



What really counts in the High Performance Learning 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 'What really counts....'

Slide 2: Review of Objectives for this series of nutshells

You may wish to highlight that the discussion points in this nutshell draw down on pages 24 to 28 of the Red Book.

Slide 3: High Expectations – Video link (12 mins)

From the temple-lined side streets of Chiang Mai, Thailand to the triple-deckers of Charlestown, Massachusetts, writer and teacher Jessica Lander finds that children who are written off as unlikely to succeed frequently defy our expectations.



The secret is setting high expectations for all students and giving them the support they need. When students surprise themselves by discovering their own potential, it can transform their lives.

Avid writer and teacher, Jessica Lander has lived and taught as far away as Thailand and Cambodia and as close as Boston — teaching students from sixth grade to university. She is a journalist and author of the recently published non-fiction book "Driving Backwards"

Slide 4: Title for Activity 'Motivation'

Slide 5: Motivational Factors

This is a short activity to help participants think about what motivates them and who are the key influencers in their lives.

It also asks the question about what motivation looks like in the classroom. Allow some time for a table discussion and then draw key points together.

Slide 6: Motivation

This slide gives the key factors from Daniel Pink's research into what makes us motivated - the difference between intrinsic and extrinsic motivation and how autonomy, purpose and mastery are key to motivation.

Spend time linking the previous activity to the following summative statements, in particular statement two which reflects on the seventh pillar for creating success. By this stage there should be an increasingly understanding around the 'Mindset Shift' and the need for all teachers and assistants to be making that crucial change in their thinking about how students learn and develop their intelligence.

- ❖ 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

Slide 7:

The two lists in the slide were drawn up by HPL teachers during a workshop at another school. They represent the general feelings of all teachers developing the HPL philosophy in their schools and the immediate steps that can be taken at the start of the HPL journey to gain those 'quick wins' and to help everyone adopt the necessary mindset shift.

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

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

Slide 8: Which fourteen year old is the future Olympian?

- ❖ Show the photo and invite responses to the above question.
- ❖ Now show the video.

The film is of hurdler David Hemery winning his gold medal in the 1968 Mexico Olympics. David Hemery was a key advocate and organizer for the London 2012 Olympic Games.

Slide 9: A picture of students

Invite teachers to quietly consider who in their own classes is an Olympian/Future Prime Minister/Business Leader/International Star.

This could lead to another short discussion depending on time.

Slides 10 – 13: Exemplars

The five slides show how some HPL schools have made HPL explicit in and around school.

11 – Tormead School use the symbols to illustrate the ACP/VAA focus being discussed

12 – Doha College do something similar placing the symbols on Power Points, worksheets and in teachers planning to serve as an ‘aide memoir’

13 – An example how in time students can reflect on their learning in any subject using the framework language

Slide 14: Take Away Task

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 a 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.



High Performance Learning

- ❖ 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.