How To Become A World Class School

Professor Deborah Eyre
A little bit about me...........

- Board Member COBIS
- Formally, Education Director at Nord Anglia Education
- Adviser to governments and education foundations on 5 continents on educational system reform for high performance
- Former Director of UK government’s National Academy for Gifted and Talented Youth and Vice-President of World Council for Gifted and Talented
- Professorship from Oxford Brookes University and Honorary Professorship, University of Warwick
- Trustee of River Learning Trust, Inspiring Futures Foundation and governor of two secondary schools
- Ex teacher and school leader with 30 years as an academic researcher into advanced cognitive performance
Who sets the education agenda?

“Formal education will make you a living; self education will make you a fortune”. Jim Rohn

“Education’s purpose is to replace and empty mind with an open one”. Malcolm Forbes

“Excellence is not a skill its an attitude”. Ralph Marston
Where are we now?
The journey to excellence

- No agreement on definition of good
- School improvement
- Self-improving schools
Legitimate authority has limits – you can require someone to comply, but you can’t require them to commit.

- **Have to**
  - Minimum compliance: “I’ll do the least I can get away with”
  - Committed compliance: “I get the point of this requirement, so I’ll do my best”

- **Don’t have to**
  - Non-compliance: “I don’t have to, so I won’t”
  - Deep commitment: “This matters to me, even when nobody’s watching”

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).
Create your own World Class School
Vision for World Class schools

i. Everyone in the school, regardless of background or starting point, achieving the highest academic standards

ii. Students equipped with the values, attitudes and attributes that will serve them well in university, the workplace and their life

iii. The school delivering this outcome consistently year of year regardless of changes to context or circumstances.
Is it possible?
Do you think it is possible?

10 = hard but definitely possible
9
8
7
6
5 = maybe
4
3
2
1 = not possible
‘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
Why everyone should achieve highly ....

Everyone in the school, regardless of background or starting point, achieving the highest academic standards.

© Simon Sinek
Success Matters…

The lesson of the last century must be that, for individuals, it (education) matters more than ever before in history.

And not just any education: **the right qualifications, in the right subjects, from the right institutions**, is of ever-growing importance.

*Alison Woolf*
Earnings and unemployment rates by educational attainment, 2015

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Median Usual Weekly Earnings</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>$1,623</td>
<td>1.7%</td>
</tr>
<tr>
<td>Professional degree</td>
<td>$1,730</td>
<td>1.5%</td>
</tr>
<tr>
<td>Master's degree</td>
<td>$1,341</td>
<td>2.4%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$1,137</td>
<td>2.8%</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>$798</td>
<td>3.8%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>$738</td>
<td>5.0%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$678</td>
<td>5.4%</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>$493</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

We know its possible

‘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)
Don’t blame it on the genes..

Oliver James

Robert Sternberg

K Anders Ericsson

Robert Plomin

Carol Dweck
We know how to do it: The formula for success

Potential → Opportunities → Support → Motivation → High Achievement
Why is high attainment alone not enough….

Students equipped with the kinds of values, attitudes and attributes that will serve them well in university, the workplace and their life.
Our students have to thrive in a complex world

“We live in a globally connected, information saturated world. To thrive, our students need to learn in and out of school, in person and online, together and independently. Students need learning experiences that meet them where they are, engage them deeply, let them progress at a pace that meets their individual needs, and helps them master the skills for today and tomorrow.”

*Bill and Melinda Gates Foundation*
Creating world class schools

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Professional Success

Charles Hardy
Education Engagement
Lead
LinkedIn

Identity

Who you are

Who you know

Knowledge

What you know

Professional Success
Professor Michael Fullan sets out six core competencies he believes will be critical for Ontario students:

- Character
- Citizenship
- Communication
- Critical Thinking and Problem Solving
- Collaboration
- Creativity and Imagination
Why consistency is key….

The school delivering this outcome consistently year of year regardless of changes to context or circumstances.
The HPL Framework
What we want our students to develop

Values Attitudes and Attributes (VAAs)

**Empathic**

- **Collaborative**
  - The ability to know an opportunity for new experiences, to accept new ideas and to influence others by being an advocate or leader, to solve problems and to master your tribulations.

- **Concerned for society**
  - The ability to learn the conditions you perceive to be credible. To make a decision and then implement it in a context of trust, to take reflected actions and to reflect on the outcomes, to make decisions that are based on your own values.

