



High
Performance
Learning



HPL Parent Launch

An Introduction for Parents

Tuesday 9th November 8am

Together, we start our journey to become world-class...

Objectives:

- To introduce HPL key concepts and principles
- To support parents working in partnership with the school to develop HPL skills and attributes
- To share ideas and activities for promoting high performance for all between school and home

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.

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.

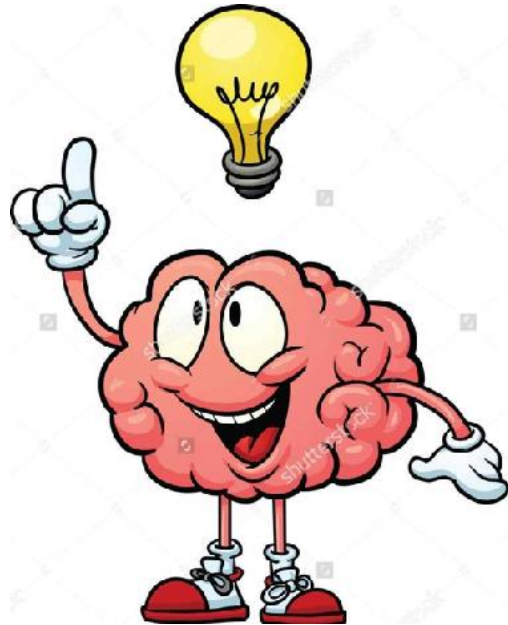


What skills do our children need most as they grow up and enter adulthood?

Nature vs Nurture...

Everyone a high performer...

Takes some longer to get there...



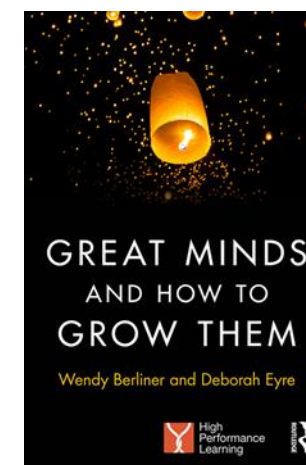
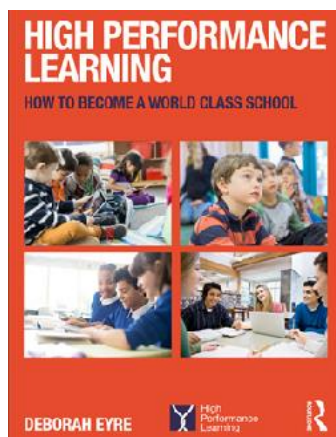
Talent vs hard work



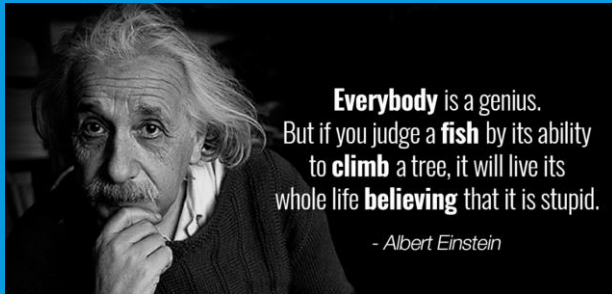
Its not 'I can't. Its 'not yet'

The Power of 'Yet'

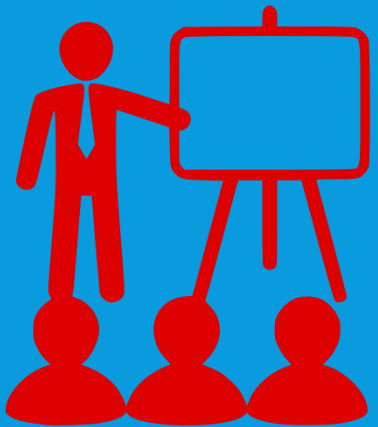
The key competencies to be developed



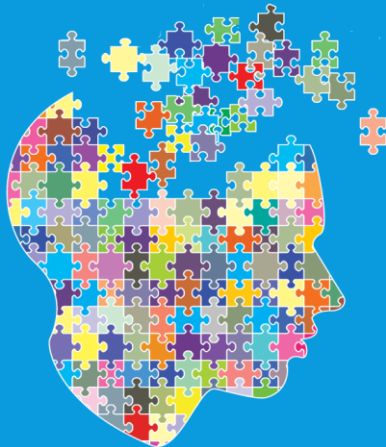
Why HPL for FPS?



