



IB AFRICA, EUROPE & MIDDLE EAST  
REGIONAL CONFERENCE 2013

**THE HAGUE 24<sup>TH</sup> - 27<sup>TH</sup> OCTOBER**

# High Performance Learning

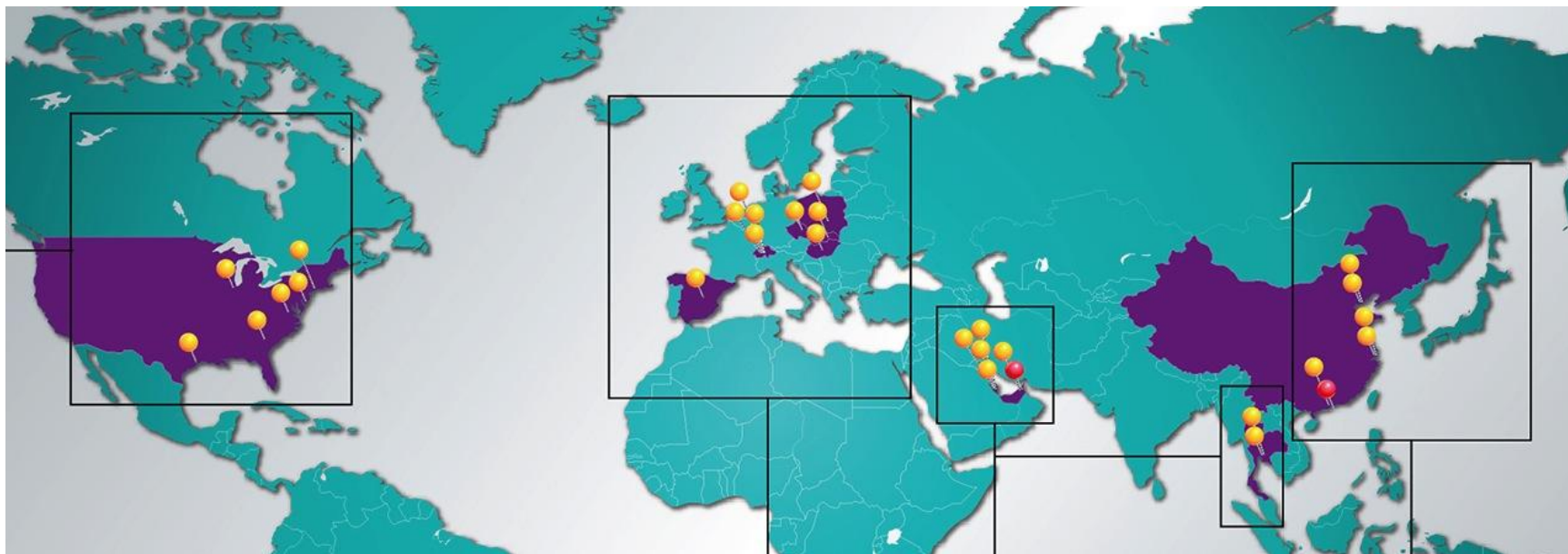
Professor Deborah Eyre  
Nord Anglia Education

# Who we are

- We are a **family** of 27 premium Schools in China, Europe, Middle East/South East Asia and North America
- We put our 17,000 students at the centre of our thinking and make sure they have an **outstanding** educational experience
- We have a thriving community of 3,500 teachers and teaching staff who **learn** together to improve their practice



# Our Current Family of Premium Schools



## North America

Boston  
Chicago  
Charlotte  
Houston  
New York  
Washington

## Europe

Aubonne  
Beau Soleil  
Bratislava  
Budapest  
Champittet Nyon  
Champittet Pully  
Madrid  
Prague  
Warsaw

## Middle East/South East Asia

Abu Dhabi  
Al Khor  
Bangkok  
Doha Gharaffa  
Doha Madinat  
Doha Rayyan  
**Dubai opening in 2014**  
Pattaya