- **Confident**
  - The ability to sharpen and extend your knowledge, understand your own actions and social and cultural trends. To take appropriate action in the face of a situation, to make and implement a plan.

**Agile**

- **Enquiring**
  - The ability to use your intellect and curiosity to learn new ideas and to create new insights. To understand new situations and to make decisions based on new information.

- **Creative and enterprising**
  - The ability to use abstract ideas to think about new ways of doing things.

- **Open-minded**
  - The ability to think in a constructive way, to be open to other ideas and to reflect on the outcomes, to understand new situations and to make decisions based on new information.

- **Risk-taking**
  - The ability to take on new challenges and to be prepared to take risks.

**Hand working**

- **Practice**
  - The ability to plan, design, and manage projects.

- **Perseverance**
  - The ability to keep going and not give up face obstacles and to achieve your goals.

- **Resilience**
  - The ability to overcome setbacks, remain confident, focused, flexible, and adaptable, to make progress towards your goals.

Advanced Cognitive Performance Characteristics (ACPS)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meta-thinking</strong></td>
<td>The ability to analyze a wide range of thinking abilities and to transfer knowledge to new contexts related to others.</td>
</tr>
<tr>
<td><strong>Dimensioning</strong></td>
<td>The ability to visualize, evaluate and select contexts related to others.</td>
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<tr>
<td><strong>Strategy scanning</strong></td>
<td>To create a strategy, think of a concept and then plan and manage your actions related to others.</td>
</tr>
<tr>
<td><strong>Intellectual curiosity</strong></td>
<td>The ability to analyze, compare, or apply new knowledge related to others.</td>
</tr>
</tbody>
</table>

**Linking**

- **Generalization**
  - The ability to see connections from past experiences to make possible generalizations.

- **Connection finding**
  - The ability to use connections from past experiences to make possible generalizations.

- **Big picture thinking**
  - The ability to work with big ideas and take big steps.

- **Abstraction**
  - The ability to adapt from concrete to abstract very quickly.

- **Imagination**
  - The ability to represent the possible and to imagine new solutions to new problems and to identify new possibilities.

**Analyzing**

- **Critical or logical thinking**
  - The ability to analyze, hypothesize, reason, and support your ideas.

- **Prediction**
  - The ability to want to think effectively and to identify new ways to learn.

- **Complex and multi-empirical problem solving**
  - The ability to break down a basic, deconstruct and reassemble, and then act.

**Creating**

- **Imagery and metaphor**
  - The ability to recognize the possibilities and to create visual or new forms.

- **Flexible thinking**
  - The ability to combine new ideas for a particular new or generate multiple solutions.

- **Mind management**
  - The ability to generate ideas.

- **Originality**
  - The ability to come up with something new.

- **Exploratory and experimental thinking**
  - The ability to create new ideas through thinking or creating new or spinning new ideas.

**Realizing**

- **Authenticity**
  - The ability to use your skills in a way that is not always clear thinking.

- **Speed and accuracy**
  - The ability to work at speed and with accuracy.

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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

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# Features of World Class Schools

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<tbody>
<tr>
<td><strong>1</strong></td>
<td>They start by focusing on the <em>profile</em> of the <em>type of student</em> they want to develop and build their accountability measures around this.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>They select a <em>core curriculum</em> that is overall well-suited to their vision and then audit it in order to enhance and supplement where needed including via the <em>enrichment</em> offer.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>They make <em>explicit</em> to students (and parents) what they are trying to achieve and how they should participate.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>They are <em>confident</em> on behalf of their students who feel they can trust the school to help them be successful.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>They see personal and pastoral <em>support and guidance</em> as crucial to academic success.</td>
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<tr>
<td><strong>6</strong></td>
<td>They see the school as a <em>well-oiled machine</em> that can deliver the same high standards for students year on year and regardless of background.</td>
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<tr>
<td><strong>7</strong></td>
<td>They are <em>purposeful</em> but also <em>relaxed</em> with both students and staff at ease in the school.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>They place a <em>high level of trust</em> in their teachers and their students and structures assume timely intervention and benchmarking rather than constant monitoring.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td><em>Internal accountability</em> precedes external accountability and they take ownership for their own performance.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Everyone feels an <em>emotional attachment</em> to the school but they don’t see themselves as world class because they are never complacent and are continually seeking to refine and improve.</td>
</tr>
</tbody>
</table>
Thank You!

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