



Introducing the High Performance Classroom

Presentation Notes for the HPL Lead(s)

HPL Nutshells are short CPD activities to be used in school and led by HPL Leads or other Middle Managers. They generally can be delivered within a 45-60 minutes session.

Nutshells:

- ❖ Are a resource for HPL Award and Foundation Schools
- ❖ Are designed to support your professional learning community
- ❖ Focus on aspects of HPL, the ACPs or VAAs
- ❖ Provide a regular programme of one hour bespoke CPD for your teachers and assistants
- ❖ Build pedagogical confidence over time
- ❖ Come with downloadable resources and research based reading
- ❖ Are interactive and enjoyable
- ❖ Model activities for teachers to use in their classrooms

Slide 1: Title Slide 'Creating a Performance Classroom'

Slide 2 – Objectives and the 7 Pillars of High Performance

The slide highlights the overall objectives of the three 'nutshells' for creating a high performance classroom. It also shows the 7 Pillars of High Performance which are essential for creating the best possible climate for success.

Whilst the ACPs and VAAs form the language and basis for High Performance Learning each Pillar needs to be in place and understood.

The presenter should ensure teachers understand what each Pillar stands for:

- ❖ **Mindset Shift** – Everyone must believe that ability is flexible and can be developed.
- ❖ **Enquiry based learning** - Academic performance is not just a question of what is taught but how it is taught. Not just ‘knowledge’ but also ‘pedagogy’. Enquiry based learning encourages independent thought and builds intellectual confidence.
- ❖ **Expertise development** – advanced cognitive performance is not just about passing tests and exams. Expertise is about developing the habits and behaviours associated with expertise i.e. thinking and approaching tasks like a mathematician or a historian.
- ❖ **Practice and Training** – Extended deliberate practice i.e. high concentration practice beyond one’s comfort zone, has been found to play a significant role in helping students to persevere. Deliberate practice is not the same as mere practice – think about how a musician learns a new piece of music.
- ❖ **Feedback** – Nothing new here but in High Performance Learning feedback must be combined with high expectations of what students can achieve. It should seek to not only comment on cognitive ability but also confidence and well-being. Feedback comments on current performance and optimal performance – what does the student need to do to close that gap.
- ❖ **Engagement with parents** – schools need to be proactive in promoting how parents can help and support their child.
- ❖ **With learners, not to them** – It is critical that schools position High Performance Learning as an activity in which students are encouraged to take responsibility for their own learning, are actively involved and make decisions.

Slide 3: Pygmalion Effect video clip

Video link: ‘The Pygmalion Effect’ – the aim is to set the scene and to recalibrate thinking around expectations and performance in advance of the following discussions and activities. As the workshop proceeds teachers will notice the ‘Pygmalion Effect’ echoing in their consciousness.

Slide 4: Title Slide - Activity

Slide 5: The Values Game Activity (20 mins)

You will need to divide a sheet of A3 paper heading each column with the titles ‘I believe’, ‘I don’t believe’ and ‘I am not sure if I believe’. Print and cut up sets of the 18 statements on cards/paper for each pair/group. (See the accompanying template for making this resource).

Teachers, working in pairs or small groups, discuss and decide where their beliefs and values lie placing the appropriate statement in the column that represents their views best. After 10 mins they share their thinking with another pair/group working close by.

Gather key points from the discussions.

Slide 6 - Summary slide

This slide enables you to summarize some of the key points that will inevitably have arisen and to emphasize the changes leading to high performance cultures in the classroom. You can also extend this discussion, reviewing where the school currently sits in relation to the following points which are shown on the summary slide.

A High Performance Classroom requires:

- ❖ That changes take place in the classroom culture
- ❖ That students are introduced to the High Performance learning language and become familiar and able to articulate that language
- ❖ Teachers rethink some tasks/activities in order to provide more opportunities to practice regularly the HPL advanced cognitive skills
- ❖ Teachers plan for and encourage more classroom dialogue – this is linked to the previous point as activities and tasks become more imaginative, requiring greater use of paired/group conversations
- ❖ Teachers build in additional time for students to reflect on their learning during lessons and at the conclusion of units of work

Take Away Tasks

- [Teachers can research more about the Pygmalion Effect – see uTube examples](#)
- [Teachers read Chapter 2 of 'High Performance Learning – How to Become a World Class School' - Prof. Deborah Eyre](#)