Room at the Top

‘More pupils than we previously thought have the potential to perform at the highest levels. Gifted education tells us exactly how to achieve this. There really is ‘Room at the Top’ if we systematically nurture more children to get there.’ (2010)
The Proposition

High Performance Learning theory suggests that most students are capable of achieving the high levels of academic performance once seen as the domain of the very few and that the role of a school is help students make this a reality.
‘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
The High Performance Learning framework

- 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, work-place 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.

The road to success?
The formula for success

Potential -> Opportunities -> Support -> Motivation -> High Achievement

Potential
Once clever always clever?

“Contrary to popular belief, gifted adults were seldom child prodigies.”

Benjamin Bloom (1982)

and again......

“When cohorts of children are tested at a young age plus regularly retested over time, the scores show substantial year-to-year regression, disproving the common myth that a child considered gifted at aged 6 would still be considered gifted at 16.”

Lohman and Korb (2006)
Can we get cleverer?

“When it comes to improving intelligence, many researchers concluded that it was not possible.

Our findings, however, clearly show that this is not the case. Our brain is more plastic than we think.”

Jaeggi (2008)

How to improve your I.Q.

1. Writing
2. Reading
3. Watching Fiction
4. Changing Hobbies
5. Solving Puzzles
6. Playing Competitive Games
7. Breaking Routines
8. Exchanging Cultural Views
9. Debating
10. Teaching
“It is very unlikely that we will ever discover a test that can be administered in childhood that will reliably predict eventual adult outcome.”

Michael Howe (1995)

“No evidence of innate constraints in reaching high performance”

Ericsson (2007)
The Mindset shift

“In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.”

Dweck, 2007
If everyone can get there in theory what happens when we choose some as being most able/gifted and fast track them?

The formula for success
Opportunities and Support

The only thing that separates women of colour from anyone else is opportunity.

Viola Davis, 2015
Emmy Awards: Outstanding actress
Creating advanced learning opportunities..

Breadth

Pace

Depth

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
6 gaps which remain in our schools
Massachusetts

- The employability gap – the gap between what the economy demands and what the school system produces.
- The knowledge gap – the gap between what a 21st century American needs to know and what graduates of the school system actually know.
- The achievement gap – the gap between Massachusetts students as a whole and those from economically disadvantaged backgrounds.
- The opportunity gap – the opportunity to succeed between children of the well off and children of low income families.
- The gap between the performance of Massachusetts and those in the top-performing education systems in the world.
- The top talent gap – the gap between top-performing students in Massachusetts and top-performing students in the best systems in the world.

(Brightlines, 2014).

The key competencies to be developed

[Diagram showing the intersection of HOW TO THINK and HOW TO BEHAVE with Advanced Cognitive Performance Characteristics, Values, Attitudes and Attributes.]

Creating world class schools
Behaviours are all the rage...

IB Learner Profile

SQA’s Skills for Learning, Life and Work

Girl Guides

International Primary Curriculum

Values Based Education

Effective Lifelong Learning Inventory

Building Learning Power

Character Education

Creating world class schools

© Deborah Eyre

How do High Performing Learners *behave*?

Creative and enterprising

Concerned for society

Collaborative

Inquiring

Confident

Persevering

Open minded

Risk taking

Self motivated

Naturally curious

Articulate their views

Listen to others

Can plan independently

Can overcome barriers and stick at it

Pursues personal targets

Interviews data

Reflect critically

Enjoy discussion

Seeks others opinions

Finds collaborative solutions

Good team player

Makes well reasoned decisions

Challenges assumptions

Challenges

Applies

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Contrast with Character

Collaborating
Concerned for Society
Confident
Inquiring
Creative and Enterprising
Open-minded
Persevering
Risk-taking

Task: Using VAAs in connection with texts being studied in class, students identify and support with evidence how characters fail to display these Values, Attitudes and Attributes. They then explore the consequences of this.

How do High Performing Learners think?

Break rules
Critique
Generate multiple solutions
Be accurate
Extrapolate
Sequence
Interpret
List
Contrast
Hypothesise
Summarise
Conceive
Combine

Transfer knowledge
Deduce
Defend
Propose
Think holistically
Apply
Reason
Follow rules
Compile
Argue

Strategise
Defend
Propose
Judge
Examine
Generate ideas

Plan
Use
Locate
Categorise
Compare
Differentiate
Discuss
Test
Link
Recommend
Extrapolate
Seek supporting evidence

Memorise
Use
Locate
Categorise
Compare
Differentiate
Discuss
Test
Link
Recommend
Extrapolate
Seek supporting evidence

Plan
Memorise
Use
Locate
Categorise
Compare
Differentiate
Discuss
Test
Link
Recommend
Extrapolate
Seek supporting evidence

Bend rules
Reason
Seek supporting evidence

Infer
Bend rules

Conceive
Bend rules

Design

Evaluate

Demonstrate

Deal with ambiguity

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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
Support

Challenging students (and providing the right level of support) helps them to achieve high performance. We can do more with help...
Support includes feedback

“...the most powerful single moderator that enhances achievement is feedback. The most simple prescription for improving education must be ‘dollops of feedback’.”

Hattie (1992)

The formula for success

- Potential
- Opportunities
- Support
- Motivation
- High Achievement
Motivation?

Maximising motivation:
The story of success

“The emerging picture from such articles is that 10,000 hours of practice is required to achieve the level of mastery associated with being a world-class expert. It seems it take the brain this long to assimilate all it needs to know for true mastery.”

Daniel Levitin (2006)
Motivation 3.0

Autonomy
Mastery
Purpose

Daniel Pink (2010)

Flow - Csikszentmihalyi

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Creating world class schools

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The HPL Framework

The 7 Pillars of High Performance

- Global Citizens
- Advanced Performers
- Enterprising Learners

Mindset shift
Enquiry based learning
Expertise development
Practice and Training
Feedback
Engagement of Parents
With students not to them

Values, Attitudes and Attributes
Advanced Cognitive Performance Characteristics
Thoughts for you ....

1. You already know how to challenge the most able in general terms

2. You could increase impact significantly for this group if you worked more purposefully and systematically focused on building the High Performance Learning competencies

3. Alternatively, you could transform outcomes in your school if instead of selecting a cohort your school adopted this for all students

4. The disadvantaged are likely to benefit disproportionally if you take this approach

Thank You!

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