

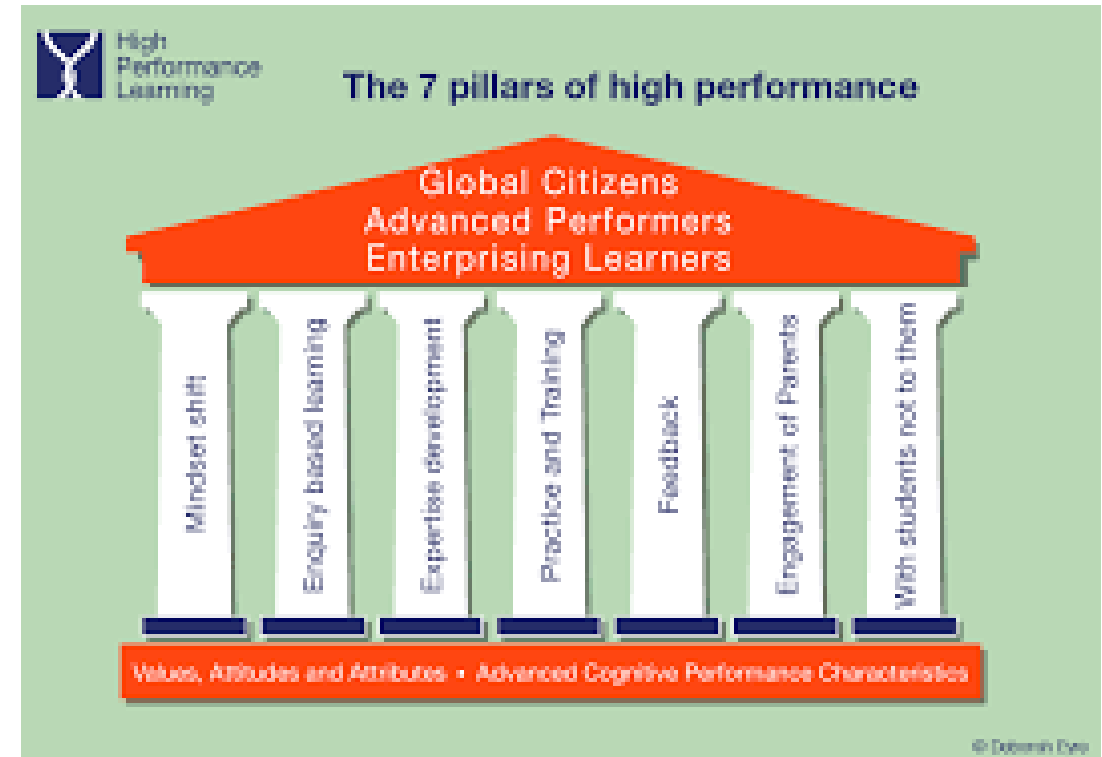


High
Performance
Learning

Creating a 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



High Expectations!

<https://www.youtube.com/watch?v=E44kQYUo>



Activity Motivation

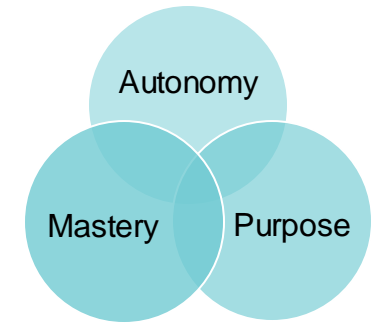
Motivational Factors

Activity:

- Is there someone in your life who has been of particular influence in a motivational or inspirational way?
- On your tables think about what motivates you. When are you most motivated and how does that make you feel?
- Now think about your classrooms and your learners. What motivates them in their learning.
- What does a motivated classroom look and feel like?

Motivation

Daniel Pink (2010)



- We **all** concur that we need to have high expectations of our students
- We also need to have a clear purpose for our work - we are doing this **WITH** students **NOT** to them
- We need to focus on the things that motivate our students and build on their interests, topical themes, issues of the day etc.
- Students need to know where education can take them and how it will help them in the real world
- Students need to understand that **they can and will master** everything if they practice, persevere, resist unhelpful influences and work hard

The HPL Classroom - Getting Started...

