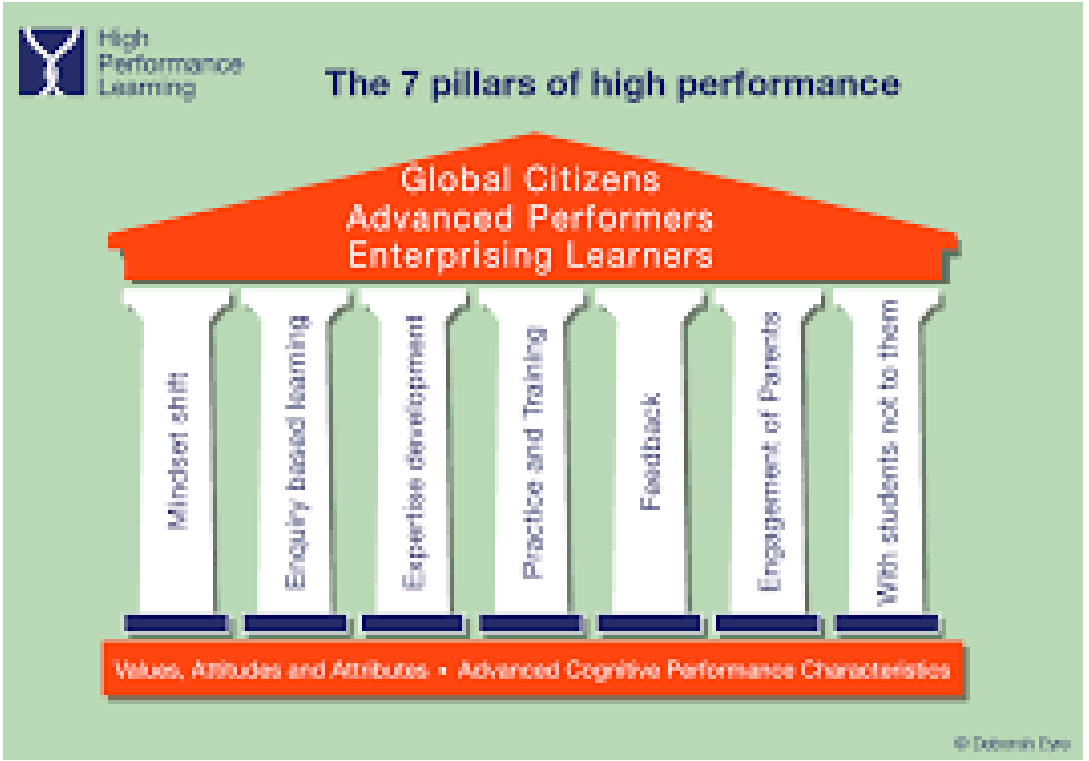
High Performance Learning

Creating a Performance Classroom

© Deborah Eyre

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



© Deborah Eyre

High Performance Learning

High Expectations!

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

© Deborah Eyre

Activity Motivation

Motivational Factors

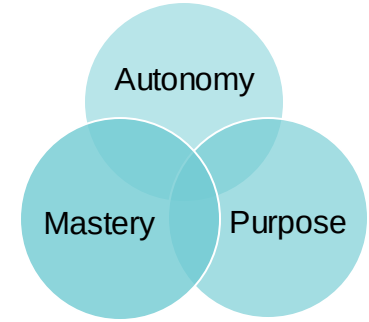
Activity:

- 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?

