



Developing the High Performance Classroom

Presentation Notes for the HPL Lead(s)

HPL 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: Review of Objectives

This only requires expansion if teachers wish to feedback on their reading of Chapter 2 (Red Book) or further exploration of the Pygmalion Effect.

Slide 3: Title 'Measuring What We Value'

Slide 4: Activity 'What are we measuring – does this match our values?'

Short table discussion (10 mins) considering whether our school practices promote high performance. Teachers may wish to note their thoughts on post its or flip chart paper.

You can take key points from the group to bring the discussion together.

Slide 5: Title Slide - Brakes and Accelerators

Slide 6: Activity

Working in small groups or pairs, teachers are asked to think about the factors that lead to high performance.

From that initial discussion they then move onto thinking about a lesson they have taught recently and to have a reflective discussion with colleagues.

After introducing their chosen lesson, they are asked to:

- ❖ consider key questions about that lesson;
- ❖ to reflect on the current practices and school expectations,
- ❖ to evaluate how much emphasis they place on the language of learning in their own classrooms;
- ❖ how the lessons could be improved/enhanced to accelerate high performance.

Slide 7: Fixed and Growth Mindsets

Recap on mindsets. Most of the teachers will have some working knowledge of Carol Dweck's work on growth mindsets. It is worth spending a little time discussing the differences as you lead into the next slide which will introduce the notion that a performance mindset builds on growth mindset.

Slide 8: Growth versus Performance Mindsets

The subtle differences in language are worth exploring. HPL provides the framework of ACPs and VAAs which teachers use to move the philosophy into actual practice. This is not just about recognizing a need to think differently, but that we need to actively change classroom practices and provide regular opportunities for advanced cognitive development.



In summary it is important that teachers understand that High Performance Learning is the result of:

- ❖ 30 years research led by Prof. Deborah Eyre
- ❖ Is the result of her 'in depth' study of able students and how they think and behave when learning
- ❖ Is rooted in the latest neurological discoveries and psychological studies that demonstrate our brains are far more flexible/plastic than we thought
- ❖ Being trialled in schools across the world where significant improvements in **all** students performance has been noted
- ❖ Research which demonstrates that most students/people can be taught the necessary skills for high performance

Take Away Tasks

- Teachers read Chapter 3 of 'High Performance Learning – How to Become a World Class School' - *Prof. Deborah Eyre*