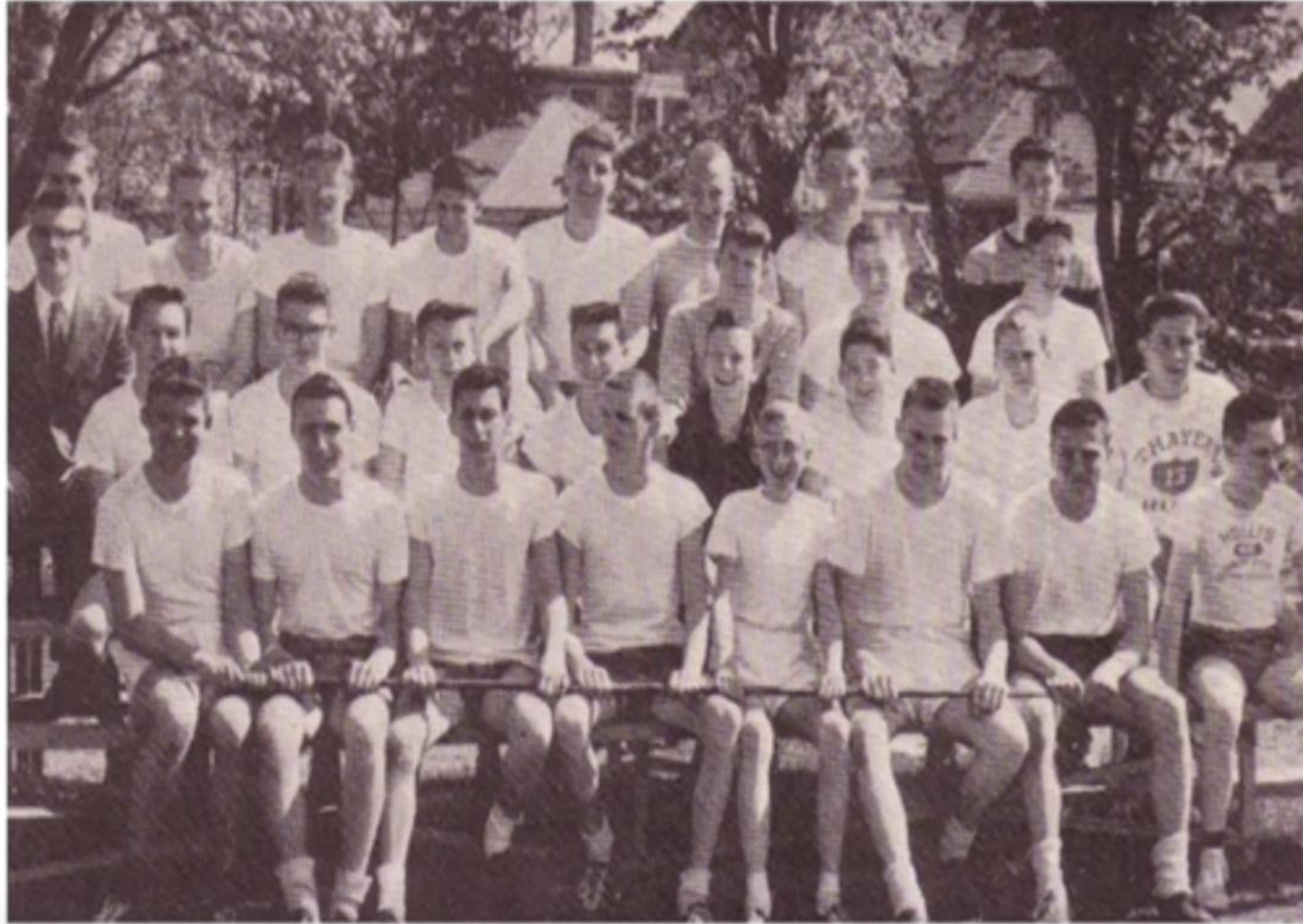
Start:

