

Primary Extension and Challenge (PEAC) Professional Learning Information

Part of the role of the regional PEAC team is to provide professional learning opportunities to assist schools to meet their obligation to provide the necessary teaching and learning adjustments for top end students to achieve optimal educational outcomes (WA Education Department Gifted Policy). Research highlights that strategies used for top end 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.

The PEAC team is able to assist principals and teachers in:

- developing strategies
- aligning resources
- implementing plans to develop policy for top end learners

This support aims to:

- increase the effectiveness of teaching and learning programs for all students
- foster students' critical and creative thinking skills
- develop educational strategies that secure equity of educational outcomes
- assist with the provision of a challenging and extended curriculum to enable the true abilities of students to emerge, be recognised and be developed.

PEAC offers professional learning that aims to make a noticeable difference to schools and to students, based on the **Model of Behaviour Change** (Australian Professional Standards for Principals). The style of delivery aligns with the Professional Learning Community model (DuFour) and the Australian Charter for the Professional Learning of Teachers and School Leaders.

Model of Behaviour Change



Gaining Awareness - Gaining an awareness of the needs of top end students and the capabilities of staff to effectively meet the needs of these students and by doing so, develop high expectations and benefits for all students.

Strengthening Attitude - An individual's attitude and confidence towards change plays an important role in influencing the likelihood of a change in behaviour. Professional learning in this area will strengthen staff confidence to implement change.

Building Knowledge – Effectively building knowledge about how to understand, prepare for and take the next step towards achieving a desired change in teaching and learning. Strategies to build on this knowledge should focus on reducing the barriers and blockers, considering how to manage the change and developing a plan of action.

Taking Action – An individual is required to take action to first perform and then maintain the change. By drawing on trusted relationships and networks, gaining positive support and reflecting on progress leaders can improve and sustain attempts at behaviour change and maintain the determination to continue.

Achieving Behaviour Change Behaviour change occurs when the action eventually becomes automatic. At this stage the desired outcomes have been achieved and leaders will see their capabilities have grown. Practice is essential to maintain the change.

Adapted from the Australian Professional Standards for Principals and Leadership Profiles

When undertaking PEAC professional learning, there will be an expectation that schools commit to, and act upon, the 'Model of Behaviour Change' to address the needs of the students. This could include mentoring and work shadowing but please note that there are no funds available for relief teachers. This model is intended to be an ongoing process to ensure the implementation of positive teaching and learning outcomes.

Requests for PEAC professional learning can be made using the PL Brief Form and submitted to Tara Hannent at tara.hannent@education.wa.edu.au

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