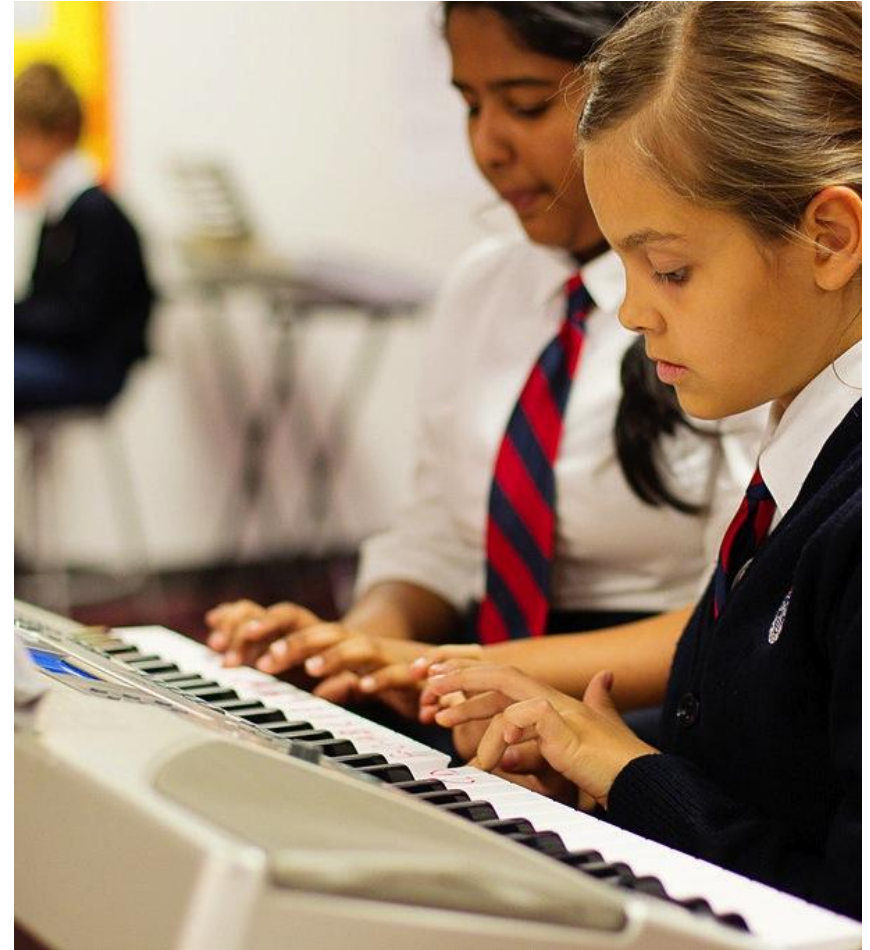
## China

Beijing Sanlitun  
Beijing Shunyi  
Guangzhou  
**Hong Kong**  
**opening in 2014**  
Shanghai Pudong  
Shanghai Puxi

# High Performance Learning

Today we are going to look at 4 key elements:

1. The High Performance Learning **Proposition**
2. **Mindset shift** to achieve High Performance Learning
3. The **Formula** for achieving High Performance Learning
4. The **Language** of High Performance Learning



# The Proposition



Eyre's model for High Performance focuses on **Advanced Cognitive Performance**. What it is, how people achieve it and how to structure education in schools so that more students achieve it.