- Students always at the heart of what we do
- *Culture*
- Outstanding T+L leading to outstanding outcomes
- The research is there to show us it works
- Students to feel comfortable and have ownership regarding how they learn
- Network of support
- HPL involves all areas – holistic view of the child.
- It is not a bolt on – it will create a culture that the FPS family will ALL be involved in.



TEACHING



LEARNING



At FirstPoint School, there is a culture of outstanding provision for teaching and learning through a continuous drive to accelerate learning through dedicated personalised learning pathways and a fully inclusive curriculum. HPL enhances learning skills of all students who, in turn, feel confident and use a range of tools to develop their learning. Learners are happy, engaged and inquisitive and have the courage and confidence to exceed traditional expectations and develop as digital leaders.

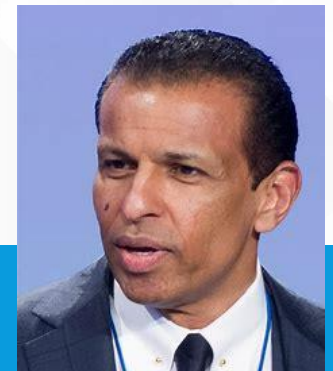


High
Performance
Learning



“ *The most important gifts you can give your child are a **quality education** and the **values** that will guide them through life* ”

Sunny Varkey



PARENT VOICE:

What do our FPS students need to be World Ready Global Citizens?

- In the chat box, please share skills, qualities or competencies you believe children need to be successful citizens in 2021 and beyond.
- You could start with thinking about them as happy, engaged and inquisitive individuals.

Students who are educated in schools committed to the High Performance Learning philosophy and approach not only achieve higher academic results but they also develop the characteristics of high performance that enable them to succeed in life.





More ideas

Employers and higher education establishments are clear on what they demand from the future workforce. Here are their top five requirements to help you generate your diamond nine.



What employers say:

1. Growth mindset
2. Continuous learning
3. Critical thinking
4. Survival skills
5. Resilience

Source: [The Top 10 Skills Recruiters Are Looking For In 2021 \(forbes.com\)](https://www.forbes.com)

What universities say:

1. Cognitive flexibility
2. Digital literacy and computational thinking
3. Judgement and decision making
4. Emotional and social intelligence
5. Creative and innovative mindset

Source: [Future Skills You'll Need In Your Career By 2030 | Top Universities](https://www.topuniversities.com)



VAAAs / ACPs

High Performance Learning (HPL) identifies key characteristics and attributes that prepare young people to succeed in learning and in life and categorises these into **Advanced Cognitive Performance** characteristics (ACPs) and **Values, Attitudes, Attributes** (VAAs).



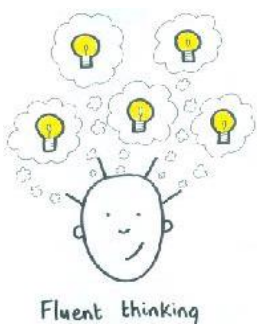
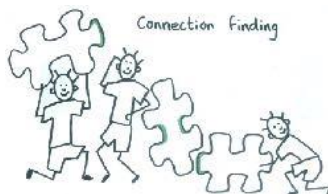
Advanced Cognitive Performance




Values Attitudes and Attributes (VAAs)

The VAAs and ACPs "need to become so much a part of the way the school operates that they become the language of the school used by students as well as staff and parents".








HPL builds 'Advanced Cognition'

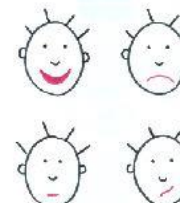
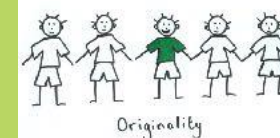
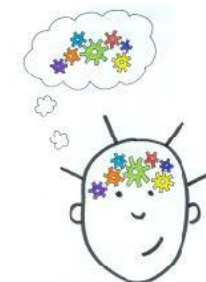