© Deborah Eyre

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

© Deborah Eyre

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

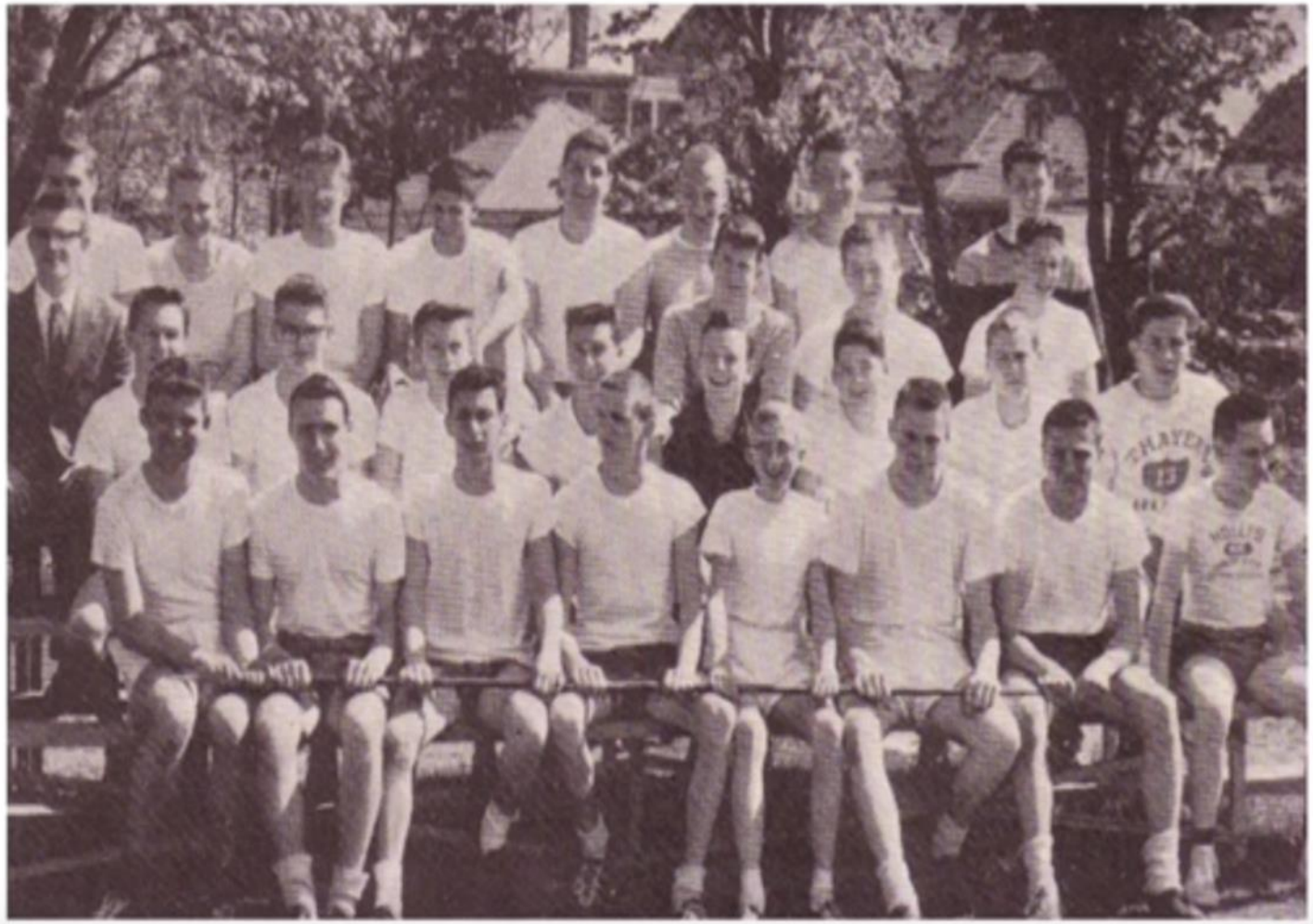
Stop:

- 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

© Deborah Eyre

High Performance Learning

Which 14-year-old is the future Olympian?



https://youtu.be/fzofxFyNuG4

You just don't know...

