

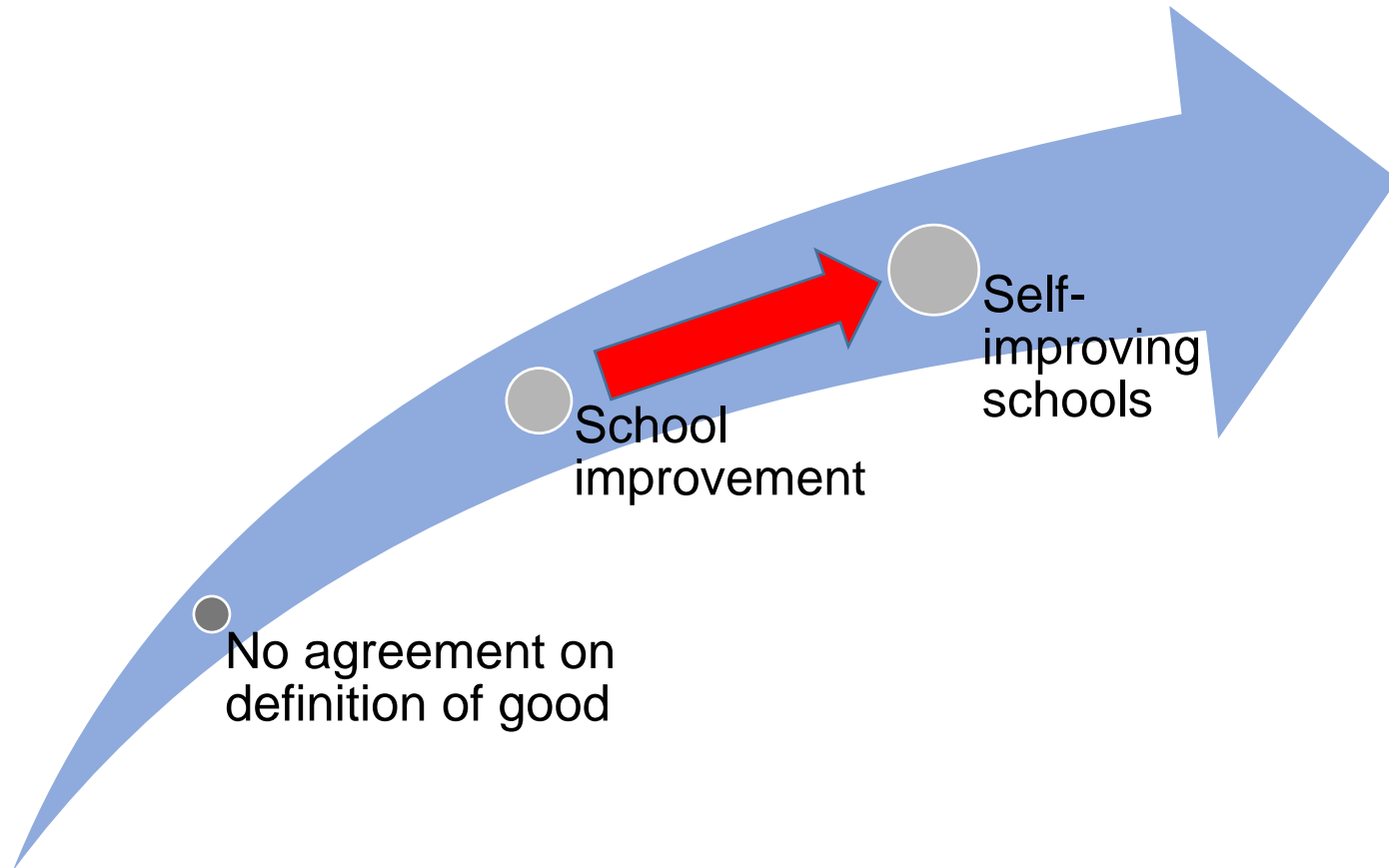


High
Performance
Learning

High Performance Learning: How To Become A World Class School

Professor Deborah Eyre

Major trends in global education..