# How Intelligent are you

10 = very intelligent

9

8

7

6

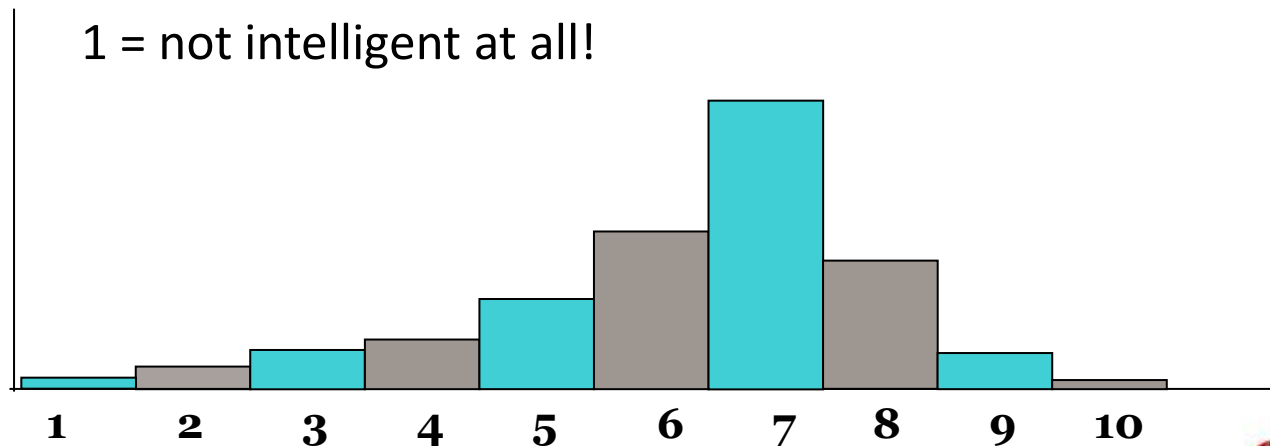
5 = average intelligence

4

3

2

1 = not intelligent at all!





“

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

”

Benjamin Bloom (1982)



# How do we reach High Performance?

“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)



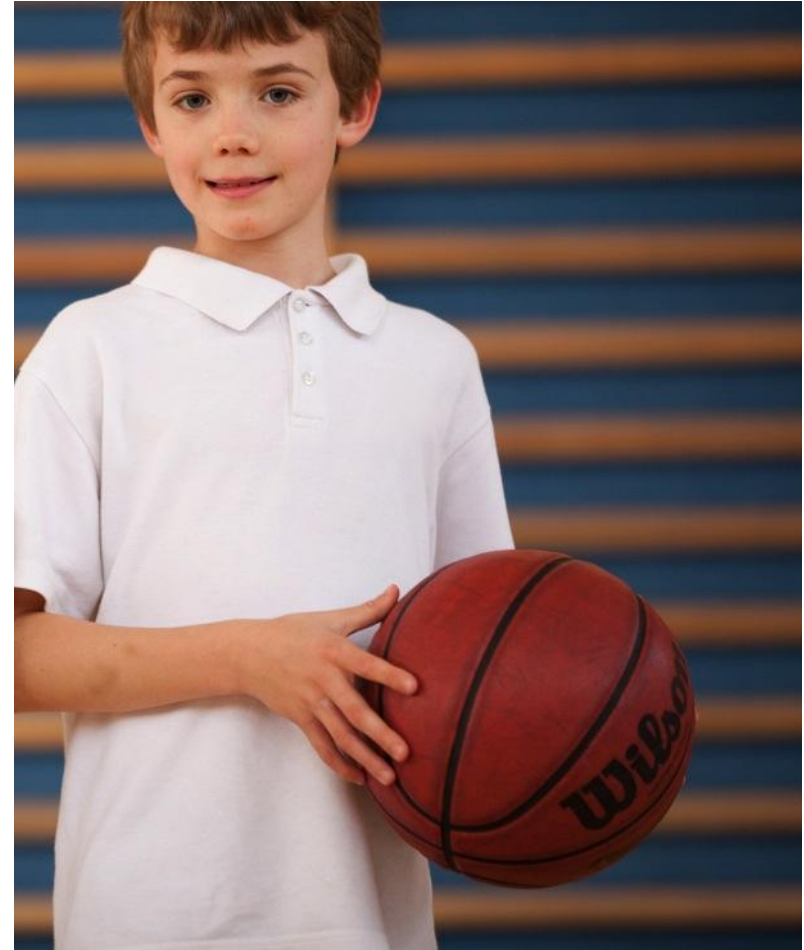
“When it comes to improving intelligence, many researchers concluded that it was not possible.

