

High Performance Learning

An introduction re-introduction for parents

Alder Tree Primary School

What is High Performance Learning?

High Performance Learning is a research-based philosophy that sees everyone as a potential high performer.

It uses a unique teaching and learning **framework** to systematically develop the thinking skills, values, attitudes and attributes needed for lifetime success.



High
Performance
Learning

We are a HPL School

We are aiming for the WORLD CLASS award!

We can grow our intelligence



A key breakthrough in our knowledge of the brain in this century is that brain structure and function is not fixed and unchangeable, and not the same irrespective of context or culture.

It is, in fact, **exquisitely plastic, mouldable by experience throughout life.**

(Carol Wraga et al., 2006).

How ambitious should we be?

Why is high performance learning important now?

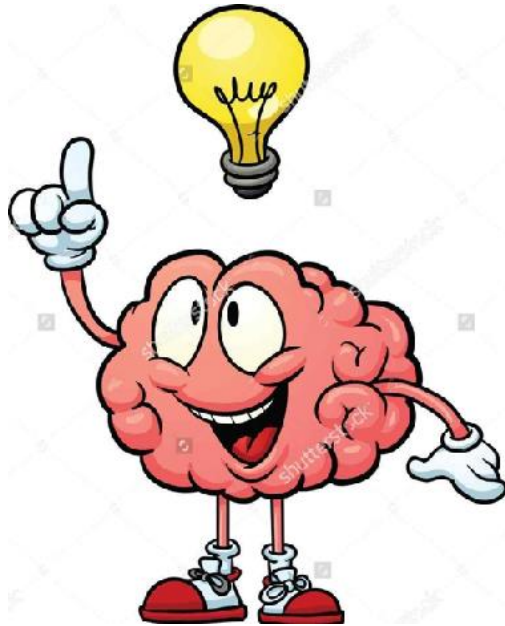
Our children are heading into a world we don't yet know. The pace of change is rapid, and knowledge is no longer enough on its own.



What skills do our children need most as they grow up and enter adulthood?

Nature vs Nurture...

Everyone a high performer... Takes some longer to get there...



Talent vs hard work



Its not 'I can't. Its 'not yet'

The Power of 'Yet'

Parents as 'MOVERS'

Children learn and develop because of the opportunities you give them, especially in the early years. When they start school help them to learn by:

- **Mind set** - believe they are capable of high performance and build their confidence
- **Ownership** - help them build confidence in their own ideas
- **Value** - education be positive about learning
- **Enjoy** - make learning playful and fun
- **Relationship** - spend time and do things with your child
- **Support** - help your child to be independent and to persevere when things are tough

A parent is a child's first and longest serving teacher...

0-7 Practical HPL parenting...

What you already do promotes high performance:

- **Language** – the bigger a child's vocabulary the more likely they are to be successful. Talk lots!
- **Reading** – rhymes, books, games, jigsaws, talk and more...
- **Numbers** – toys, games, sorting stacking, counting, shapes...
- **Writing** – mark making,, paint, sand, threading, gross and fine motor skills
- **Creativity** – draw, paint, model, sticking, imaginary games, characters, role play, playdoh...
- **Physical** – run, jump, climb, play, develops control, co-ordination, problem solving...

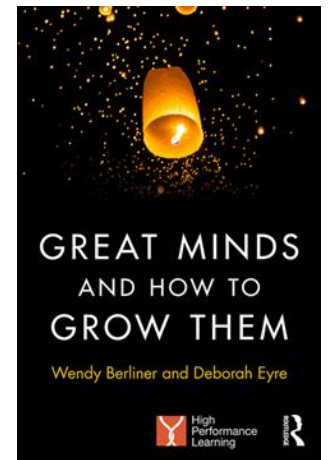
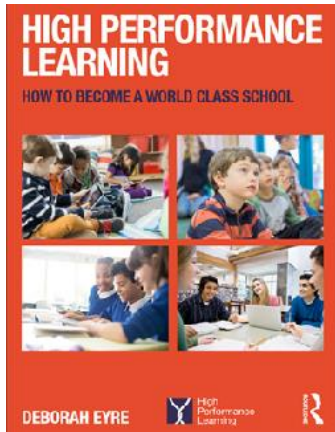
What else do you add?

