High Performance Learning: How to create more successful students

Professor Deborah Eyre
1. Why…we should be adjusting our expectations of student performance
2. How…the HPL framework ensures more pupils reach success
3. What…might this mean for schools
The goal for what schools need to deliver is changing
The School System gaps…

- The gap between what the individual and economy needs to thrive in 21st century and what the school system produces:
  - Knowledge and skills
  - Attitudes and attributes

- The volume of children doing well:
  - Against other systems (OECD)
  - Against what we now know is possible (neuro-science and psychology)

- The equality gap:
  - the opportunities to succeed between children of the well off and children of low income families
  - the attainment of children from well off versus low income families

Adapted from Massachusetts, Brightlines 2014
‘Delivering success … is not like entering your numbers into a lottery. You cannot rely on chance to deliver success; if you do, you are as likely to be successful as you are at winning the lottery.

Accompanied by hard work, the delivery of success is wholly reliant on a carefully and meticulously structured process.

Remember the best way to predict success is to create it’

Whyte, 2015 p37
The HPL Framework
What is High Performance Learning?

High Performance Learning is a comprehensive, research based, pedagogy-led approach that helps schools become world class through systematically developing superior cognitive performance in all students.
High Performance Learning the basics…

- High performance is an attainable target for everyone.
- We can systematically teach students how to be ‘intelligent’ and how to succeed in school.
- World class schools produce students that are intellectually and socially confident, workplace and life-ready with a global outlook and a concern for others.
- There are 20 generic characteristics which students need to develop if they are to be high performers in cognitive domains (ACPs) and 10 values, attitudes and attributes (VAAs) that develop the wider learner dispositions needed for cognitive and lifetime success.
- Schools can only become world class by fostering a professional community of practice among their educators – no quick-fix, governance model, instructional technique or technology can substitute for this.
What kind of students are we creating?

- **Advanced Performers**: who win places in world-class universities and make a leading contribution.
- **Global Leaders**: who are responsible and confident improving things locally and globally.
- **Enterprising Learners**: who are creative, innovative and well placed to enjoy future success.
The formula for success

Potential

Opportunities

Support

Motivation

High Achievement
Creating world class schools

START

PERSEVERANCE

MOTIVATION

SUCCESS

OPPORTUNITIES

ENCOURAGEMENT
The key competencies to be developed

Advanced Cognitive Performance Characteristics

HOW TO THINK

Values, Attitudes and Attributes.

HOW TO BEHAVE
Teaching and learning designed to develop the competences
What we want our students to develop

Values Attitudes and Attributes (VAAs)

EMPATHETIC:

Collaborative
The ability to treat all people equally, to work harmoniously and juggle the needs of all concerned to combine their experiences.

Concerned for society
The ability to have a consideration for people, to be thoughtful, to understand diversity and lend support to the needs of others.

Confident
The ability to give, receive, and respond to feedback.

AGILE

Enquiring
The ability to question continually, to develop new ideas and to learn from experience.

Creative and enterprising
The ability to be original, to think in creative terms, to generate new ideas, to develop new perspectives.

Open-minded
The ability to embrace different ideas and values, to listen to others.

Risk-taking
The ability to take on new challenges, and to try new intense routes.

HAND WORKING

Practice
The ability to persevere through repetitions in the same process in order to become more proficient.

Perseverance
The ability to keep going even when things get difficult, and not to drop out.

Resilience
The ability to overcome setbacks when faced with failure, to come back strongly.

Advanced Cognitive Performance Characteristics (ACPS)

META-THINKING

Meta-cognition
The ability to know the limitations of one's own thinking and to identify and improve one's own thinking skills.

Relational thinking
The ability to remember, and think about, facts and concepts in relation to each other.

Strategic planning
The ability to plan ahead, and determine an appropriate way to achieve an objective.

Integrative intelligence
The ability to think of patterns, and to see the big picture.

META-ORIGIN

Generative thinking
The ability to create new ideas, and think about the implications of those ideas.

Connection thinking
The ability to see connections between one's own experiences, and to make associates.