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 IQ

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)

# The Mindset shift



# What do we know about ability?

- It is multi-dimensional and only some aspects of it can be measured
- It is a mix of inherited predispositions colliding with environmental, personality and contextual factors
- It is developmental, and what is seen as high ability in childhood differs from notions of adult excellence
- It is only developed if it is nurtured through opportunity and support

“No evidence  
of innate constraints  
in reaching  
high performance”

Ericsson (2007)







“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

# The Formula



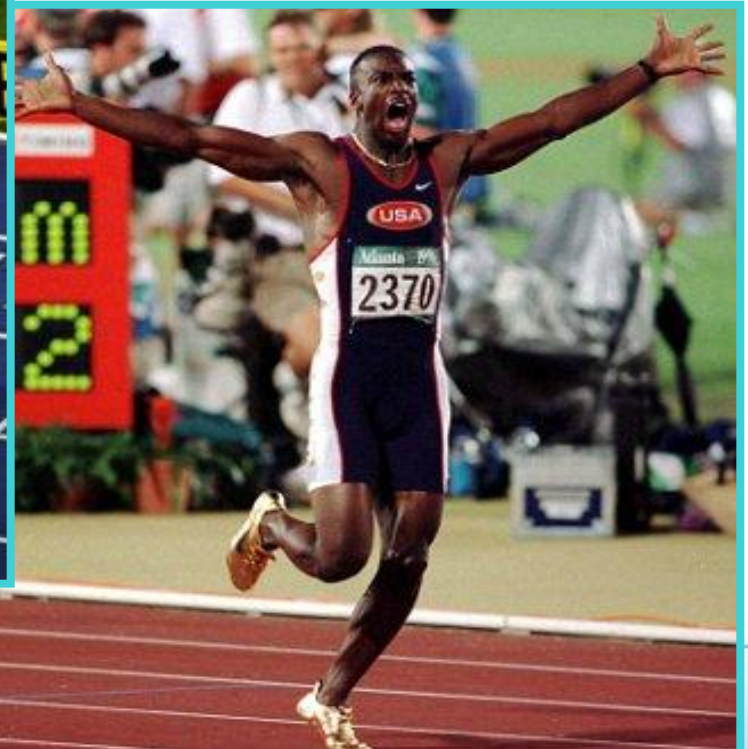
# The HP Learning Formula



Eyre 2007

# Optimising Opportunities

Opportunities are key to developing any inherited predispositions.



# The HP Learning Formula



# Strengthening Support – the power of feedback



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

Hattie (1992:4)