6 gaps which remain in our schools post school improvement - Massachusetts

- The **employability** gap – the gap between what the economy demands and what the school system produces.
- The **knowledge** gap – the gap between what a 21st century American needs to know and what graduates of the school system actually know
- The **achievement** gap – the gap between Massachusetts students as a whole and those from economically disadvantaged backgrounds
- The **opportunity** gap – The opportunity to succeed between children of the well off and children of low income families
- The gap between the **performance** of Massachusetts and those in the top-performing education systems in the world
- The **top talent** gap – The gap between top-performing students in Massachusetts and top-performing students in the best systems in the world

(Brightlines, 2014).

Moving to Self-Improving

Then

- *We do what we are told to do*
- *We work to external targets*
- *We are process led*
- *We monitor staff frequently*
- *We assess students frequently*
- *We rely on others to say if good*

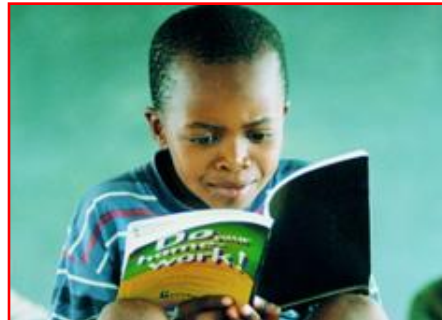
Now

- *We create our own vision*
- *Internal accountability first*
- *We are pedagogy led*
- *We unleash our teachers*
- *We build student competence*
- *We expect more from ourselves*

Adapted from BCG

Vision for World Class schools

- i. Everyone in the school, regardless of background or starting point, achieving the highest academic standards
- ii. Students equipped with the values, attitudes and attributes that will serve them well in university, the workplace and their life
- iii. The school delivering this outcome consistently year on year regardless of changes to context or circumstances.



Creating world class schools

Is it possible?



Do you think it is possible?

10 = hard but definitely possible

9

8

7

6

5 = maybe

4

3

2

1 = not possible

Start with a student profile

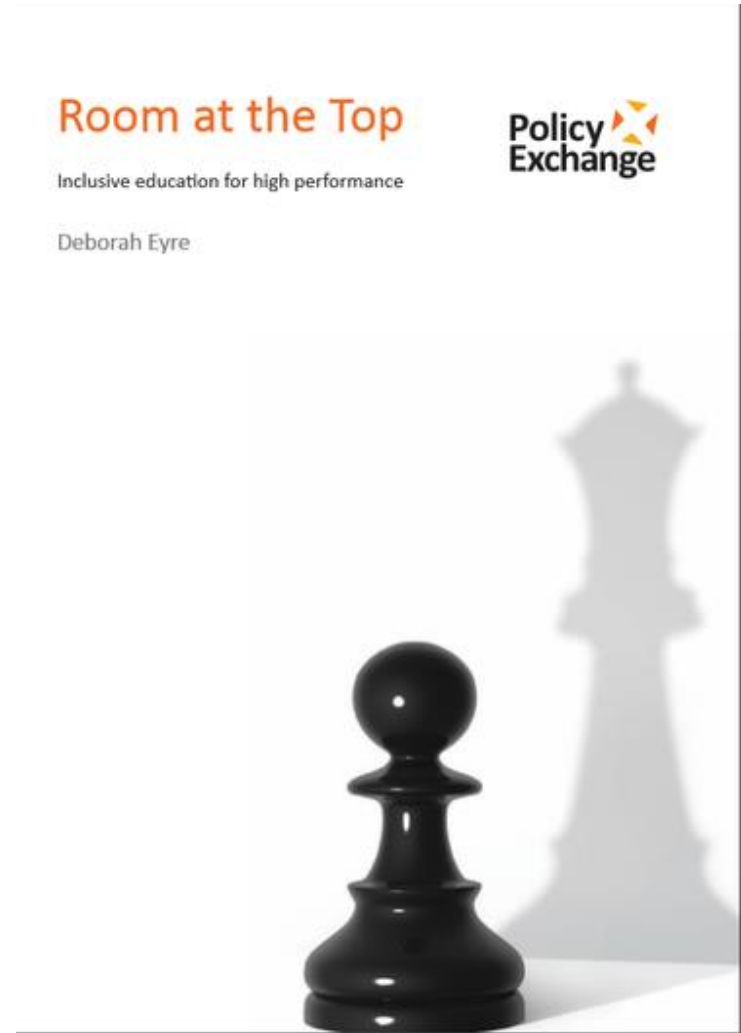


What kind of students are we creating?



