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

Potential × Opportunities + Support + Motivation = High Achievement

Eyre 2007
Optimising Opportunities

Opportunities are key to developing any inherited predispositions.
The HP Learning Formula

- Potential
- Opportunities
- Support
- Motivation

High Achievement
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 ‘dollops of feedback’.”

Hattie (1992:4)
Strengthening Support: help from home
The HP learning formula

Potential + Opportunities + Support = Motivation → High Achievement

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?

- Explore different solutions
- Have their own personal style
- Ask questions
- Original
- Change their ideas
- Value others views
- Tolerant
- Receptive to new ideas
- Speculates
- Tries new ideas
- Balances risk
- Self motivated
- Can plan independently
- Can overcome barriers and stick at it
- Articulate their views
- Enjoy discussion
- Enjoy new challenges
- Articulate their views
- Reflect critically
- Listen to others
- Confident
- Persevering
- Pursues personal targets
- Can overcome barriers and stick at it
- Naturally curious
- Challenges assumptions
- Makes well reasoned decisions
- Inquiring
- Interrogates data
- Seeks others opinions
- Good team player
- Collaborative
- Concerned for society
- Has personal integrity
- Has a sense of justice
- Knows right from wrong
- Curious and interested
- Creative and enterprising
- Values other cultures
- Cares for others
- Innovators
- Problem solvers
## The IBLP versus HPL behaviours

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<thead>
<tr>
<th>HPL Behaviours</th>
<th>IBLP</th>
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<tbody>
<tr>
<td>Inquiring</td>
<td>Inquirers</td>
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<tr>
<td>Creative and enterprising</td>
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<td>Persevering</td>
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<td>Open-minded</td>
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<td>Collaborative</td>
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<td>Risk-taking</td>
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<td>Concerned for society</td>
<td>Caring, Principled</td>
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<td>Confident</td>
<td>Reflective, Communicators (=ACPs)</td>
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<td>Thinkers (=ACPs)</td>
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<td>Balanced, Knowledgeable</td>
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The BIG difference...

- People may have ideas and beliefs about things.
- Some may be based on their own background.
- Others may be based on people from different cultures.

- They can take a different perspective and change their behaviour.
- They evaluate information and the arguments of others.
- They seek out new information and ideas and modify them.
- They form a considered global stance when approaching new ideas.

Open Mind:

- Recognise different beliefs and values.
- Watch how people react.
- Show an open mind and listen to others.
- Be critical of others' ideas and ideas.
How do High Performing Learners think?

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

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

**Linking**
- Connection finding
- Generalisation
- Imagination
- ‘Big picture’ thinking
- Seeing alternative perspectives
- Abstraction

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

**Meta-thinking**
- Strategy planning
- Meta-cognition
- Self-regulation
- Intellectual confidence
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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 is the fertility in Jordan in 1980?
- Which country had the highest fertility rate?
- Which ACPs and VAAs does this develop?
- If we wanted to develop a specific VAA what might we ask (e.g., Generalisation):
  - Which 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?