7 plus Practical HPL parenting...

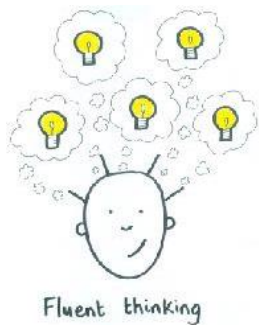
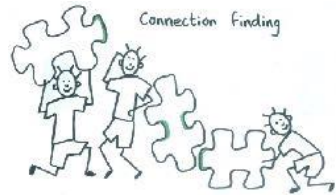
Children find other authorities in their lives beyond their parents, they start to become more autonomous and independent. 'Do what I do'

- **Conversation** – promote reason, dialogue and thinking, express opinions and hold views
- **Concentration** - is improving encourage them to spend time and effort on things, focus on things for longer
- **Practice** – support them to persevere even if something is hard and to work hard
- **Independence** – give children opportunities to do things for themselves and make their own decisions
- **Risk taking** - consolidate what they know and explore new opportunities
- **Look outwards** – start to see the bigger picture, talk about and watch the news or documentaries, see things beyond their own immediate experience

The key competencies to be developed



HPL builds 'Advanced Cognition'








Values Attitudes and Attributes (VAAs)

EMPATHETIC		
	Collaborative	The ability to seek out opportunities to involve responses to your work, present your own views and ideas clearly and constructively, listen to the views of others, be willing and able to work in teams, take a variety of roles and be able to evaluate your own ideas and contributions.
	Concerned for society	The ability to know the contribution you can make to society or the planet or those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and places; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.
	Confident	The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations including when this places them under stress.
AGILE		
	Enquiring	The ability to be curious; be willing to work alone; be proactive; learn to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.
	Creative and enterprising	The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; select your approach according to need, suitable and show originality in your work; developing a personal style; be resourceful when presented with challenging tasks and problems; using your initiative to find solutions.
	Open-minded	The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and traditions or the arguments of others; change ideas should there be compelling evidence to do so.
	Risk-taking	The ability to demonstrate confidence; experiment with new ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.
HARD WORKING		
	Practice	The ability to train and persevere through repetition of the same processes in order to become more proficient.
	Perseverance	The ability to keep going and not give up; face obstacles and difficulties but never give up; persevere in effort; work diligently and work systematically until the job is done to a high quality; apply problem-solving skills and the desired outcome are achieved.
	Resilience	The ability to overcome setbacks; remain confident, focused, flexible and resilient; help others to move forward in the face of adversity.

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Advanced Cognitive Performance Characteristics (ACPS)

META-THINKING		
	Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one situation to another.
	Self-regulation	The ability to monitor, evaluate and self-correct.
	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.
	Intellectual confidence	The ability to articulate personal views based on evidence.
LINKING		
	Generalisation	The ability to see how what is happening in this instance could be extrapolated to other similar situations.
	Connection finding	The ability to use connections from past experiences to seek possible generalisations.
	Big picture thinking	The ability to work with big ideas and holistic concepts.
	Abstraction	The ability to move from concrete to abstract very quickly.
	Imagination	The ability to represent the problem and to categorisation in relation to new extensive and interconnected prior knowledge.
	Seeing alternative perspectives	The ability to take on the views of others and deal with complexity and ambiguity.
ANALYSING		
	Critical or logical thinking	The ability to deconstruct, hypothesise, reason, seek supporting evidence.
	Precision	The ability to work effectively within the rules of a domain.
	Complex and multi-step problem solving	The ability to break down a task, decide on a suitable approach, and then act.
CREATING		
	Intellectual playfulness	The ability to recognise rules and bend them to create valid but new forms.
	Flexible Thinking	The ability to abandon one idea for a superior one or generate multiple solutions.
	Fluent thinking	The ability to generate ideas.
	Originality	The ability to conceive something entirely new.
	Evolutionary and revolutionary thinking	The ability to create new ideas through building on existing ideas or shattering them.
REALISING		
	Automaticity	The ability to use skills with such ease as they no longer require active thinking.
	Speed and accuracy	The ability to work at speed and with accuracy.