High Performance Learning Values Attitudes and Attributes (VAAs)		
EMPATHETIC		
	Collaborative	The ability to seek out opportunities to involve responses to your work, present your own views and ideas clearly and concisely, listen to the views of others, be willing and able to work in teams, take a variety 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 her 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 involving 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, beliefs and views or the arguments of others; change ideas should there be compelling evidence to do so.
	Risk-taking	The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.
HARD WORKING		
	Practice	The ability to train and prepare through repetition of the same processes in order to become more proficient.
	Persistence	The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until it is quality, appropriate, practical 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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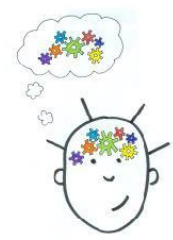
High Performance Learning Advanced Cognitive Performance Characteristics (ACPS)		
META-THINKING		
	Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to others.
	Self-regulation	The ability to monitor, understand and self-correct.
	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 tackle 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 divorcing from them.
REALISING		
	Automaticity	The ability to use skills and rules so easily so they no longer require active thinking.
	Speed and accuracy	The ability to work at speed and with accuracy.

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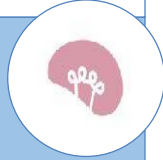


How do High Performing Learners think?



- 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



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





Term 1

ACP / VAA focus

KHDA REPORT 19-20



For Development:

- Ensure that older students have more opportunities to develop their critical thinking skills through independent learning activities.

For Development:

- Ensure that the lower attaining students in the secondary phase receive focused feedback on what they need to do to improve their work and make faster progress.

For Development:

- Ensure that the requirements for the moral education programme are consistently met across the school, so that all students develop their higher-order **thinking** skills, including critical **thinking** and reflection.

Based on our KHDA report we are focusing on the following ACP first:

META-THINKING





Meta-thinking

There are four characteristics that relate to consciously thinking about thinking.



Metacognition
Self-regulation
Strategy planning
Intellectual confidence

Examples of Meta-thinking in action

How did I do this last time?

What approach could I use? What do I need to be able to do this?

How can I check that I'm on the right track?

What do I think and why do I think that? How did I get my answer?

Meta-Thinking Definitions

1

The ability to monitor, evaluate and self correct.

Self-regulation

2

The ability to articulate personal views based on evidence.

Intellectual
Confidence

3

The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and determine an appropriate way to think about the work.

Strategy-planning

4

The ability to knowingly use a wider range of thinking approaches and to transfer knowledge from one circumstance to another.

Meta-cognition

HPL VAA DEFINITIONS



HARDWORKING

- **Practice**

The ability to train and prepare 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; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

- **Resilience**

The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity

EMPATHETIC

- **Collaborative**

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; 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 for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; 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.

Meta-Thinking

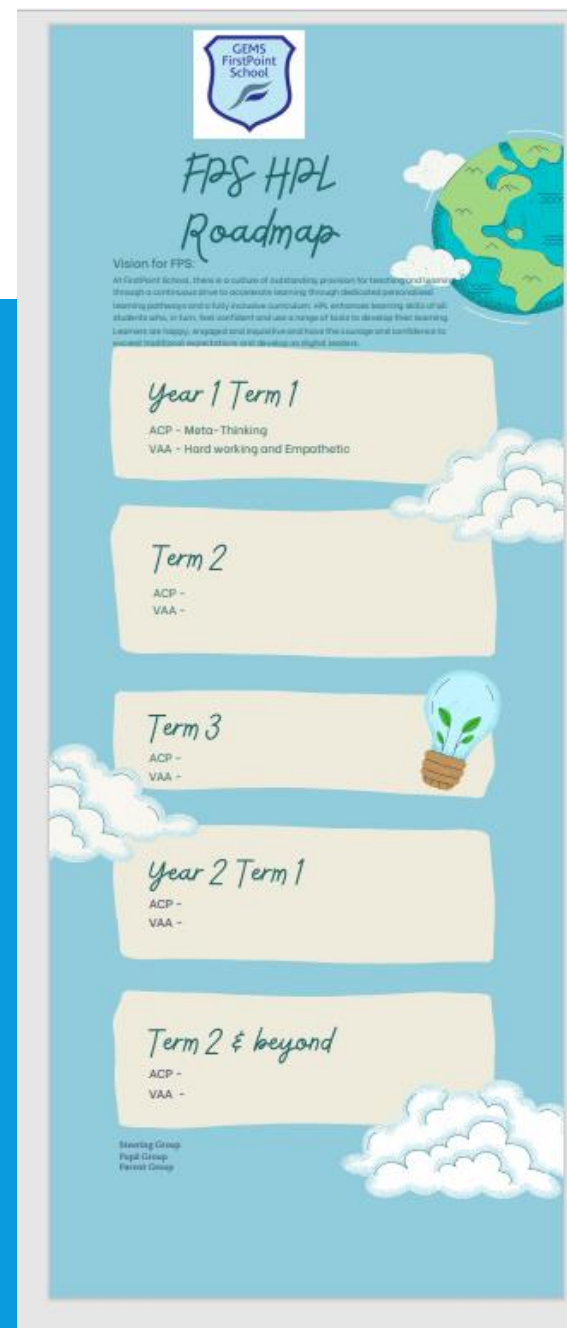
Strategies and Resources that we use in the classroom