Room at the Top

‘More pupils than we previously thought have the potential to perform at the highest levels. Gifted education tells us exactly how to achieve this. There really is ‘Room at the Top’ if we systematically nurture more children to get there.’ (2010)



You need a plan...



‘Delivering success ... is not like entering your numbers into a lottery. You cannot rely on chance to deliver success; if you do, you are as likely to be successful as you are at winning the lottery.

Accompanied by hard work, the delivery of success is wholly reliant on a carefully and meticulously structured process. Remember the **best way to predict success is to create it**

Whyte, 2015 p37

The HPL *Framework*



Understand the journey to high performance



The formula for success

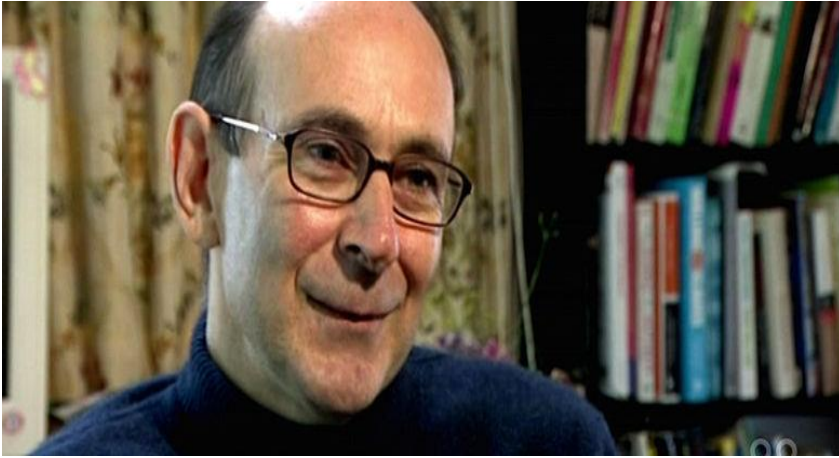


Potential does not determine performance



Don't blame it on the genes..

Oliver James



Benjamin Bloom



Carol
Dweck



K Anders
Ericsson



Robert Plomin



Can we get cleverer?



“When it comes to improving intelligence, many researchers concluded that it was not possible.

Our findings, however, clearly show that this is not the case. Our brain is more plastic than we think.”

Jaeggi (2008)

We can create high performance



Opportunities and Support are key



The key competencies to be developed

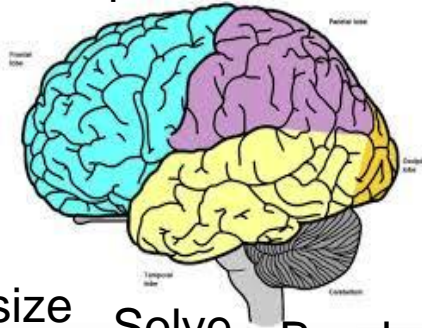


Teaching designed to develop the competences

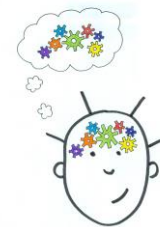


How do High Performing Learners *think*?

Break rules Transfer knowledge Strategise Plan Memorise
 Critique Deduce Defend Judge Debate Use Locate
 Generate multiple solutions Propose Connect Categorise Compare
 Be accurate Think holistically Examine Generate ideas Differentiate
 Extrapolate Apply Theorise Justify Discuss Test
 Sequence Reason Concept map Justify Link
 Interpret Follow rules Imagine Recommend
 List Rank Compile Infer Extrapolate
 Contrast Predict Argue Seek supporting evidence
 Hypothesise Synthesize Solve Bend rules Prioritise Paraphrase
 Invent Concretise Deal with complexity Calculate Interconnect Abstract
 Summarise Deal with complexity Calculate Create Monitor Discuss
 Conceive Bend rules Be precise Develop principles Evaluate Demonstrate
 Combine Refine Outline Investigate Deal with ambiguity
 Analyse Design Investigate Deal with ambiguity

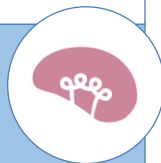


How do High Performing Learners think?