# Strengthening Support: help from home



# The HP learning formula



Eyre 2007



# 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)



# The Language



# What are High Performing Learners?

**advanced performers**

...who win places in world-class universities and make a leading contribution

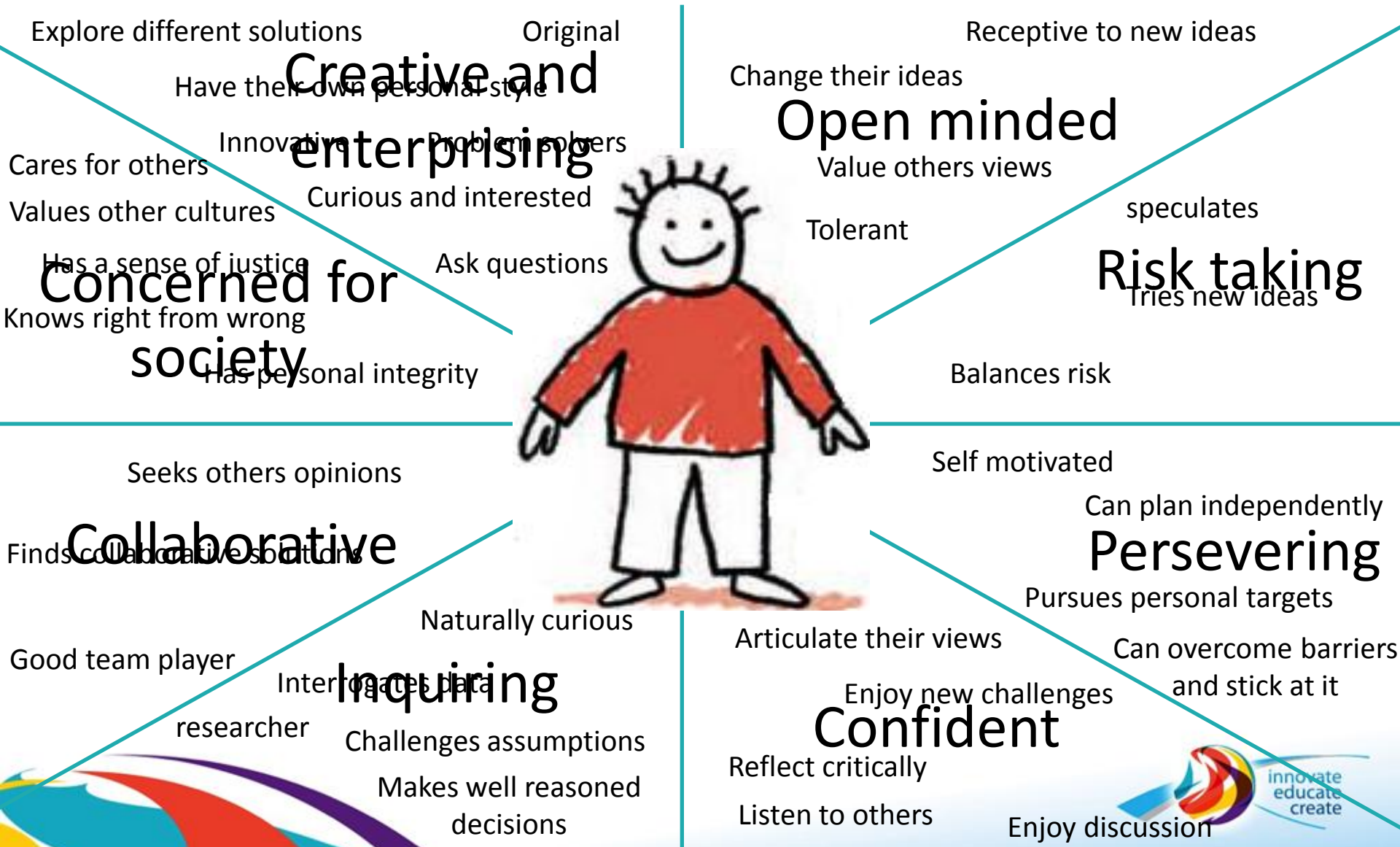
**global leaders**

...who are responsible and confident, improving things locally and globally

**enterprising learners**

..who are creative, innovative and well placed to enjoy future success

# How do High Performing Learners behave?



# The IBLP versus HPL behaviours

HPL Behaviours	IBLP
Inquiring	Inquirers
Creative and enterprising	
Persevering	
Open-minded	Open-minded
Collaborative	
Risk-taking	Risk takers
Concerned for society	Caring, Principled
Confident	Reflective, Communicators (=ACPs)
	Thinkers (=ACPs)
	Balanced, Knowledgeable

# The BIG difference...

## Open Mind

- |   |   |   |  |   |
|---|---|---|--|---|
| <ul style="list-style-type: none"> <li>• are becoming more open to the ideas and opinions of others that others may have</li> </ul> | <ul style="list-style-type: none"> <li>• recognise and respect the different beliefs and values of others</li> <li>• may change their own beliefs or values based on those of others</li> <li>• show an interest in the cultures and backgrounds of others</li> </ul> | <ul style="list-style-type: none"> <li>• can take a different perspective of different issues</li> <li>• become more open to different ideas based on the views of others</li> <li>• will change their own beliefs or values based on the evidence that others provide</li> <li>• appreciate the knowledge and experiences of people from different cultures and backgrounds</li> </ul> | <ul style="list-style-type: none"> <li>• evaluate information and arguments from different perspectives and are willing to change their behaviour based on their evaluation</li> <li>• evaluate information and arguments from different perspectives and are willing to change their behaviour based on their evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• systematically take a considered global stance when approaching new ideas</li> </ul> |
|---|---|---|--|---|