© Deborah Eyre

High Performance Learning

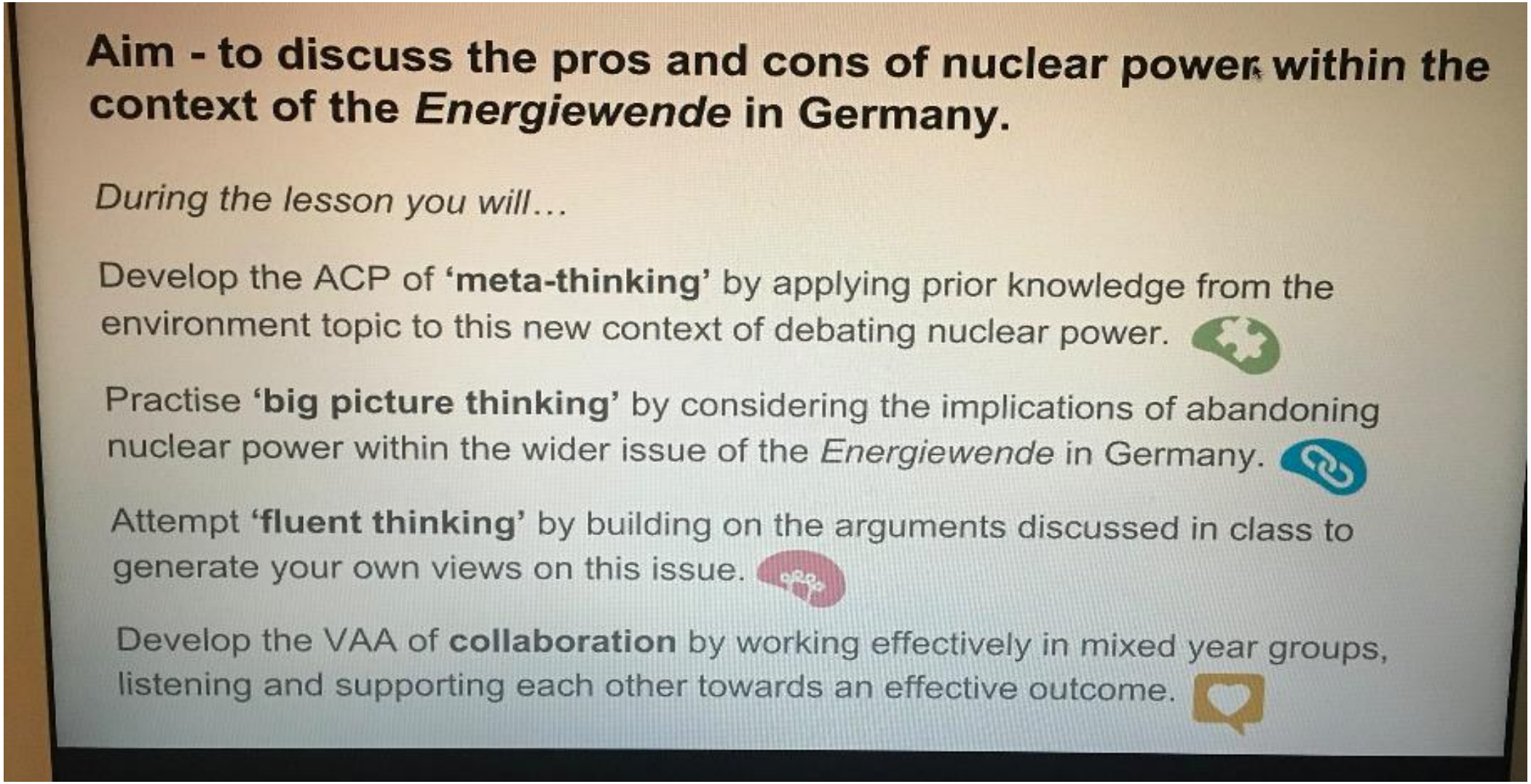
Which 14-year-old is the future Olympian?

© Deborah Eyre

What will this look like in practice?

