



St Anthony's Greenmount Extension Programme

2016 Information



History

Since 2009 St Anthony's has offered a formal withdrawal extension programme. Initially the programme was for selected students in Years 4 – 7. Currently the programme caters for students in Years 1 – 6, with nominated students in PrePrimary experiencing the programme during four weeks in Term Four.

For students in PrePrimary to Year 3 the programme is *Critical and Creative Thinkers (CCT)* and for students in Years 4 – 6 *Across-the-Curriculum-Extension (ACE)*.

Selection Criteria

Students in the programme are selected by classroom teachers based on the following criteria:

- classroom teacher/s recommendation
- above average standardised tests results e.g. NAPLAN, Gifted & Talented Testing, PAT (Progressive Achievement Tests – English and Mathematics)
- consistent above average classroom test results and
- demonstration of a high level of commitment to learning.

Students' participation in the programme are dependent on their continued commitment to classroom work, high level of interest in the extension programme and overall behaviour. The places are offered on a **yearly basis** in Years 4 – 6 and at teacher discretion for students in Years 1 – 3, usually on a term-by-term basis.

Participating students in Years 1 – 3 attend the programme as part of their extension literacy groups. Students in Years 4 – 6 participate in a formal withdrawal programme with parent permission. The sessions are conducted in the Learning Resource Centre (Library) for 50 minutes per week.

Programme Content

The content of the programme has changed over time with our current focus on Philosophy, MindUP Curriculum (Years 2 – 5), Night of Notables (Yr 5), Budgeting (Yr 5) and Real-life Budgeting and Tony Ryan's Thinkers Keys (Yr 6).

The MindUP Curriculum – Brain-Focused Strategies for Learning and Living

MindUP is a comprehensive, classroom-tested, evidence-based curriculum that fosters social and emotional awareness that can enhance psychological well-being and promotes academic success. The MindUP Curriculum promotes and develops mindful attention to oneself and others, tolerance of differences and the capacity of each member of the community to grow as a human being and learner. Students learn about the brain and how it functions, in the process gaining insight into their own minds and behaviours as well as those of the people around them. (**Teaching Resources - The MINDUP Curriculum – Brain-focused strategies for Learning and Living Years Pre-K - 2'** and 'Years 3 – 5' by Scholastic)

This year the MindUP Programme will be introduced to all PrePrimary and Year One students as part of their Library sessions. We feel the programme has much to offer to all students.

Website <http://thehawnfoundation.org/mindup/mindup-curriculum/>

Philosophy – Asking the Big Questions

Aims

Philosophy develops speaking and listening skills vital for literacy and emotional development and encourages critical and creative thinking essential in the 21st Century. Philosophy develops children's independent learning, higher-order thinking skills, as well as critical and creative thinking.

Rationale

Philosophy for Children, sometimes abbreviated to P4C, is a movement that aims to teach reasoning and argumentative skills to children. The word “*Philosophy*” comes from the Greek words *Philos* (love) and *Sophia* (wisdom). In other words, philosophy is *the love of wisdom*. It’s the practice of asking very big questions, ones that often have more than one possible answer or no clear answers at all.



Method

The teaching of philosophy for children is varied. However, many practitioners including those working in the tradition of Matthew Lipman and the IAPC emphasise the use of a ‘*community of inquiry method*’ which has roots in the work of philosopher John Dewey. The term “*inquiry*” is preferred to “*lesson*” because the emphasis is on the group inquiring together into questions with the teacher as a facilitator rather than the authoritative source of information.

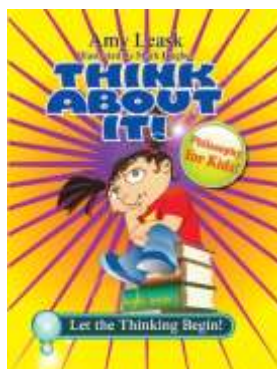
(Teaching Resources: ‘*Thinking in Education 2nd Edition*’ by Matthew Lipman)

Philosophical Areas

- **Metaphysics:** *What is All this Stuff?*
- **Philosophy and the Environment:** *Think Green!*
- **Aesthetics:** *Gee, That’s Pretty!*
- **Epistemology:** *How Do You Know What You Know?*
- **Ethics:** *Behave Yourself!*
- **Politics:** *Who’s the Boss?*