- Intellectual playfulness
- Flexible thinking
- Fluent thinking
- Originality
- Evolutionary or revolutionary thinking

Creating



- Meta-cognition
- Self-regulation
- Strategy planning
- Intellectual confidence

Meta-thinking



- Connection finding
- Generalisation
- Imagination
- 'Big picture' thinking
- Seeing alternative perspectives
- Abstraction

Linking



- Critical or logical thinking
- Precision
- Complex and multi-step problem solving

Analysing

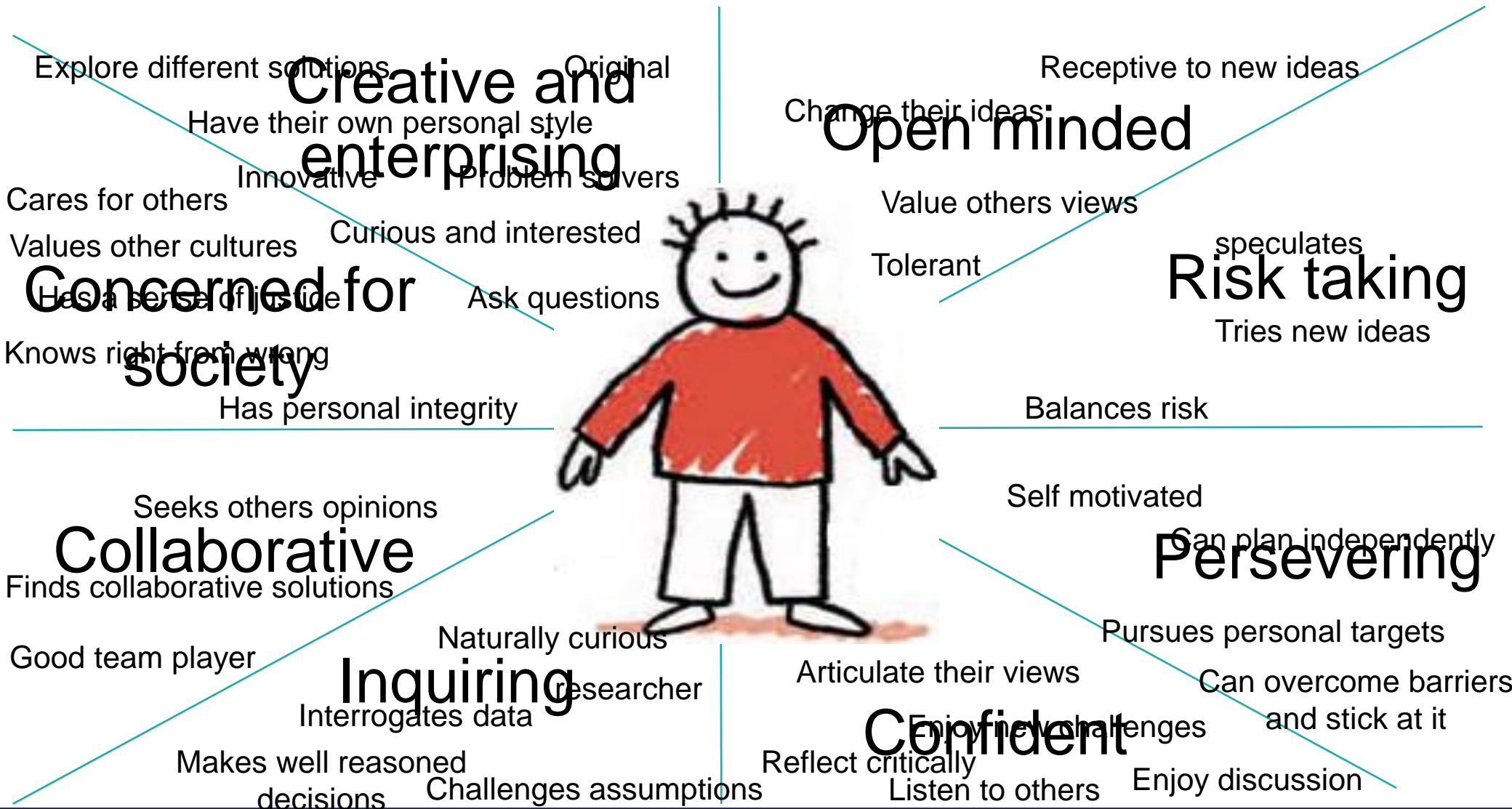


- Automaticity
- Speed and accuracy

Realising



How do High Performing Learners *behave*?



Creating world class schools

How do High Performing Learners behave?

