High Performance Learning

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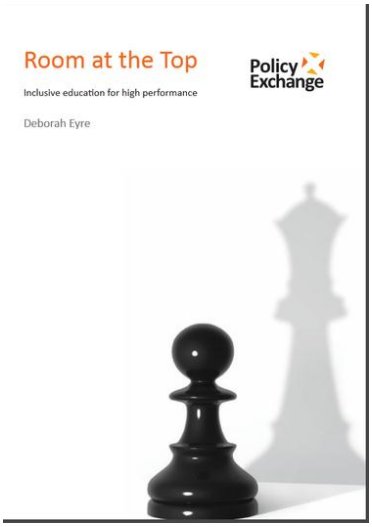
Room at the Top

'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)



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The Proposition



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High Performance Learning *theory*

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.



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You need a plan…

'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

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The HPL *Framework*

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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.

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The road to success?



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The formula for success

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Potential



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Once clever always clever?

"Contrary to popular belief, **gifted adults were seldom child prodigies**."

Benjamin Bloom (1982)

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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)

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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)

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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

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and the 'so what'……

"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)

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and the 'so what'……

"No evidence
of innate constraints
in reaching
high performance"

Ericsson (2007)

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The Mindset shift

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"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

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

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The formula for success

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Opportunities and Support

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

Viola Davis, 2015
Emmy Awards: Outstanding actress

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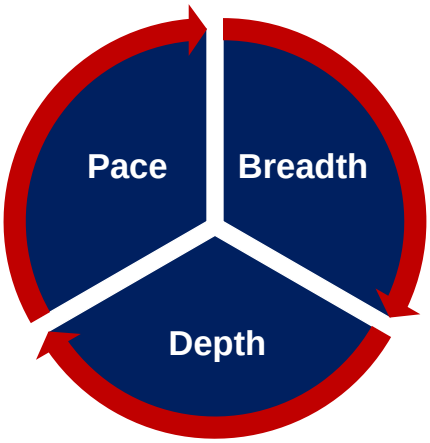
Creating advanced learning opportunities..



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What kind of students are we creating?

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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).

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The key competencies to be developed

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Behaviours are all the rage…

?

IB Learner Profile

Personal, Learning and Thinking Skills

SQA's Skills for Learning, Life and Work

You Can Do It!

Girl Guides

Values Based Education

International Primary Curriculum

Effective Lifelong Learning Inventory

Building Learning Power

Character Education

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How do High Performing Learners *behave*?

Creative and enterprising

Explore different solutions
Original
Have their own personal style
Innovative
Problem solvers
Curious and interested

Open minded

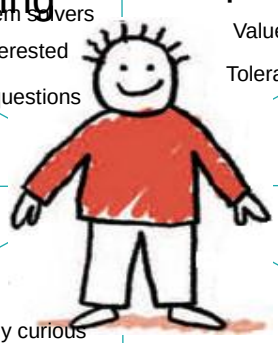
Receptive to new ideas
Change their ideas
Value others views
Tolerant

Concerned for society

Cares for others
Values other cultures
Has a sense of justice
Ask questions
Knows right from wrong
Has personal integrity

Risk taking

speculates
Tries new ideas
Balances risk



Collaborative

Seeks others opinions
Finds collaborative solutions
Good team player

Persevering

Self motivated
Can plan independently
Pursues personal targets
Can overcome barriers and stick at it

Inquiring

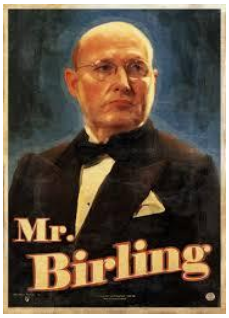
Naturally curious
Researcher
Interrogates data
Makes well reasoned decisions
Challenges assumptions

Confident

Articulate their views
Enjoy new challenges
Reflect critically
Listen to others
Enjoy discussion

Contrast with Character

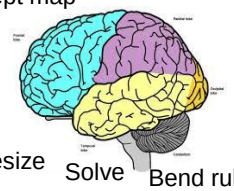
- Collaborating
- Concerned for Society
- Confident
- Inquiring
- Creative and Enterprising
- Open-minded
- Persevering
- Risk-taking



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
Transfer knowledge
Strategise
Plan
Memorise
Locate
Critique
Deduce
Defend
Judge
Debate
Use
Generate multiple solutions
Propose
Connect
Categorise
Compare
Be accurate
Think holistically
Examine
Differentiate
Extrapolate
Apply
Generate ideas
Sequence
Reason
Concept map
Theorise
Justify
Discuss
Test
Interpret
Follow rules
Link
List
Imagine
Recommend
Rank
Compile
Infer
Extrapolate
Contrast
Predict
Argue
Seek supporting evidence



Hypothesise
Synthesize
Solve
Bend rules
Prioritise
Paraphrase
Invent
Concretise
Summarise
Deal with complexity
Calculate
Interconnect
Abstract
Create
Monitor
Discuss
Conceive
Bend rules
Be precise
Develop principles
Evaluate
Demonstrate
Combine
Refine
Outline
Analyse
Design
Investigate
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