(Teaching Resources - ‘*Think About It! Philosophy for Kids!*’ – ‘*Let the Thinking Begin!*’, ‘*Metaphysics: What is all This Stuff?*’, *Epistemology: How Do You Know What You Know?*’, *Ethics: Behave Yourself!*, *Aesthetics: Gee, That’s Pretty!*, and *Philosophy and the Environment: Go Green!*’ by Amy Leask (iPad apps and book resources))

Website <http://kidsthinkaboutit.com/>



Philosophy for Children – Method - A Community of Inquiry

Philosophy for Children is an educational approach that makes it possible for them to develop their multidimensional thinking, therefore their reasoning abilities, their critical, creative and caring thinking. The goal is to develop and stimulate the high-order thinking in *'The Community of Inquiry'*. This community works hard at being able to understand different points of view, in addition, finding out the meaning of the world and the society we live in.

Community of Inquiry

Establishing the **Community of Inquiry** is a way of exploring Philosophical ideas in a reasoned way. Students work to explore Philosophy through Socratic Dialogue. The aim is to enable reasoned argument by drawing on experiences and thinking of all member of the community in order to deepen their understanding of Philosophical themes.

Students work in a circle so that all members of the community have the opportunity to contribute and to listen to others. The presentation of a stimulus invites questions and these questions are explained, challenged and reasoned through during the discussion. Students are encouraged to challenge their assumptions and become aware of their thinking and the thinking of others. (**Teaching Resources** – *'But Why? Teacher's Manual: Developing Philosophical Thinking in the Classroom'*, *'Pocket PAL: Creating Enquiring Minds'* by Sara Stanley & Stephen Bowkett.

Website <http://sarastanley.co.uk/>

Night of Notables (Yr 5)

Aims

- for students to gain an understanding of giftedness by researching and portraying famous, eminent people
- to see how other people have used their giftedness – often against the odds
- to extend information-processing skills
- to increase their research skills by using both primary and secondary resources in writing biographies and bio-riddles ...
- to demonstrate their knowledge with confidence in a public forum and
- to understanding, practice and demonstrate skills, concepts and attitudes for lifelong learning.

Rationale

'Night of Notables' is about transformation through an in-depth study of a famous person, students should come to realise both the gifts and the difficulties that a person encountered in realising their gifts, in moving from potential to success. The personal transformation comes through identification with that Notable person. Students are encouraged to speak in the first person, wear the clothing and serve the food typical of that person in his/her time.

Method

The student works at his/her own pace and to their own depth. The student constructs his/her own learning with students free to move in any direction they wish. The student choose his/her own time frame, comfortable learning within their own learning style, and encouraged to be creative about producing superior and excellent products of learning.

Budgeting

In order for the students to prepare themselves for their major real-life budgeting task in Year 6, they will be experiencing a series of short activities that requires them to stay with a set budget.

Budgeting For Real Life (Year 6)

Students:

- have a set budget to purchase a one/two bedroom unit using real estate websites or newspaper advertisements
- have an additional budget to furnish the unit using junk mail, websites and retail stores
- need to correctly and accurately record their work in order to achieve beyond a satisfactory assessment
- need to continuously self-assess to ensure all requirements are completed to a very high standard.

Tony Ryan Thinkers Keys (Year 6)

Aims

The Thinker's Keys are twenty powerful strategies for generating Zest Practice (combination of Best Practice and Zen) intellectual rigour and therefore, advancing everyday learning in all settings. Thinker's Keys have been developed to boost thinking in everyday learning at all times and to be explicitly taught to students through deep inquiry learning tasks.

Rationale

Thinking is not an optional extra in learning as it is a core skills students need to be exposed to. Thinking will augment the quality of all learning.

Method

The Thinker's Keys are organised into two general groups:

- **Critical/Organisational** (Purple Keys/Cards 1 - 10) – When students need to get themselves organised, these cards are the ones to utilise. The keys encourage students to complete research, evaluate the information, and to put any necessary tasks into action.
- **Creative/Innovation** (Orange Keys/Cards 11 - 20) – When students want to generate new ideas, or to develop some different perspectives on an issue, then these keys will assist them to do so. These keys challenge students to think very differently.

Research Project

Students:

- select a research topic to demonstrate their knowledge of Thinker's Keys.
- present their research project on a Parents/Family Night.

Website <http://www.thinkerskeys.com/>

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