

## The HPL Pathways



*\*World Class School Award via an Additional 1-Year Conversion Programme*

## What HPL brings to your school

- I. HPL is about evolving, building on and strengthening existing practice in order to optimise - it is not creating something entirely new.
- II. The Learning Sciences are enabling us to achieve far more than we thought possible in school through quality teaching and learning – provided the school community has the appetite and ambition for it (culturally ready).
- III. Education practice is moving away from the School Improvement paradigm and is now focused firmly on Self-improving (eg that is what regulators now want) and this is where HPL sits.
- IV. In Self-improving schools teachers are seen as professionals who take ownership for improving their own practice rather than technicians merely doing what they have been told. Senior Leaders guide and facilitate to draw the community towards its vision rather than mandate.
- V. Schools who get the best out of HPL are those who fully embrace it and use its philosophy and framework to drive the school forward.

# Why do schools choose HPL?

It creates a very positive culture in the school and so enhances student well-being

It is a holistic underpinning approach rather than lots of different initiatives

It enables the school to get much better academic results

The approach covers both the academics and skills and blends them

Teachers feel liberated and more positive about their subject or phase teaching

It provides a long term mechanism for optimising teaching and learning across the entire school

Students are more engaged and more confident in their learning

Parents like this approach and it helps them see how to help their own child do well

It works. Students in HPL schools get places in leading universities and are more likely to be successful in later life

# What does HPL do?

## HPL:

- Provides a universal language for discourse around learning,
- Sets the level of expectations regarding what should reasonably be achieved by students in lessons at any given age,
- Enables the systematic development of the higher order 'success competences' – cognitive and values and attitudes - that the school is seeking to develop in students as they engage with their subject content.

93% improvement in student well being and self esteem

95% improvement in student confidence and engagement

## HPL Impact:

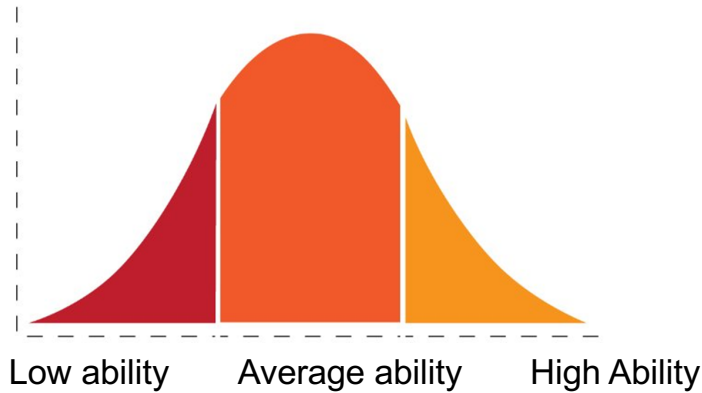
- Significantly improved student self-confidence, aspirations, engagement and academic results
- Improved teacher satisfaction and retention
- Improved parental engagement and satisfaction

68% of teachers enjoyed teaching more

67% recorded best results in the history of the school

# Make sure your entire school role models the culture .....

Stop expecting the Bell curve



Stop seeing some as incapable



**STOP**

**GO**

Start talking:

- About levels of performance *not* ability
- 'not yet' attaining *not* 'you find it hard'

Start saying:

- Struggling is natural practice, practice, practice
- You are starting to get it keep at it
- Well done for having a go
- This is what high performance in this lesson would look like
- You have made great progress but to perform highly you need to...



High  
Performance  
Learning

How confident am I that we  
are truly operating as an  
HPL school?

# 12 things HPL Schools do differently

## Checklist:

- 1) HPL schools assume that everyone can become a high attainer and act accordingly.
- 2) HPL schools do not talk about ability they focus on current performance and future performance.
- 3) HPL schools define high performance as a mix of academic confidence and attainment, personal values, attitudes and attributes and an enterprising, problem solving mindset.
- 4) HPL schools use the cognitive language of the ACPs and VAAs to provide a cross-school language for teaching and learning.
- 5) HPL schools plan the curriculum to deliver high levels of subject knowledge and subject skills for all students.
- 6) HPL schools pitch their-lessons at a high level and help everyone master the content by making use the ACPs and VAAs. They use minimal differentiation.
- 7) HPL schools use intelligent student grouping (ISG). They set by performance only where they deem it necessary and scaffold learning so lower performing groups are still aiming for the same high level outcomes. They do not lower the bar for some.
- 8) HPL schools use assessment to measure current performance and the current gap between it and high performance. They then use it to plan next steps. They do not see assessment as a predictor of long term outcomes.
- 9) HPL schools expect exam results to reflect high performance for all rather than the traditional bell curve.
- 10) HPL schools actively involve parents and help them to help their children to develop the ACPs and VAAs.
- 11) HPL schools see extra curricular enrichment as important and a great place to practice ACPs and VAAs.
- 12) HPL schools have students who optimistic about what they can achieve, engage in their own learning and are positive about the opportunities they can create for themselves.