# How do High Performing Learners think?

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

Creating



- Automaticity
- Speed and accuracy
- Concentration, persistence and resilience

Practicing



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

Linking



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

Analysing



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

Meta-thinking





# HPL Ways of Thinking

1

2

3

4

5

6

7

8

9

10

11

12

# What might this look like in the classroom?



# Family size in the Middle East

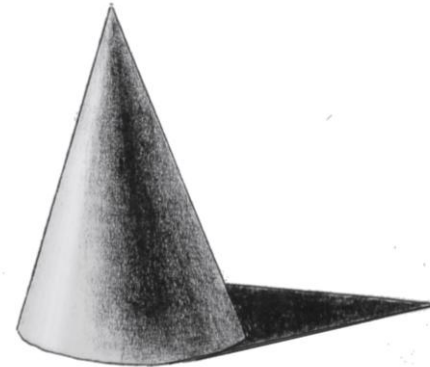
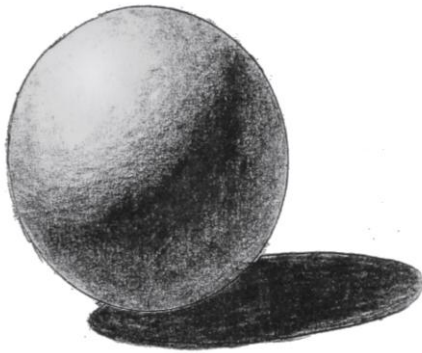
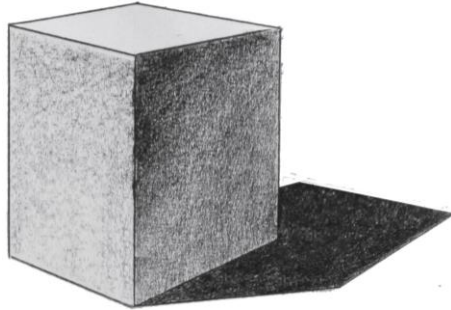
The graph shows the average number of children in families in Saudi Arabia and Jordan and how this has changed over the years

What could we ask?

What was the fertility rate in Saudi Arabia in 1950?  
What was the fertility rate in Jordan in 1950?  
Which country had the highest fertility rate?  
e.g. Generalisation:  
Which ACPs and VAAs crossed what the fertility rates might be in 2013?



# Edges, Faces, Vertices?



Closed comprehension...

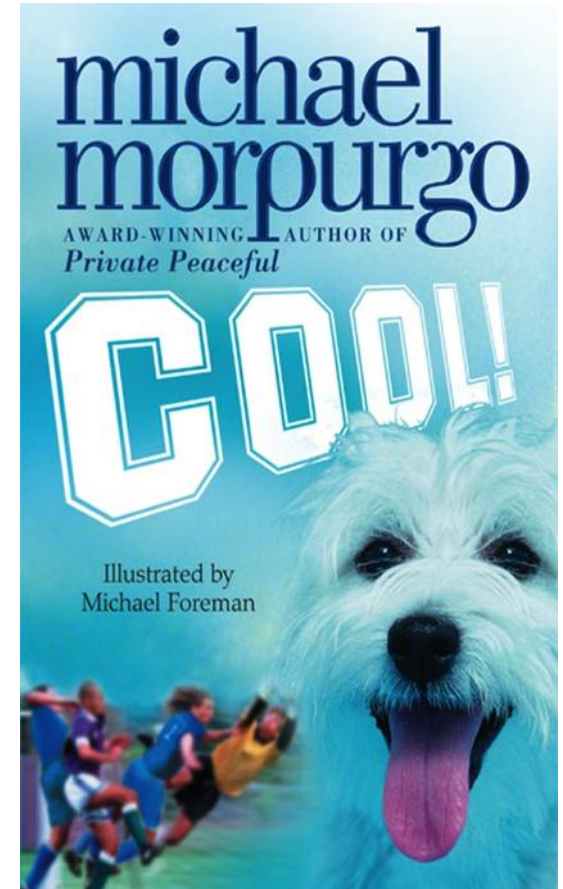
Developing a range of ways of thinking...

Develop a specific way of thinking...

## Boy in a car accident...

### **The** **DAILY NEWS**

Robbie Ainsley, 10, of Tiverton was in a coma tonight in Wonford Hospital, Exeter, after being knocked down by a car outside his house. Doctors at the hospital say his condition is serious but stable. The driver, a man in his forties, is helping police with their inquiries.



What questions can we ask to develop HPL here?

**Questions?**