Big picture thinking
The ability to see the big picture, and to think about the implications of those ideas.

Analytical thinking
The ability to break down a complex idea, and to see the constituent parts.

Imagination
The ability to represent the world in one's mind, and to imagine different scenarios.

Seeing alternative perspectives
The ability to take on new views of others, and to see the world from different perspectives.

ANALYSING

Critical and logical thinking
The ability to think critically, and to evaluate the validity of arguments.

Precise
The ability to work effectively with the accuracy of the data.

Creative, and multiple-perspective thinking
The ability to break down a complex idea, and to see the constituent parts.

Comparing and contrasting
The ability to remember, and think about, facts and concepts in relation to each other.

CREATING

Mental and quantitative abilities
The ability to recognize the limitations of one's own thinking, and to identify and improve one's own thinking skills.

Flexible thinking
The ability to think in many different ways, and to adjust one's own thinking to new situations.

Focus
The ability to concentrate on tasks.

Originality
The ability to generate new ideas, and to think about the implications of those ideas.

Discourse and visual thinking
The ability to process information through reading, and to see the big picture.

REALISING

Analytic thinking
The ability to use some skills, and to think about the implications of those skills.

Speed and accuracy
The ability to work at speed, and to think about the implications of those skills.
How do High Performing Learners think?

- Break rules
- Critique
- Generate multiple solutions
- Be accurate
- Extrapolate
- Sequence
- Interpret
- List
- Predict
- Contrast
- Invent
- Summarise
- Conceive
- Combine
- Transfer knowledge
- Deduce
- Defend
- Propose
- Think holistically
- Apply
- Reason
- Follow rules
- Rank
- Argue
- Compile
- Concept map
- Synthesize
- Solve
- Bend rules
- Strategise
- Judge
- Debate
- Connect
- Examine
- Generate ideas
- Theorise
- Justify
- Imagine
- Infer
- Deduce
- Hypothesise
- Concretise
- Deal with complexity
- Be precise
- Develop principles
- Outline
- Design
- Investigate
- Calculate
- Plan
- Memorise
- Use
- Locate
- Categorise
- Compare
- Differentiate
- Discuss
- Test
- Link
- Recommend
- Extrapolate
- Seek supporting evidence
- Prioritise
- Interconnect
- Create
- Monitor
- Discuss
- Evaluate
- Demonstrate
- Deal with ambiguity
- Memorise
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- Deal with ambiguity
How do High Performing Learners think?

Creating
- Intellectual playfulness
- Flexible thinking
- Fluent thinking
- Originality
- Evolutionary or revolutionary thinking

Meta-thinking
- Meta-cognition
- Self-regulation
- Strategy planning
- Intellectual confidence

Linking
- Connection finding
- Generalisation
- Imagination
- ‘Big picture’ thinking
- Seeing alternative perspectives
- Abstraction

Analysing
- Critical or logical thinking
- Precision
- Complex and multi-step problem solving

Realising
- Automaticity
- Speed and accuracy
Big picture thinking (aged 7-11)

• I planted a tree in my garden four years ago. Now it weighs 250 kg more. Where did the 250 kg come from?
• Is it true that large penguins stay warmer than small penguins?
• How will the water supply be managed on a journey to Mars, which takes three years?
• Why don’t Australian drop off?

A conversation with a five year old about addition resulted in his explaining that he could count the pictures of trees together in each of the circles and add them together to reach a total but it would be much easier if he just had the numbers rather than having to add the trees up first! He was already working in the abstract and was puzzled by the attempts to make the task more concrete. So encouraging progression to the abstract at whatever speed is possible is the way forward rather than being held back by notions of what children can do at certain ages.

Presenting knowledge in both concrete and abstract terms is far more powerful than doing either one in isolation (Pashler et al., 2007).
How do High Performing Learners behave?