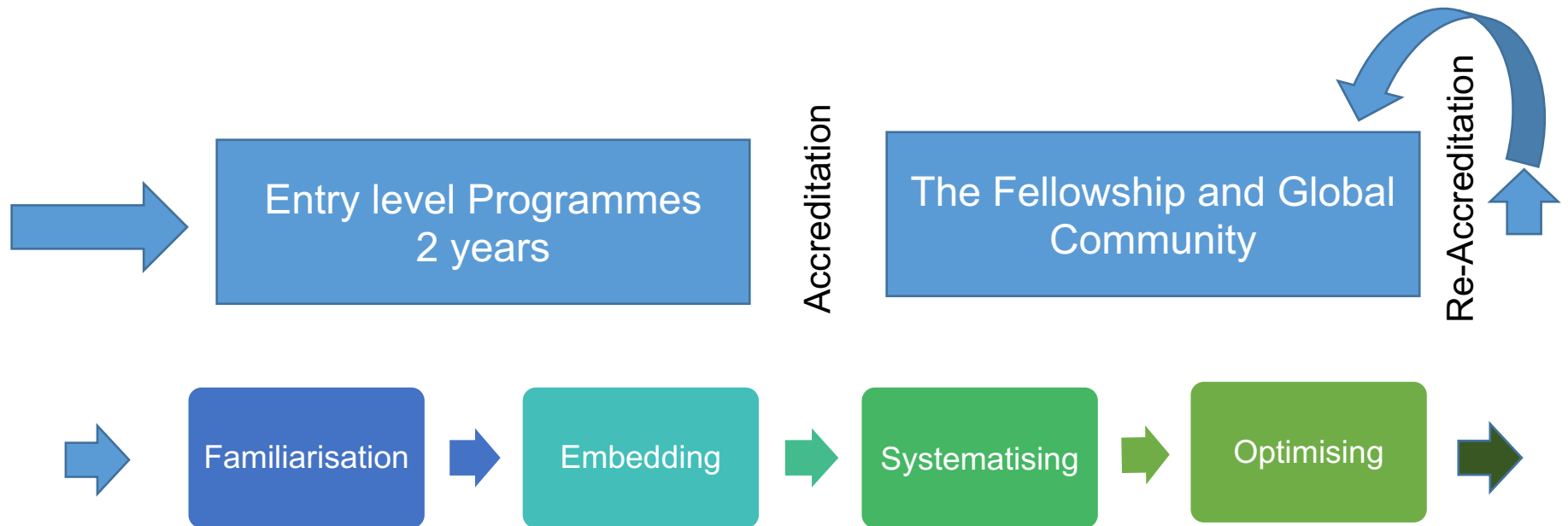
# What HPL Teachers do differently

## Checklist:

1. HPL teachers expect everyone to become a high performer and signal that to their classes through the language they use. 'Everyone can'.
2. HPL teachers do not talk about ability they focus on current performance and future performance. 'Not yet'.
3. HPL teachers do not focus on differences between students in class and assume all can become effective learners
4. HPL teachers use the language of the ACPs and VAAs to provide the language for teaching and learning and stress their importance in achieving academic success.
5. HPL teachers have a well-planned, carefully sequenced, curriculum offer which is pitched to deliver high level knowledge and develop the ACPs and VAAs.
6. HPL teachers pitch lessons at a high level and help everyone master the content by making use the ACPs and VAAs. They use less differentiation and do not lower the bar for some.
7. HPL teachers encourage problem solving and plan lessons that require it.
8. HPL teachers focus on spotting and correcting errors during lessons
9. HPL teachers reward 'having a go' as well as 'getting it right'
10. HPL teachers highlight and reward examples of good use of individual ACPs in lessons.
11. HPL teachers comment on the student learning behaviours (VAAs) such as hard work, persistence and resilience that they want to encourage
12. HPL teachers use intelligent student grouping (ISG). They group by performance only where they deem it necessary and scaffold learning so lower performing groups are still aiming for the same high level outcomes.
13. HPL teachers do not see assessment as a predictor of long term outcomes. They use assessment to measure current performance and the current gap between it and high performance. They then use it to plan next steps
14. HPL teachers actively involve parents and help them to help their children develop the ACPs and VAAs.
15. HPL schools have students who optimistic about what they can achieve, engage in their own learning and are positive about the opportunities they can create for themselves.