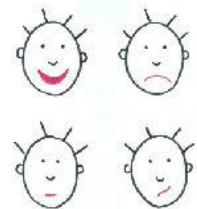
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Metacognition



Originality



Self-regulatory process

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



DAILY REVIEW



**Concerning
Chimpanzee**



**Enquiring
Eagle**



**Creative
Chameleon**



**Risk-Taking
Rattle Snake**



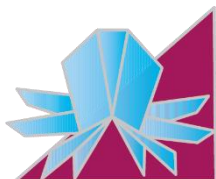
**Confident
Crocodile**



**Practising
Parrot**



**Collaborative
Camel**



**Open-Minded
Octopus**



**Enterprising
Elephant**



**Persevering
Penguin**



**Resilient
Rhino**

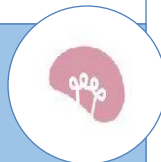
What High Performance Learning Values, Attitudes & Attributes
have I displayed today?

How do High Performing Learners think?



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

Creating



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

Meta-thinking



- Connection finding
- Generalisation
- Imagination
- 'Big picture' thinking
- Seeing alternative perspectives
- Abstraction

Linking



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

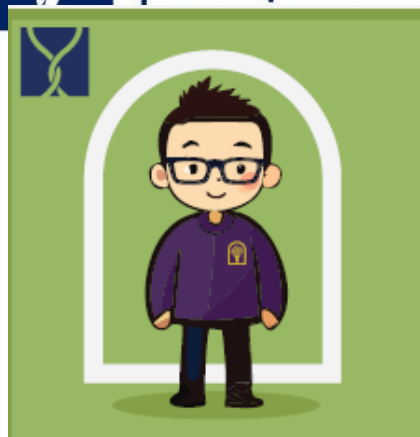
Analysing



- Automaticity
- Speed and accuracy

Realising





META
Michael



LINKING
Lottie



ANALYSING
Annie



CREATING
Cooper

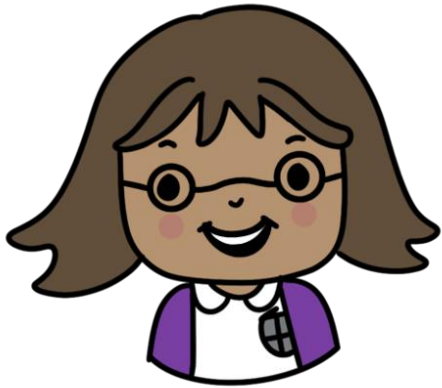


REALISING
Rehman



ACPs- How did I do?

ACPs- How did I do?



I used my realising skills when I.....

I was linking my thinking by

I had a meta-moment because




Meta-thinking To understand how I learn and have my own opinions.



Linking To make links in my learning, listen to the views of others and consider big concepts.



Analysing To break down tasks into small problems and be critical.



Creating To play around with, and generate, new ideas and solutions.



Realising To use skills easily, quickly and accurately.

ACPs- How did I do?

Meta-thinking To understand how I learn and have my own opinions.

Who had a meta-moment?

Metacognition – ‘To think about my thinking’

Did I use different approaches to thinking?

Self Regulation – ‘Check it and change it!’

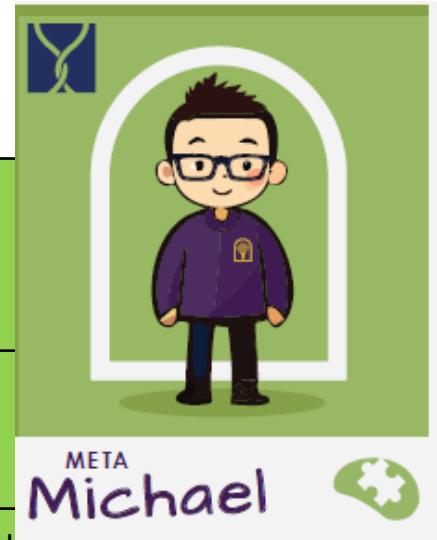
Did I evaluate my own learning?

