North Metropolitan Education Region

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www.northmetropec.wa.edu.au
Overview of this evening...

- Background
- Characteristics of Gifted Students
- Identification
- Course Provision
- Website
- Course Preferences
- Future Pathways
Background

- PEAC since 1984
- A needs based program to support schools
- Caters for students in Years 5 and 6
- In 2015, 7 PEAC centres:
  - Yuluma PS
  - Kinross PS
  - Creaney PS
  - North Balga PS
  - Governor Stirling SHS
  - Mt Claremont PS
  - Weld Square PS
Characteristics of Gifted Students
Gagné's Differentiated Model of Giftedness and Talent

**GIFTEDNESS = top 10%**

**NATURAL ABILITIES (NAT) DOMAINS**
- Intellectual (IG)
  - Fluid reasoning (induct./deduct.), crystallized verbal, spatial, memory, sense of observation, judgment, metacognition.
- Creative (CG)
  - Inventiveness (problem-solving), imagination, originality (arts), retrieval fluency.
- Socioaffective (SG)
  - Intelligence (perceptiveness), communication (empathy, tact), influence (leadership, persuasion).
- Sensoric (SMG)
  - S: visual, auditory, olfactory, etc.
  - M: strength, endurance, reflexes, coordination, etc.

**INTRAPERSONAL (IC)**
- Physical: characteristics, handicaps, health, etc.
- Motivation: needs, interests, values, etc.
- Volition: will-power, effort, persistence.
- Self-management: concentration, work habits, initiative, scheduling, etc.
- Personality: temperament, traits, well-being, self-awareness & esteem, adaptability, etc.

**DEVELOPMENTAL PROCESS**
- Informal/formal learning & practicing (LP)

**ENVIRONMENTAL (EC)**
- Milieu: physical, cultural, social, familial, etc.
- Persons: parents, teachers, peers, mentors, etc.
- Provisions: programs, activities, services, etc.
- Events: encounters, awards, accidents, etc.

**TALENT = top 10%**

**SYSTEMATICALLY DEVELOPED SKILLS (SYSDEV)**
- Fields (relevant to school-age youths):
  - Academics: language, science, humanities, etc.
  - Arts: visual, drama, music, etc.
  - Business: sales, entrepreneurship, management, etc.
  - Leisure: chess, video games, puzzles, etc.
  - Social action: media, public office, etc.
  - Sports: individual & team.
  - Technology: trades & crafts, electronics, computers, etc.
Levels of Giftedness

- Mildly Gifted (IQ 115 – 130) 1:6
- Moderately Gifted (IQ 130 – 145) 1:40
- Highly Gifted (IQ 145 – 160) 1:600
- Extremely Gifted (IQ 160 – 180) 1:10 000
- Profoundly Gifted (IQ 180+) 1:1 000 000

Students needs vary greatly – within levels and between levels
Perceptions of Gifted Children

- They are very good at everything they do
- They always get top marks
- They finish their work quickly
- Their work is always of a high standard
- They don’t need any extra help
The Reality: Six Profiles of Gifted Children

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

(Neihart & Betts, 2010)
Social and Emotional Development

- Often prefer to mix with intellectual peers
- Often have a strong sense of justice
- Can be very sensitive and emotional
- Do have special needs
- Do need continued support and understanding
Identification
The Department of Education’s policy on Gifted and Talented students outlines the need for dual provision:

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

- To determine the new cohort
- It gives PEAC coordinators and class teachers a guide to students’ potential and achievement
- It assists in identifying underachieving academically talented students
PEAC Testing is..

- Confidential
- Standardised
- An indicator of Learning Potential
The Process

- Students are tested by trained administrators
- State-wide blanket testing Year 4
- Top 3% calculated
- Results to schools’ PEAC Coordinator
- Parents and students notified of inclusion
Identification Tools

• Tests of Learning Ability (TOLA) is a multi-part test of verbal comprehension, maths problem-solving and syllogistic reasoning

• Raven's Standard Progressive Matrices (SPM) is a non-verbal test of relationships, not culturally biased
<table>
<thead>
<tr>
<th>Language</th>
<th>Maths Problem Solving</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg 1: Speak</td>
<td>A boy has two apples. He gives one away. How many apples does he have left?</td>
<td><strong>Eg 1 hoof</strong></td>
</tr>
<tr>
<td>A: mouth</td>
<td>A 4</td>
<td>A: man</td>
</tr>
<tr>
<td>B: talk</td>
<td>B 3</td>
<td><strong>B: dog</strong></td>
</tr>
<tr>
<td>C: noise</td>
<td>C 2</td>
<td>C: chair</td>
</tr>
<tr>
<td>D: word</td>
<td>D 1</td>
<td>D: bed</td>
</tr>
<tr>
<td>E: laugh</td>
<td><strong>Eg 2: Force</strong></td>
<td><strong>Eg 2 cent</strong></td>
</tr>
<tr>
<td>Eg 2: Force</td>
<td>Tim divides a number by 2 instead of multiplying it by 2. His answer is 4. What should his answer be?</td>
<td>A: minute</td>
</tr>
<tr>
<td>A: strong</td>
<td>A 2</td>
<td>B: second</td>
</tr>
<tr>
<td>B: compel</td>
<td>B 6</td>
<td>C: time</td>
</tr>
<tr>
<td>C: ask</td>
<td>C 8</td>
<td>D: day</td>
</tr>
<tr>
<td>D: police</td>
<td>D 16</td>
<td></td>
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</tbody>
</table>
SPM
Course Provision
Courses