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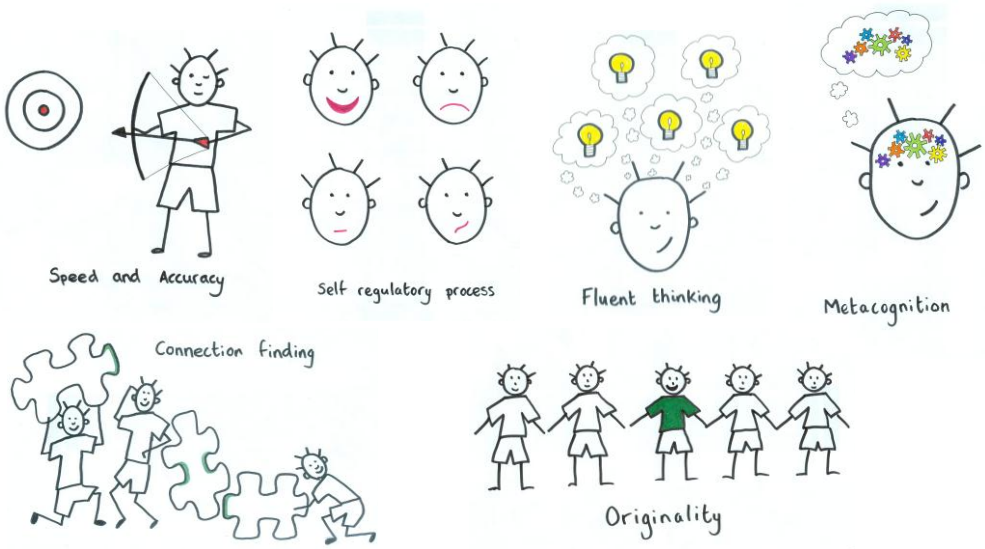

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Progression in each ACP and VAA

Ope
Minc

- are beco that othe may have ideas an and com different backgrou

- recognis people n different beliefs a to listen
- may cha based o beliefs o
- show an people f cultures backgro

- can take a of different
- become m different id based on t others
- will change should the evidence t
- appreciate knowing, a people fro

- evaluate informatic argument and are w change b behaviou their eval
- evaluate perspecti drawing c people fr cultures a backgrou forming o

- 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

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Support

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

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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)

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The formula for success

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Motivation?

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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)

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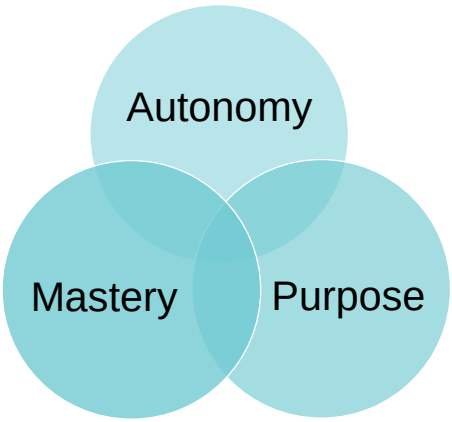
Motivation 3.0



Daniel Pink (2010)

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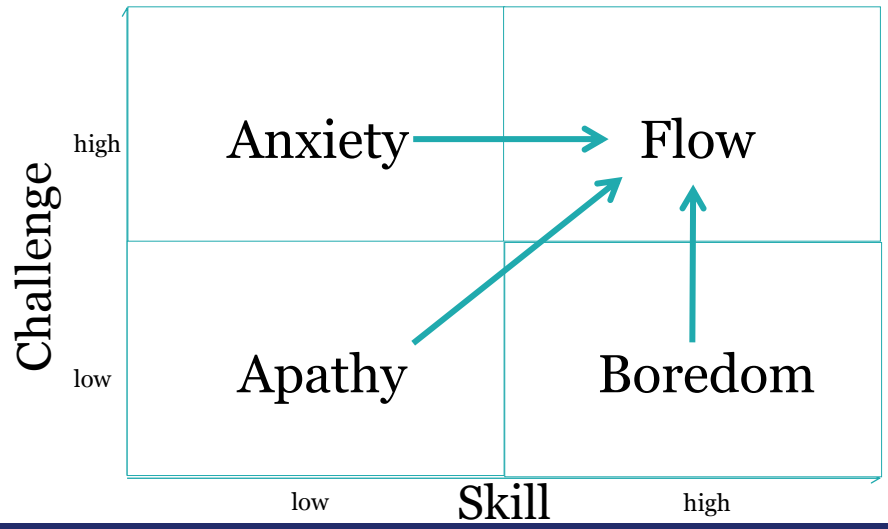
Flow - Csikszentmihalyi



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The HPL Framework



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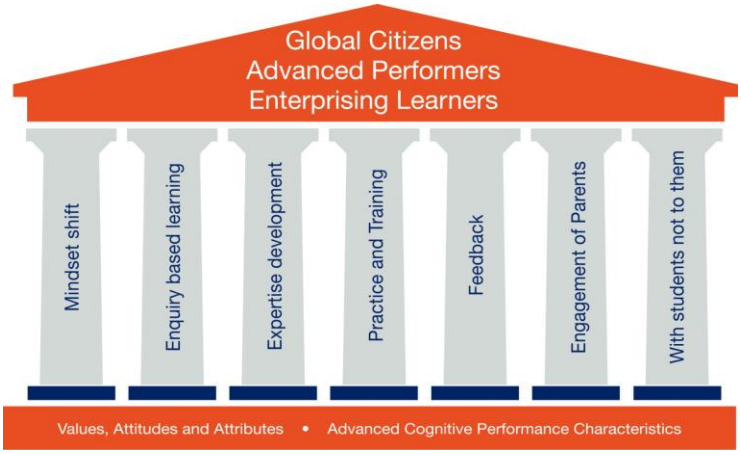
The 7 Pillars of High Performance



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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

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Thank You!

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