- Collaborative
- Concerned for society
- Confident

Empathetic



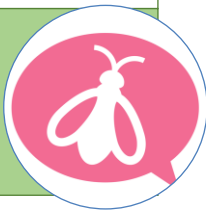
- Enquiring
- Creative and enterprising
- Open-minded
- Risk-taking

Agile



- Practice
- Perseverance
- Resilience

Hardworking



Progression in each ACP and VAA

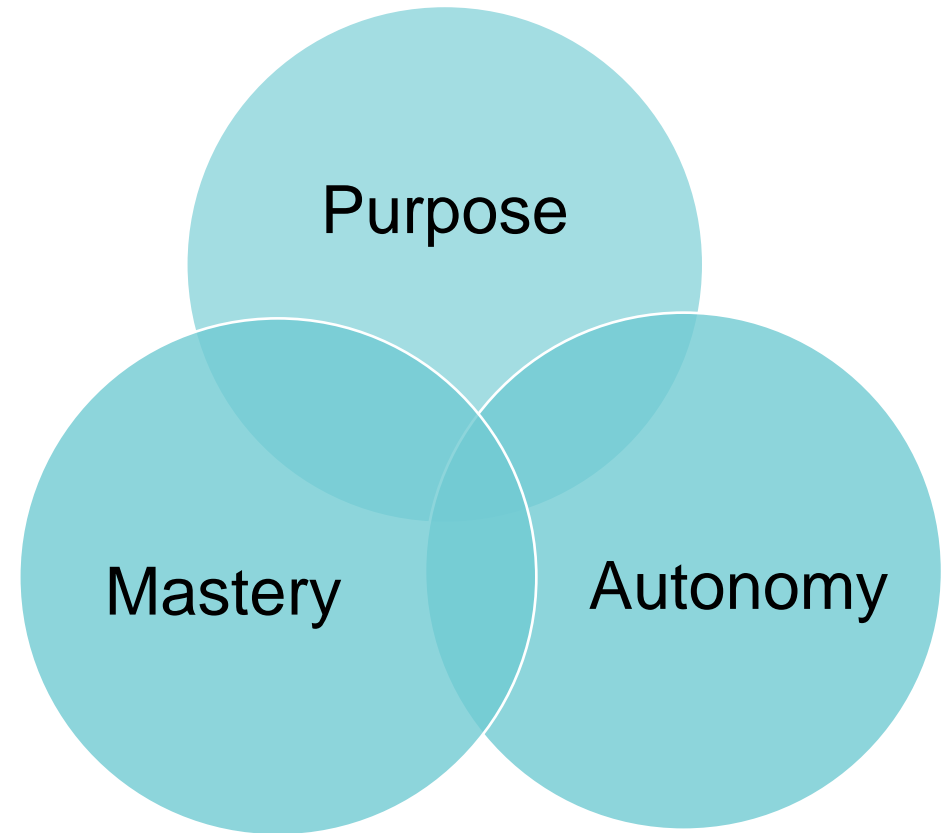
Open
Mind

- | | | | | |
|--|--|--|--|---|
| <ul style="list-style-type: none"> • are becoming aware that others may have different ideas and opinions and come from different backgrounds | <ul style="list-style-type: none"> • recognise people from different backgrounds and beliefs and are willing to listen • may change their own beliefs or opinions based on those of others • show an interest in people from different cultures and backgrounds | <ul style="list-style-type: none"> • can take a different perspective of different people • become more open to different ideas based on those of others • will change their own beliefs or opinions if the evidence supports it • appreciate the value of knowing, and learning from, people from different backgrounds | <ul style="list-style-type: none"> • evaluate different perspectives and arguments and are willing to change their own behaviour based on their evaluation • evaluate different perspectives and arguments by drawing on the experiences of people from different cultures and backgrounds when forming opinions | <ul style="list-style-type: none"> • seek out new information and the arguments of others in order to critically reflect on their knowledge, understanding and ideas and modify them based on their critical reflection • systematically take a considered global stance when approaching new ideas |
|--|--|--|--|---|