- Three rounds per year
- Generally half a day a week for approximately 10 weeks
- Not during holidays
- Withdrawal from school
- PEAC Centres or other external venues
- Transport is arranged by parents
  *no travelling alone on public transport or walking/riding outside of school start & finish times*
A PEAC Course

- Motivates and excites
- Enriches and exposes to different experiences
- Challenges students in areas they wouldn’t normally encounter
- Has faster paced learning
- Is differentiated – minimal repetition
- Encourages self reflection
- Opportunities for mentors and experts
ITP Foundation Skills

- Round One course - All Year Fives
- Students allocated to PEAC Centre near their school
- Habits of Mind - identified characteristics of effective thinkers
- Personal and Social Capabilities
- Critical and Creative Thinking Skills
- Research Skills
Year 5  
Round 1 2015

- Letter to schools by end of Week 1 notifying location, day and time
- ITP course commences Week 4
- 9 x 2 hour sessions
- Course Overview provided
- No classes on days of NAPLAN test
- Check with teacher - email provided
Thinking Skills

- Inquiring
- Generating Ideas
- Reflecting
- Analysing, synthesing and evaluating
Personal and Social Skills

- Self Management
- Social Management
Week 1  Environmental Considerations-group work. World’s Greenest Homes

Week 2  Intro to Sketch up

Week 3  Excursion - Kestrels Eco Vision Home exploration

Week 4  Team Activity - Design a front garden

Week 5  Examine house floor plans. Use the Design Cycle to plan your Eco Home

Week 6  Assignment work

Week 7  Assignment work

Week 8  Investigate low toxin, low allergy alternatives. Look at assessment criteria

Week 9  Assignment work - Where am I in relation to my planning?

Week 10  Present and evaluate homes
Design Your Home!

Ok all you budding young architects, here is your chance to design an award-winning dream home!!

Using all the information you have gathered over the weeks you are to design an environmentally friendly, sustainable home. You are to demonstrate and incorporate as many of these ‘eco’ concepts as you can into your house plans.

You will submit a floor plan for your home as well as what the house will look like from the outside. You can choose the option that most appeals to you. Some examples include a drawing/sketch, a poster board, a 3D model or computer programs such as Google Sketch UP.

You will be assessed on the depth of your research and the variety of elements you have included in your house and gardens.

I will be looking for original designs and concepts that are explained in full to demonstrate your understanding.

Be sure to use our excursion to gather information and ask questions to assist you.

Please feel free to ask me any questions you may have regarding the assignment.

I look forward to seeing the final products!!
## Marking Guide for **ENVIRONMENTAL ARCHITECT**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Developing</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge on scientific principles and environmental sustainability.</td>
<td>Covered a full range of sustainable concepts that relate to house design. Shows connections with a range of environmental concepts.</td>
<td>Provides a variety of environmental concepts. Some connections are evident with the environmental concepts.</td>
<td>Provided only key concepts. Limited connections.</td>
<td>Includes some basic environmental ideas. Lacking information on key concepts.</td>
<td></td>
</tr>
<tr>
<td>Is able to apply knowledge to a new context.</td>
<td>High level of detail, with supporting information and features, use of colour, texture etc. Completed to a high/professional standard.</td>
<td>The plan and model is completed with some interest and detail. Selected an appropriate medium.</td>
<td>Completed a model, limited detail. Included basic environmental ideas in the model.</td>
<td>Model is completed at a basic level. Minimal understanding of the concepts.</td>
<td></td>
</tr>
<tr>
<td>Research and planning is evident.</td>
<td>Planning is demonstrated, research includes a number of different sources, notes, brainstorms, drafts etc are included.</td>
<td>Some research is evident from a few varied resources. Basic research demonstrated.</td>
<td>Basic research demonstrated.</td>
<td>No research is evident.</td>
<td></td>
</tr>
</tbody>
</table>
PEAC Online

- NOT for Round 1 Year 5
- When centre based courses are not an option
- Delivered via Moodle website
- Range of courses
- Time management & organisational skills
- Support from school and home
**PEAC Website**

www.northmetropeac.wa.edu.au

- First point of reference
- PEAC Calendar
- Regularly updated
- What’s happening – events, courses
- Essential links
Online Medical Form

- To be completed for start of Round 1 2015
- Contact details/ medical / transport / privacy permissions
- Form MUST be completed to submit course preferences
- Prompted to update if required each round
Year 5 course preferences Round 2 2015
Course preferences entered via PEAC website
Course details advertised 3 X a year
Students log on with name, date of birth and school
Choosing Courses

- Students enter four preferences
- Consider location, other commitments, areas of interest
- Encourage willingness to try something new
- All courses designed to motivate & challenge
- Notification through school’s PEAC Coordinator
Future Planning

We look forward to meeting your child at Whiteman Park next week

Remember
› Signed consent and medical form
› $40 payment cash/cheque
› Know your colour group