# The HPL School Journey



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## Programmes

## Fellowship/Global Community

Familiarisation	Embedding	Systematising	Optimising
Initial training for key staff	In-school training and capacity building	Segmented PD and internal capacity building	Segmented PD and internal capacity building
Adoption plan secured and mobilised	Adoption plan progressed	Development plan agreed and mobilised	Development plan agreed and mobilised
HPL Lead assigned	Professional Learning Community active	<ul style="list-style-type: none"> <li>Research culture established</li> <li>HPL staff expertise identified and rewarded via performance management</li> </ul>	<ul style="list-style-type: none"> <li>Research culture optimised</li> <li>HPL leadership within and beyond the school at all levels</li> </ul>
HPL introduced to staff	HPL language used in lesson planning, delivery and feedback	HPL used to underpin all lesson planning, delivery and feedback	Consistency of approach across all classrooms, phases and extra-curricular
HPL used in lessons	Regular use of HPL by students	Routine use of HPL in student's own language	HPL pervading all aspects of student life
Pulse check used to establish baseline	School-wide structures being reviewed/refreshed	School-wide structures aligned	School-wide structures HPL optimised
Visible in the school	Becoming the language of T/L in the school	Adopted formally in all aspects of T/L	Any weak areas identified and mitigated
Communicated to parents, students and school community	Induction for all new teachers, student cohorts and individual students re HPL  Staff recruitment, selection and promotion starting to reflect HPL alignment	<ul style="list-style-type: none"> <li>Staff recruitment, selection and promotion based on HPL alignment</li> <li>Succession planning includes HPL expectations</li> <li>Routine induction for all new teachers, student cohorts and individual students re HPL</li> </ul>	<ul style="list-style-type: none"> <li>Staff recruitment, selection and promotion firmly based on HPL alignment</li> <li>Succession planning includes HPL expectations</li> <li>Routine induction for all new teachers, student cohorts and individual students re HPL</li> </ul>
Parents aware of HPL	Parent engagement and satisfaction increased. Parents aware of how to support the development of HPL and VAAs in their child.	Parent actively engaged in developing HPL in their child and indicating satisfaction with school	School of choice for parents
Students aware and interested	Student attitudes and results improving	Student attitudes and results show continuous improvement year on year on agreed measures	Post school destinations show marked improvement
Staff aware and engaged	Staff attitudes and satisfaction increasing	Staff attitudes and satisfaction continuing to increase	Staff recommending HPL to colleagues in other schools
HPL Pathway status visible on school website	Visible on website with examples	Front page of the website as a key differentiator	Used extensively in marketing the school

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High  
Performance  
Learning

Planning for the future ?

# HPL post accreditation



Comprehensive



Consistent



Deep



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# Teacher Pathways

HPL Teacher	HPL Expert teacher	HPL Leading Teacher	HPL Global Lead Teacher	HPL Research Fellow
<p>A teacher who:</p> <ul style="list-style-type: none"> <li>is in an HPL accredited school,</li> <li>has attended a relevant programme or short course</li> <li>met the requirements for accreditation re <u>effective HPL practice in their own classroom</u></li> </ul>	<p>A teacher who:</p> <ul style="list-style-type: none"> <li>is in an HPL accredited school,</li> <li>has attended a relevant programme or short course</li> <li>met the requirements for accreditation re <u>expert HPL practice in their own classroom</u></li> </ul>	<p>A teacher who:</p> <ul style="list-style-type: none"> <li>Is in an HPL Pathway or accredited school and has attended a relevant programme or short course for Middle Leaders</li> <li>met the requirements for accreditation <u>for effective HPL practice in their own classroom practice and for in leading others in school</u></li> </ul>	<p>A teacher who:</p> <ul style="list-style-type: none"> <li>is in an HPL accredited school,</li> <li>has met the GLT requirements</li> <li>has demonstrated their <u>classroom expertise and leadership within and beyond their school</u></li> </ul>	<p>A teacher who:</p> <ul style="list-style-type: none"> <li>is in an HPL accredited school,</li> <li><u>undertakes research or enquiry related to HPL</u></li> <li>shares their research through publication or training within and beyond their school</li> </ul>



# Supporting your work through The Fellowship

1. Collaboration, community and voice
2. Institutional Development
3. Professional Development and Research (People)
4. Student opportunities and events