Making all our students motivated and striving to achieve

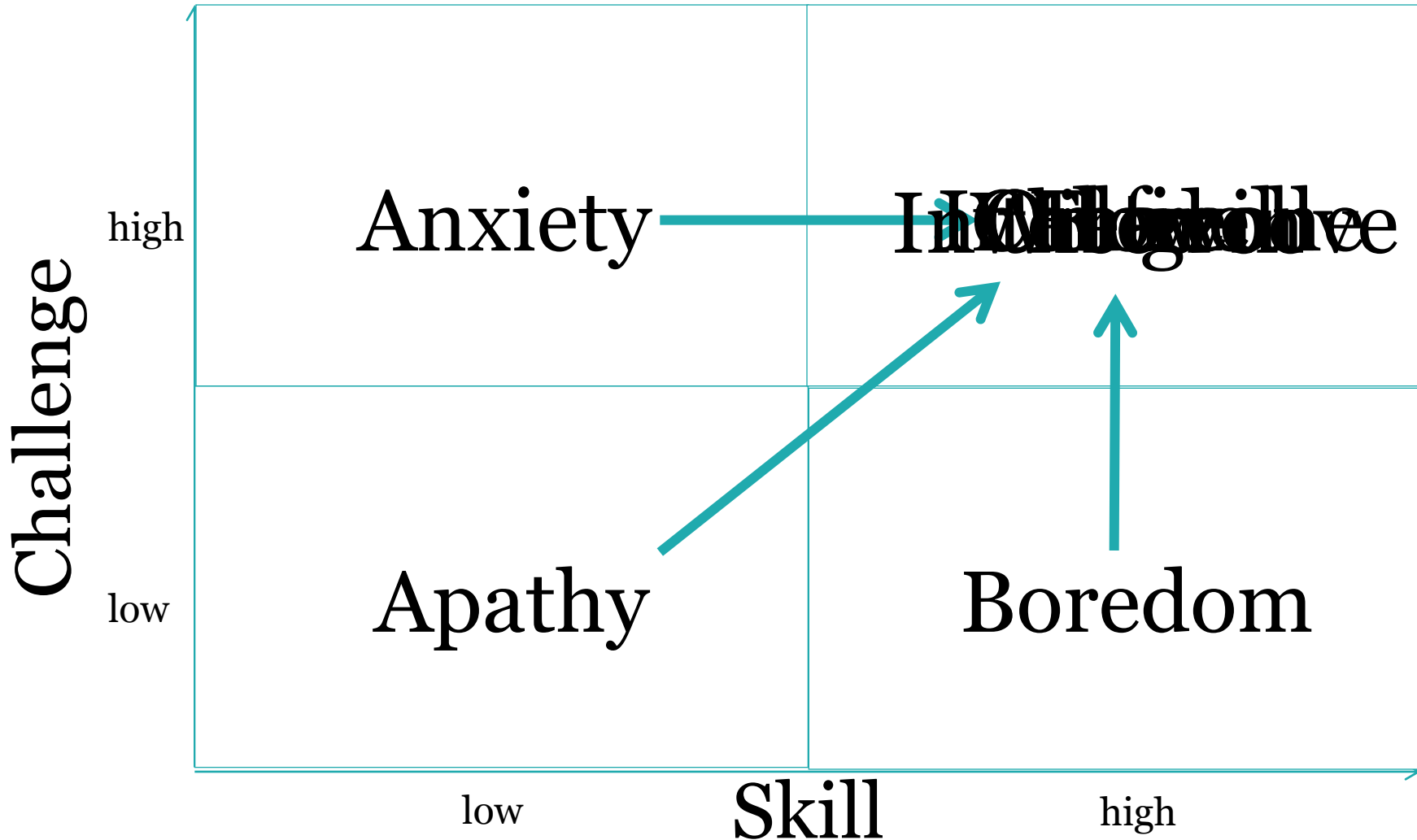


Motivation 3.0



Daniel Pink (2010)