Research by the [Education Endowment Foundation](#) has found that metacognition is key to effective pupil learning: it can add up to seven months of additional learning, and improve the outcomes of disadvantaged learners. Not only that, but it is a way for teachers to gauge how well their students understand their own learning processes and regulate their learning, so that they can support them accordingly. This is a key challenge in the field, particularly when remote learning is taking place.



What's Next? FPS Roadmap

- In Term 1 we have started understanding the ACP Meta-thinking. The children have been learning what Meta-thinking means and have been applying this to their learning.
- Our VAAs are Hardworking and Empathetic
- The next steps beyond Term 1 will be decided as a Team based on what is best to further support our students in becoming HPLs:
- Driving Team
- Steering Team
- All staff - whole-school approach
- Parent Ambassadors
- Student Ambassadors



Our Journey so far

THE DRIVE TEAM

This group leads and supports teachers to create high performance classrooms, adapting their teaching strategies and ensuring student opportunities for HPL skill development.

Charlotte Haydn-Higgins



Emily Gallone



Rebecca
O' Brien



Natasha
Rush



Rojan
Hull



Nadene
Meades



Gemma
Roberts



Priya
Vadher



Michael
Hughes



Emma
Monteith



Jen
Donaghy



Heleena
Majid



Our Journey so far

STUDENT LAUNCH

FS1



FS2



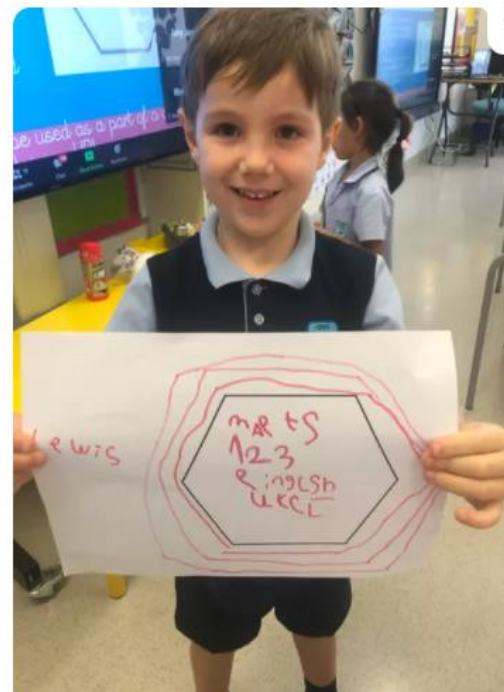
Year 1



Year 2



Year



HPL Student Launch!

Year 3



Year 4

What do these 3 pictures represent?



Year 5



Y5-6

Year 6



6B



HPL Student Launch!

