES AND ACTIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imagine possibilities and connect ideas Consider alternatives</strong></td>
<td>Build on known ideas to create new and imaginative combinations. Use creative thinking strategies to come up with alternatives.</td>
<td>Combine ideas in a variety of ways to create new possibilities. Identify where things do not work and generate alternatives.</td>
<td>Make connections between known and new ideas to create innovative and original solutions.</td>
</tr>
<tr>
<td><strong>Seek solutions and put ideas into action Draw conclusions and design a course of action</strong></td>
<td>Use prior knowledge and evidence to generate a range of options when seeking solutions and putting ideas into action; and to draw conclusions.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Reflecting on Thinking and Processes

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

## Analysing, Synthesising and Evaluating Reasoning and Procedures

<table>
<thead>
<tr>
<th>Apply logic and reasoning</th>
<th>Use thinking tools and strategies to engage in reasoning and other ways of thinking.</th>
<th>Use thinking tools and strategies to engage in reasoning and other ways of thinking, assessing whether or not outcomes were met.</th>
<th>Choose and use appropriate thinking tools and strategies to engage in reasoning and other ways of thinking.</th>
<th>Choose and use appropriate thinking tools and strategies to engage in reasoning and other ways of thinking, explaining reasons for choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on and evaluate processes and outcomes</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEVELOPING (L3)</th>
<th>SATISFACTORY (L4)</th>
<th>GOOD</th>
<th>EXCELLENT (L5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Y6</td>
<td></td>
<td></td>
<td>End of Y8</td>
</tr>
</tbody>
</table>

### Critical and Creative Thinking Rubric
Personal and Social Capability Continuum
GENERAL PROGRESSION

PASSIVE LEARNER ➔ ACTIVE LEARNER

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.
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

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

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop self-discipline and set goals</td>
<td></td>
</tr>
<tr>
<td>Work independently and show initiative</td>
<td></td>
</tr>
<tr>
<td>Show persistence and resilience</td>
<td></td>
</tr>
<tr>
<td>Communicate effectively</td>
<td></td>
</tr>
<tr>
<td>Work collaboratively</td>
<td></td>
</tr>
</tbody>
</table>

CRITICAL AND CREATIVE THINKING

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pose questions</td>
<td></td>
</tr>
<tr>
<td>Identify and clarify information and ideas</td>
<td></td>
</tr>
<tr>
<td>Organise and process information</td>
<td></td>
</tr>
<tr>
<td>Imagine possibilities and context ideas</td>
<td></td>
</tr>
<tr>
<td>Seek solutions and put ideas into action</td>
<td></td>
</tr>
<tr>
<td>Transfer knowledge into new contexts</td>
<td></td>
</tr>
<tr>
<td>Think about thinking (metacognition)</td>
<td></td>
</tr>
<tr>
<td>Apply logic and reasoning</td>
<td></td>
</tr>
<tr>
<td>Reflect on and evaluate processes and outcomes</td>
<td></td>
</tr>
</tbody>
</table>

Achievement levels 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 9 student.
- Developing: The student demonstrated achievement at the level of a beginning Year 9 student.
- Not Evident: The student did not demonstrate evidence of achievement.

SESSIONS ATTENDED: \( x \) out of \( y \)

Comments 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
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 McCrorry

Session 1: 16/9/14

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

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  
0438 564693  
kirsteen.mccrorry@education.wa.edu.au  
0424 584 051

LEARNING AREA:

Cross Curriculum Priority: Sustainability

Organising Ideas

OI.8 The sustainability of ecological systems is achieved through informed individual and community action.

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

OI.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.
Website

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