Flow - Csikszentmihalyi



Support includes feedback



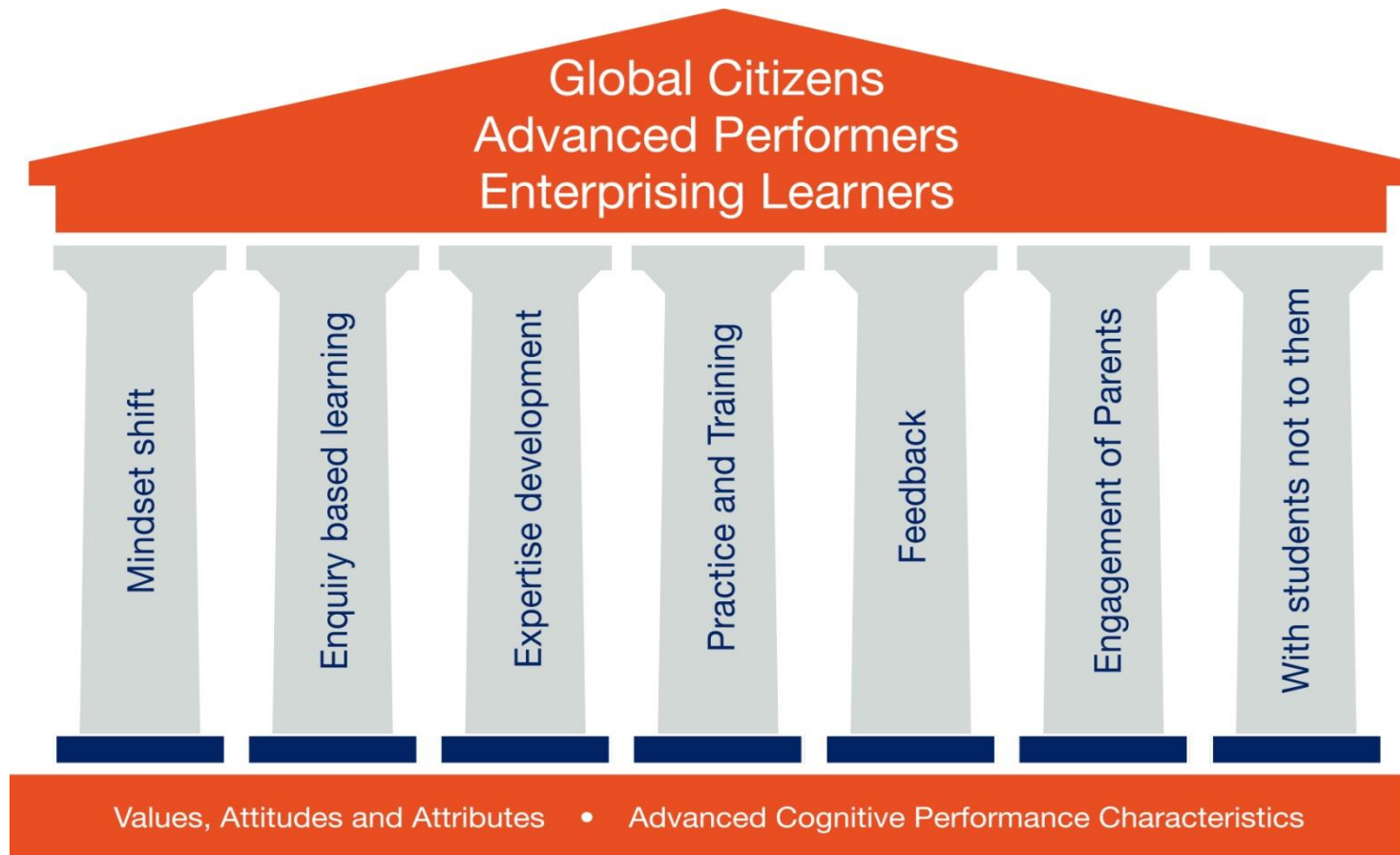
“...the most powerful single moderator that enhances achievement is feedback. **The most simple prescription for improving education must be ‘dollops of feedback’**”.

Hattie (1992)

Making it work in school: Key supporting pillars



The 7 Pillars of High Performance



Features of World Class Schools

1	They start by focusing on the profile of the type of student they want to develop and build their accountability measures around this.	6	They see the school as a well-oiled machine that can deliver the same high standards for students year on year and regardless of background.
2	They select a core curriculum that is overall well-suited to their vision and then audit it in order to enhance and supplement where needed including via the enrichment offer.	7	They are purposeful but also relaxed with both students and staff at ease in the school.
3	They make explicit to students (and parents) what they are trying to achieve and how they should participate.	8	They place a high level of trust in their teachers and their students and structures assume timely intervention and benchmarking rather than constant monitoring.
4	They are confident on behalf of their students who feel they can trust the school to help them be successful.	9	Internal accountability precedes external accountability and they take ownership for their own performance.
5	They see personal and pastoral support and guidance as crucial to academic success.	10	Everyone feels an emotional attachment to the school but they don't see themselves as world class because they are never complacent and are continually seeking to refine and improve.

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