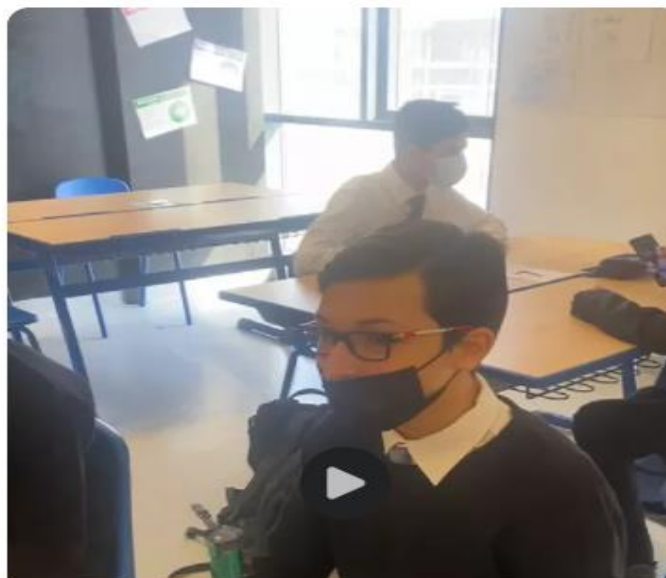
Year 11

Y11



Year 12

Mock interviews in action
with y12



Year 13



Video • 00:31

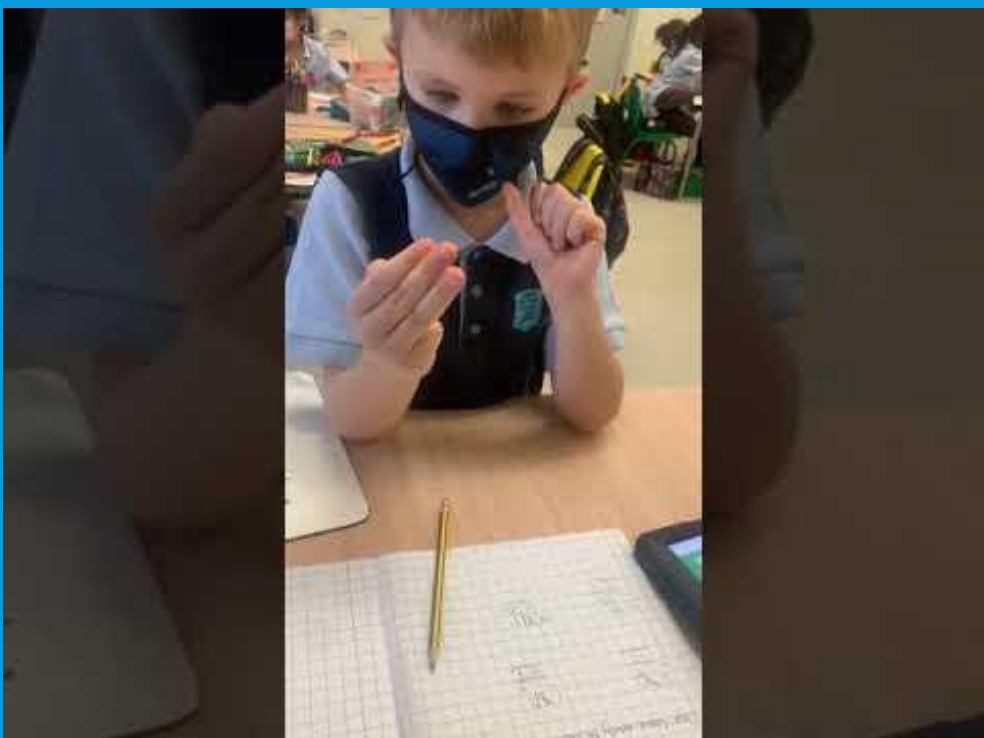
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B94C-C5CF9020CF70

Rachel in year 13 talking about the
confidence she has been given in
her lessons #art #empathetic
#confidence #stage3



HOW ARE WE AT FPS
ALREADY A HPL
SCHOOL?
HPL IN ACTION!

Hardworking



HOW ARE WE AT FPS ALREADY A HPL SCHOOL? HPL IN ACTION!

Empathetic



HOW ARE WE AT FPS
ALREADY A HPL
SCHOOL?
HPL IN ACTION!

Meta- Thinking



Our Journey so far

STUDENT LEADERSHIP

Meet our Student Ambassadors!

Drive Team Lead – Rojan Hull



Meet our Student Ambassadors!

Drive Team Lead – Rebecca O'Brien



Year
8 students



How can you support? **PARENT AMBASSADORS**

- Parent Ambassadors will drive HPL through the parent body. They will encourage talking about learning, break the glass ceiling and celebrate successes.
- The involvement of parents is crucial to the overall success of HPL. We want parents to know all about how their children are developing!
- If you are interested please one of the Steering Team (emails are on the last slide)



How can you support? 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...

How can you support?

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?
Write your answers in the chat box

How can you support? 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



High
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QUESTIONS?



Steering Team

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