Some ideas for making HPL explicit in our classrooms

© Deborah Eyre

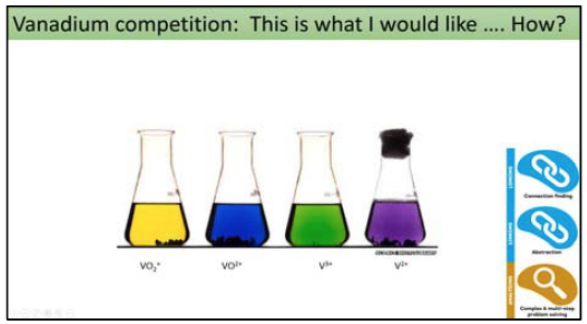


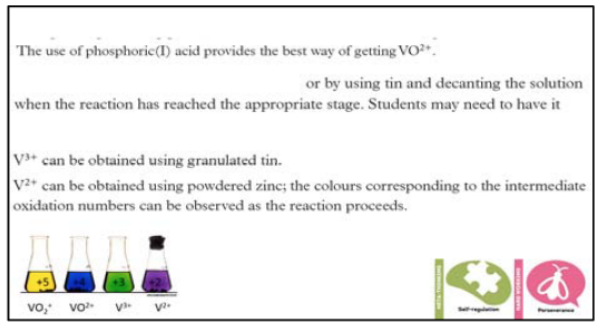
© Deborah Eyre

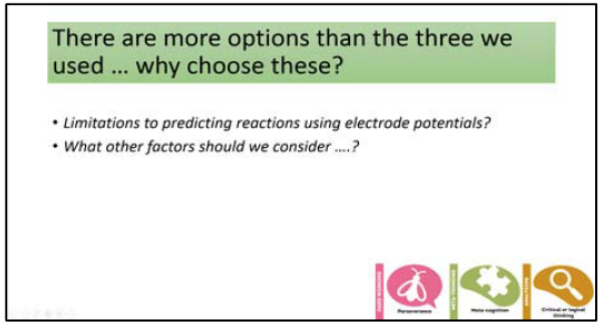
Teaching & Learning - Secondary

High Performance Learning

Year 13 Science lesson

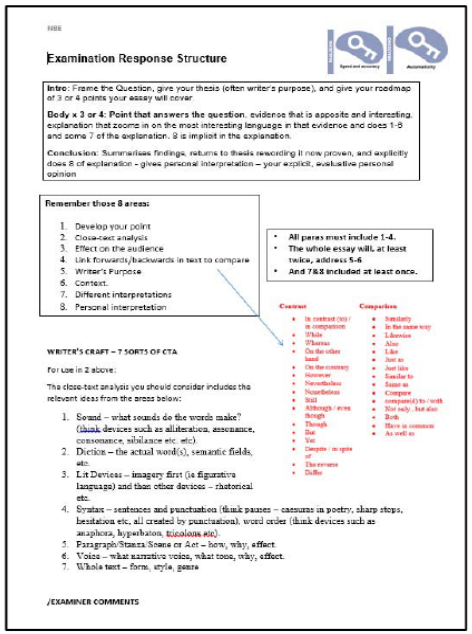




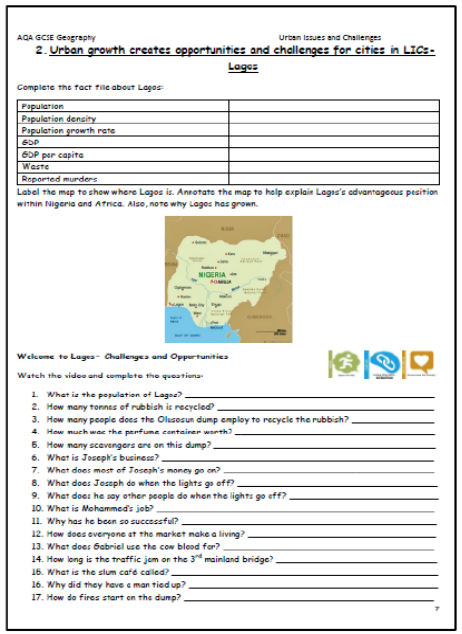


HPL continuously linked across lessons to ensure clear and open comprehension of what skillsets are being applied.

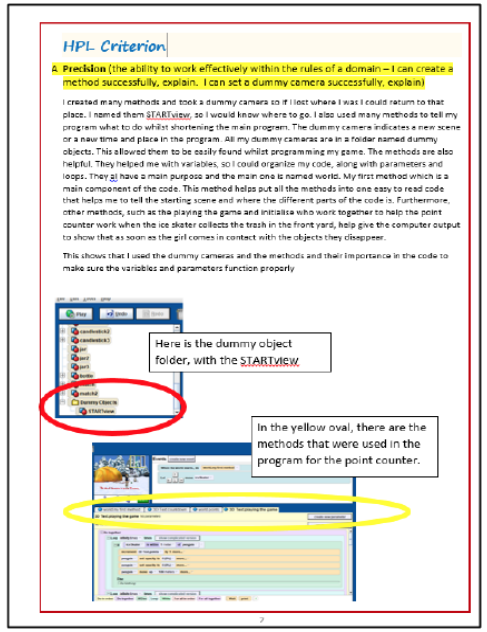
Year 12 English
Essay Structuring Lesson



Year 10 Geography lesson



Year 7 computer science lesson



Year 7 Geography Lesson

DOHA COLLEGE

© Deborah Eyre

Meta Thinking – Technology

Scratch unit - High Performance Learning Evidence

Asmin Yildiz **Tutor Grp:** 7G

Strands	Description	Student Evidence
META-THINKING Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.	• 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.
META-THINKING Self-regulation	The ability to monitor, evaluate and self-correct.	• 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.
META-THINKING Strategy-planning	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.	• 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.

© Deborah Eyre

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.

© Deborah Eyre