Concerned for society:
- Cares for others
- Values other cultures
- Has a sense of justice
- Knows right from wrong
- Has personal integrity
- Seeks others opinions
- Finds collaborative solutions
- Good team player
- Makes well reasoned decisions
- Interrogates data
- Naturally curious researcher
- Challenges assumptions

Collaborative:
- Inquiring
- Confident
- Open minded
- Tolerant
- Risk taking
- Balances risk
- Self motivated
- Can plan independently
- Pursuits personal targets
- Can overcome barriers and stick at it
- Enjoy discussion
- Articulate their views
- Reflect critically
- Listen to others
- Enjoy new challenges

Creative and enterprising:
- Original
- Innovative
- Problem solvers
- Curious and interested
- Ask questions
- Value others views
- Receptive to new ideas
- Tries new ideas
- speculates
- Change their ideas
- Tolerant
- Balances risk
- Seeks others opinions
- Finds collaborative solutions
- Good team player
- Makes well reasoned decisions
- Interrogates data
- Naturally curious researcher
- Challenges assumptions
- Makes well reasoned decisions
- Interrogates data
- Naturally curious researcher
- Challenges assumptions
- Takes risks
- Confident
- Inquiring
- Collaborative
- Concerned for society
How do High Performing Learners behave?

- Collaborative
- Concerned for society
- Confident

Empathetic

- Enquiring
- Creative and enterprising
- Open-minded
- Risk-taking

Agile

- Practice
- Perseverance
- Resilience

Hardworking

Creating world class schools

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Contrast with Character

Collaborative
Concerned for Society
Confident

Enquiring
Creative and Enterprising
Open-minded
Risk-taking

Persevering
Resilience

Task: Identify and support with evidence how Jane Eyre or Mr Darcy display or fail to display these Values, Attitudes and Attributes. Then explore the consequences of this.
Progression in each ACP and VAA

- are becoming aware that others may have different ideas and may change based on evidence.
- may change based on beliefs or show an appreciation of different beliefs.
- show an understanding of different cultures and backgrounds.
- can take a different role in different situations.
- will change based on others.
- should they change their beliefs or their evidence? 
- appreciate knowing, and people from different cultures.
- evaluate arguments and are willing to change their beliefs.
- evaluate their perspectives by drawing on people from different cultures.
- form and change their views.
- seek out new information and the arguments of others in order to critically reflect on their knowledge, understanding and ideas and modify them based on their critical reflection.
- systematically take a considered global stance when approaching new ideas.
The 7 Pillars of High Performance

- Mindset shift
- Enquiry-based learning
- Expertise development
- Practice and training
- Feedback
- Engagement of parents
- With students not to them

Global Citizens
Advanced Performers
Enterprising Learners

Values, Attitudes and Attributes • Advanced Cognitive Performance Characteristics
### Features of World Class Schools

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>They start by focusing on the <strong>profile</strong> of the <strong>type of student</strong> they want to develop and build their accountability measures around this.</td>
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<tr>
<td>2</td>
<td>They select a <strong>core curriculum</strong> that is overall well-suited to their vision and then audit it in order to enhance and supplement where needed including via the <strong>enrichment offer</strong>.</td>
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<td>3</td>
<td>They make <strong>explicit</strong> to students (and parents) <strong>what</strong> they are trying to achieve and <strong>how</strong> they should participate.</td>
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<td>4</td>
<td>They are <strong>confident</strong> on behalf of their students who feel they can trust the school to help them be successful.</td>
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<td>5</td>
<td>They see personal and pastoral <strong>support and guidance</strong> as crucial to academic success.</td>
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<td>6</td>
<td>They see the school as a <strong>well-oiled machine</strong> that can deliver the same high standards for students year on year and regardless of background.</td>
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<tr>
<td>7</td>
<td>They are <strong>purposeful</strong> but also <strong>relaxed</strong> with both students and staff at ease in the school.</td>
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<td>8</td>
<td>They place a <strong>high level of trust</strong> in their teachers and their students and structures assume timely intervention and benchmarking rather than constant monitoring.</td>
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<td>9</td>
<td><strong>Internal accountability</strong> precedes external accountability and they take ownership for their own performance.</td>
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<td>10</td>
<td>Everyone feels an <strong>emotional attachment</strong> to the school but they don’t see themselves as world class because they are never complacent and are continually seeking to refine and improve.</td>
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