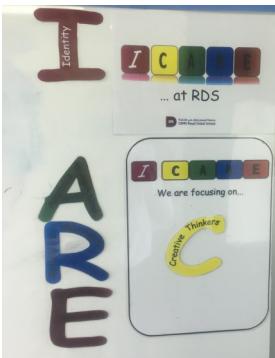


## High Performance Learning and RDS

We are very excited to be part of the High Performance Learning network. GEMS Royal Dubai School has been chosen along with three other GEMS schools in Dubai to adopt the HPL philosophy.

We fully adopted HPL in 2018 and we are now an accredited HPL World Class school. However, This was not the beginning of our journey. We have planned to use our current learning models and integrated HPL with these in the school since March 2017.



ICARE and the Learning Wave are fully integrated in the school learning ethos. We have taken the HPL language and used this to enhance our ICARE and Learning Wave terminology. Students now have a weekly passport in Years 2-6 to self-assess

how they are feeling about their HPL focus for that week.

Scan the QR code to hear Professor Deborah Eyre talk briefly about HPL.



## HPL and the Learning Wave

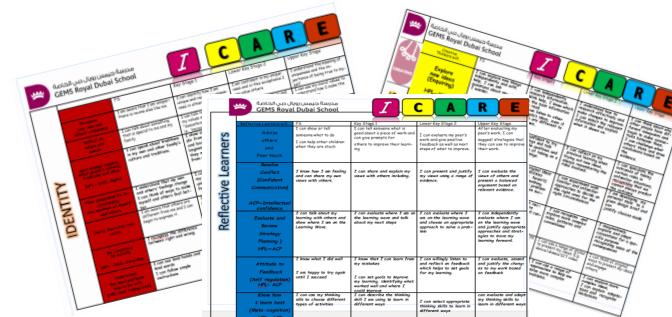
The Learning Wave is an analogy created by Royal Dubai School as a tool for learners to describe their learning process.



We have used the language of ACPs and VAAs to help add depths to the learning wave and signpost pupils thinking as they are at each stage of their learning. We give this to the pupils to encourage them to think about each part of their learning journey.

## HPL and ICARE

ICARE are our learning dispositions. We encourage pupils to not only think about what they are learning, but how they learn.



We have taken the ACPs and VAAs from HPL and have integrated this with ICARE. This has enhanced our dispositions with research based language that has a positive impact on learners' outcomes. We have seen a huge improvement in our students' perceived learning capabilities and attitudes to school since the start of our HPL journey.



High Performance Learning  
@  
**GEMS Royal Dubai School**

## Parent Information



مدرسة جيمس روיאל دبي الخاصة  
GEMS Royal Dubai School

## What is High Performance Learning?

In 2010, Professor Deborah Eyre published a policy paper for the independent Think Tank Policy Exchange, in which she suggested that evidence from neuro-science and psychology demonstrated conclusively that the brain is exquisitely plastic and we can grow our intelligence.

She challenged the system to stop categorising students by ability and instead expect high performance from everyone and systematically build towards it. Rather than a system which focuses on early detection of signs of failure, with pupils guided immediately into less demanding work, the system should be structured to provide the conditions that generate high performance and pupils steered towards this objective. She called this approach High Performance Learning and created a framework based on her lifetime's academic research on cognition. It identifies attributes, values and practices that can be developed in schools to enable more students to achieve highly to help schools make the philosophy a reality.



At the basis of the Framework are the **Advanced Cognitive Performance Characteristics (ACPs)** and the **Values, Attitudes and Attributes (VAAs)** that students can develop to become high performers.

### Advanced Cognitive Performance (ACP)

These are the first of two sets of core characteristics that students can develop to become high performers.

The ACPs are 20 ways of thinking (grouped into 5 categories) associated with high performance.

- Meta-thinking
- Linking
- Analysing
- Creating
- Realising



### Value Attitudes Attributes (VAA)

The VAAs are the learner behaviours that students need to exhibit if they are to become high performers in all areas of life. They create the thinking caring person that world class schools want to create.

- Empathetic
- Agile
- Hardworking



They are developed and used in combination with the Advanced Cognitive Performance Characteristics (ACPs).

## Top HPL Tips for Parents

- Expect your child to have the ability to achieve highly and show them that you have confidence in them.
- Praise your child for their efforts because this encourages a 'growth' mindset. So 'well done for having a go or sticking at that' or 'you are so much better at that than you used to be' or 'do you remember when you could only...', etc.
- Encourage curiosity.
- Help your child develop empathy.
- Talk and read with your child and help them connect up ideas.
- Give them responsibility and don't worry if they make mistakes.
- Establish a regular time to talk – on the way to school, at mealtimes, etc.
- Show that you like learning as well.