- Talk about learners not pupils
- Think performance not ability
- Aim for your personal best
- Show pupils what good looks like
- Engage in more classroom dialogue
- Signal making mistakes is part of learning
- Question repeatedly
- Promote deliberate practice and hard work
- Ask where are you on your learning journey?
- Praise having a go
- Praise taking a risk, expressing your view
- Ask what strategies you are using
- Have everyone learning at high levels

Stop:

- Using the word ability
- Using targets as ceilings
- I'm no good at...
- Labelling and categorising pupils
- Ranking pupils in the class
- Students comparing themselves with the rest of the class
- Focussing only on right and wrong
- Thinking you're on your own
- Relying on innate talent
- Accepting the simple first answer
- Stop having some children doing easy work

Which 14-year-old is the future Olympian?



<https://youtu.be/fzofxFyNuG4>

**You just
don't know...**

Which 14-year-old is the future Olympian?



Creating world class schools


What will this look like in practice?


Some ideas for making HPL explicit in our classrooms





Aim - to discuss the pros and cons of nuclear power within the context of the *Energiewende* in Germany.

During the lesson you will...

Develop the ACP of '**meta-thinking**' by applying prior knowledge from the environment topic to this new context of debating nuclear power. 

Practise '**big picture thinking**' by considering the implications of abandoning nuclear power within the wider issue of the *Energiewende* in Germany. 

Attempt '**fluent thinking**' by building on the arguments discussed in class to generate your own views on this issue. 

Develop the VAA of **collaboration** by working effectively in mixed year groups, listening and supporting each other towards an effective outcome. 



Year 13 Science lesson

Vanadium competition: This is what I would like How?

VO₂⁺ VO₃⁺ V³⁺ V²⁺

The use of phosphoric(I) acid provides the best way of getting VO²⁺ or by using tin and decanting the solution when the reaction has reached the appropriate stage. Students may need to have it

V³⁺ can be obtained using granulated tin.
V²⁺ can be obtained using powdered zinc; the colours corresponding to the intermediate oxidation numbers can be observed as the reaction proceeds.

VO₂⁺ VO₃⁺ V³⁺ V²⁺

There are more options than the three we used ... why choose these?

- Limitations to predicting reactions using electrode potentials?
- What other factors should we consider?

HPL continuously linked across lessons to ensure clear and open comprehension of what skillsets are being applied.



Year 7 Geography Lesson
DOHA COLLEGE

Year 12 English
Essay Structuring Lesson

Examination Response Structure

Intro: Frame the Question, give your thesis (often writer's purpose), and give your roadmap of 3 or 4 points your essay will cover.

Body x 3 or 4: Point that answers the question, evidence that is apposite and interesting, explanation that seems to be the most interesting language in that evidence and does 1-9 and some 7 of the explanation. It is implicit in the explanation.

Conclusion: Summarise findings, returns to thesis rewording it now proven, and explicitly does 8 of explanation - gives personal interpretation - your explicit, evaluative personal opinion.

Remember those 8 areas:

1. Develop your point
2. Contextual analysis
3. Effect on the audience
4. Link forwards/backwards in text to compare
5. Writer's Purpose
6. Context
7. Different interpretations
8. Personal interpretation

WRITER'S CRAFT - 7 SORTS OF CTA

For use in 2 above:

The close-text analysis you should consider includes the relevant ideas from the areas below:

1. Sound - what sounds do the words make? (think devices such as alliteration, assonance, consonance, sibilance etc. etc.)
2. Diction - the actual word(s), semantic fields, etc.
3. Lit Devices - Imagery first (is figurative language) and then other devices - rhetorical etc.
4. Syntax - sentences and punctuation (think pauses - caesura in poetry; short steps, hesitations etc. all created by punctuation), word order (think devices such as anaphora, hyperbaton, tmesis etc.)
5. Paragraph/Scene/Scene or Act - how, why, effect
6. Voice - what narrative voice, what tone, why, effect.
7. Whole text - form, style, genre.

