

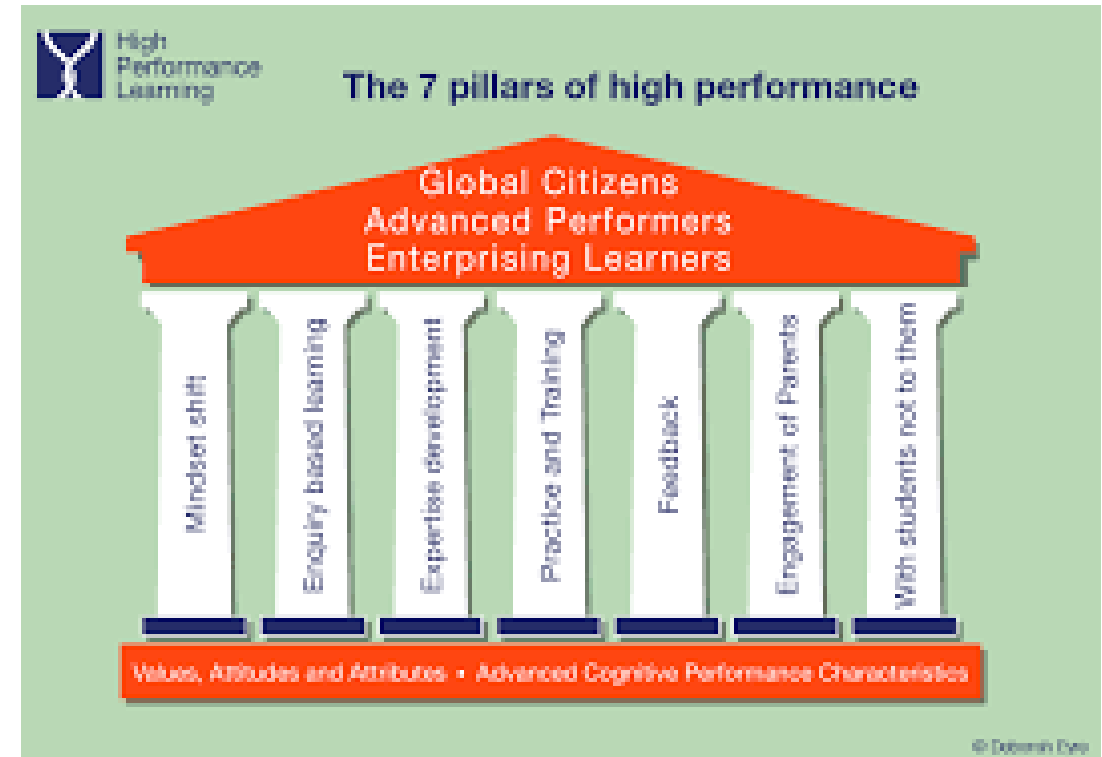


High  
Performance  
Learning

# Developing the High Performance Classroom

# Creating a Performance Classroom Objectives

- Give an overview of the conditions that lead to high performance
- Consider the factors that lead to a high-performance classroom culture
- Think about how you will make your classroom a high-performance classroom
- Think about how your classroom environment can promote high performance



# **Activity**

## **Measuring what we value**

# What are we measuring – does this match your values?

“I have been struck again and again by how important measurement is to improving the human condition.”

*Bill Gates*

## Short table discussion:

- How do you group/organise your students?
- How do you communicate your expectations?
- What expectations do your students have of themselves?
- How is performance assessed?
- Are you measuring what you value?
- How do students influence the dialogue in your classroom?
- Is there a shared language in your classroom for talking about performance?

# **Activity**

## **Brakes and Accelerators**

# ‘Brakes and Accelerators’

Working in pairs...

Think about 5 things that you would expect to see or hear from teachers or students in a high-performance classroom

Think about a lesson you have recently taught

As a group consider each lesson and question/discuss:

- How the lesson broke or accelerated high performance for ***all***?
- How current practice strengthens or weakens performance in relation to the language of learning?
- How you might modify the lesson in order to accelerate high performance



# Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Fixed Mindset



- Avoid failure
- Desire to Look smart
- Avoids challenges
- Stick to what they know
- Feedback and criticism is personal
- They don't change or improve

Growth Mindset



- Desire continuous learning
- Confront uncertainties.
- Embracing challenges
- Not afraid to fail
- Put lots of effort to learn
- Feedback is about current capabilities



# Growth or Performance

## Growth

- Knowing I can do better
- Embracing challenge
- Building on my strengths
- Learning from feedback
- My potential is unknown
- I will make progress
- Success comes from effort

## Performance

- Knowing I can do well
- Seeking challenge
- Valuing my strengths
- Requesting and giving feedback
- My potential is limitless
- I will achieve my goal
- Success comes from effort