Strategy Planning- ‘Connect old ideas and new ideas to complete my work’

Did I apply what I already know by making connections to what I already have learned?

Intellectual Confidence – ‘Use evidence when expressing opinions and answer criticisms’

Did I form my own opinions and justify these?



ACPs- How did I do?

Linking To make links in my learning, listen to the views of others and consider big concepts.

Who has been linking their thinking?

Generalisation – ‘Link new ideas you already have’

Did I make links between different situations?

Connection Finding – ‘Use my experiences to build on my learning’

Did I use past experiences to determine possible outcomes?

Big Picture Thinking – ‘To work with challenging ideas’

Did I think about big concepts?

Abstraction – ‘To use things I have done to help me learn about things I can’t see or touch’

Did I jump between different thoughts easily?

Imagination – ‘To ask.... What if?’

Did I use creativity and innovation to come up with original ideas?

Seeing Alternative Perspectives – ‘Listening to and respecting other peoples thoughts and ideas’

Did I listen to, and understand, other people’s views?



I was linking my thinking by

ACPs- How did I do?

Analysing To break down tasks into small problems and be critical.

Who recognised when they analysed?

Critical or Logical Thinking - 'To use evidence to explain what you think and why and make predictions'

Did I fairly criticise ideas, make predictions and use evidence?

Precision - 'To complete the work, keeping to the rules'

Did I work effectively on a task set?

I analysed when...



Complex and Multi-step Problem Solving – 'Break a problem down, step by step'

Did I break down a problem and come up with a plan to solve it?

ACPs- How did I do?

Creating To play around with, and generate, new ideas and solutions.

Who unleashed their creative power?

Intellectual Playfulness- To change the rules to create something new.

Did I play around with already established ideas?

Flexible Thinking - Think of the best idea or adapt your idea.

Did I think of superior ideas and multiple solutions?

Fluent Thinking - Think of lots of ideas.

Did I generate lots of ideas?

Originality - Your own new idea.

Did I form original ideas?

Evolutionary and Revolutionary Thinking -Use what I already know to give me new ideas.

Did I create and challenge new ideas based on what I already know?

I used my creating skills by...



ACPs- How did I do?

Realising To use skills easily, quickly and accurately.

Who has been surprising by realising?

Automaticity- 'Do something without thinking'

Did I use some skills easily without thinking?

Speed and Accuracy- 'Get it right quickly'

Did I work at speed and with accuracy?



I used my realising skills when I.....



High
Performance
Learning

What can you do to support HPL at home?

How can we support as parents?

- Encourage the Values, Attitudes and Attributes (VAA's) in your child. Show them and praise them for being hard working, confident, enquiring, open minded, having new ideas, resilient and risk taking.
- Encourage them not to give up. At HPL, we encourage pupils not to say "I can't do it" but to say "I can't do it yet...I will keep trying!"
- Ask your child about their day at school, in particular their learning. Ask them what they enjoyed and what they found hard.
- Praise your child for their efforts.
- Talk with your child and show interest in what they are interested in.
- Expect your child to have the ability to achieve highly and show them that you have confidence in them.
- Help your child develop empathy and talk to them about their emotions.
- Give them responsibility and don't worry if they make mistakes.
- Establish a regular time to talk – on the way to school, at mealtimes, etc.
- Show that you like learning as well – your positive mindset will encourage them to think the same.



Encouraging phrases

- ✓ I know it's hard, but you can keep trying.
- ✓ Well done - you never gave up, even when it was hard.
- ✓ How are you going to tackle this?
- ✓ How can you check you're doing it right?
- ✓ You're really good at that now, what's the next step up?
- ✓ You really tried hard and persevered.
- ✓ You have such a positive attitude.
- ✓ That's a creative piece of work.
- ✓ You handled that situation well.
- ✓ Give it a go independently.
- ✓ Well done for having a go, let's try again another time.

Our School and HPL

- Central to our school development
- Helping to improve teaching and learning
- Raising standards, everyone can perform highly
- Changing the culture of learning
- Enabling us to be at the forefront of educational thinking and practice
- Working in partnership with children and parents