EXAMINER COMMENTS

Year 10 Geography lesson

AQA GCSE Geography
2. Urban growth creates opportunities and challenges for cities in LICs - Lagos

Complete the fact file about Lagos:

Population	
Population density	
Population growth rate	
GDP	
GDP per capita	
Waste	
Reported murders	

Label the map to show where Lagos is. Annotate the map to help explain Lagos's advantageous position within Nigeria and Africa. Also, note why Lagos has grown.

Welcome to Lagos - Challenges and Opportunities

Watch the video and complete the questions:

1. What is the population of Lagos?
2. How many tonnes of rubbish is recycled?
3. How many people does the Olusosun dump employ to recycle the rubbish?
4. How much was the perfume container worth?
5. How many scavengers are on this dump?
6. What is Joseph's business?
7. What does most of Joseph's money go on?
8. What does Joseph do when the lights go off?
9. What does he say other people do when the lights go off?
10. What is Mohammed's job?
11. Why has he been so successful?
12. How does everyone at the market make a living?
13. What does Gabriel use the cow blood for?
14. How long is the traffic jam on the 3rd mainland bridge?
15. What is the slum cat's called?
16. Why did they have a man tied up?
17. How do fires start on the dump?

Year 7 computer science lesson

HPL Criterion

A Precision (the ability to work effectively within the rules of a domain - I can create a method successfully, explain. I can set a dummy camera successfully, explain)

I created many methods and took a dummy camera so if I lost where I was I could return to that place. I named them **STARTVIEW**, so I would know where to go. I also used many methods to tell my program what to do whilst shortening the main program. The dummy camera indicates a new scene or a new time and place in the program. As my dummy camera are a folder named dummy objects. This allowed them to be easily found whilst programming my game. The methods are also helpful. They helped me with variables, so I could organize my code, along with parameters and loops. They give a main purpose and the main one is named world. My first method which is a main component of the code. This method helps put all the methods into one easy to read code that helps me to tell the starting scene and where the different parts of the code is. Furthermore, other methods, such as the playing the game and initials who work together to help the point counter work when the ice skater collects the trash in the front yard, help give the computer output to show that as soon as the girl comes in contact with the objects they disappear.

This shows that I used the dummy camera and the methods and their importance in the code to make sure the variables and parameters function properly.


Here is the dummy object folder, with the **STARTVIEW**.




In the yellow oval, there are the methods that were used in the program for the point counter.

Meta Thinking – Technology

Scratch unit - High Performance Learning Evidence

Asmin Yildiz Tutor Grp: 7G



Strands	Description	Student Evidence
 <p>Meta-cognition</p>	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.	<ul style="list-style-type: none"> I went onto the Scratch website to find inspiration for a game. I found a dodging-type game. I then took the code for it but added an underwater theme for my own game to it to make it original. I still haven't made my game as good as I would like it to be but it works pretty well so far.
 <p>Self-regulation</p>	The ability to monitor, evaluate and self-correct.	<ul style="list-style-type: none"> At the start of my game, I had quite a few problems, such as not being able to control the enemy fish sprite. I have figured out how to make them move properly by using a forever loop, but I still have some problems I need to fix.
 <p>Strategy-planning</p>	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work.	<ul style="list-style-type: none"> The only time I did Scratch other than year 7 is in year 4. Although I don't remember very much from it, I remembered how to move my Sprite and make new backgrounds. In year 7, I learned how to get new backgrounds and Sprites from the internet, along with a bunch of new things such as making new levels, broadcasting messages, and creating variables to use for scoring.

Task for the next few weeks

Whilst we will return to exploring **impact** later on in the year, it may be worth examining what we are looking to see emerge in our own High-Performance Classrooms. What will we all do next?

This may include:

- ❖ Adopting an HPL *strap line* for your school. Everyone adopts the same *strap line* so this becomes a whole school mantra reinforcing the mindset shift – teachers, students and other stakeholders.
- ❖ Over the coming months focusing on an ACP or VAA each week or for a set period of time.
- ❖ Considering how you will adapt your classrooms; the language spoken in class and the culture to embrace the HPL philosophy. How will you make HPL visible and explicit?
- ❖ As you start to introduce HPL into your classrooms and it becomes more explicit, build in time to reflect and track the changes you observe over each term.