



High
Performance
Learning

Teacher Certification



Guidance for Individual Candidates

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1 Introduction

Welcome to Teacher Certification.

This Handbook sets out guidance for individuals seeking certification for one of the HPL Teacher or Leader Awards. The guidance is intended to support you throughout your journey to certification and hence addresses:

- The base-lining phase
- The Professional Learning phase
- Self-Evaluation and the gathering of indicative evidence
- The final submission phase.

It is important that you study this handbook carefully, view the associated webinars, and keep returning to them whilst you work towards submission. This will optimise your chances of success.

2 The Purpose and Benefits of the Teacher Certification Awards

Teacher Certification Awards are not just a mechanism for confirming existing competence. They are designed to be developmental and promote professional learning and reflective practice. The Professional Learning Phase, which will shape your eventual submission, must include engagement in both relevant professional learning and in practical activity which together generate the evidence base required for self-evaluation against the relevant Award Standards.

The Teacher Certification Scheme should not be unduly onerous because it should build on your day to day activities and responsibilities and evidence should be generated naturally as a part of them.

2.1 Purpose

These awards and the accompanying certification process recognise, reward and incentivise your growing professional expertise as you use the HPL philosophy and framework to drive forward your professional practice in order to help more of your students to become high performers.

The process looks to take you on a professional journey leading to your being able to demonstrate that you are now **meeting the standards** required for the particular award. We also expect that you will be **committed to further developing your practice** beyond this certification and towards the achievement of higher levels of excellence. This **dual focus is very important** as Teacher Certification is not just a case of putting together evidence at a given point in time, it recognises milestones in a journey towards professional excellence in teaching and learning using the HPL lens.

2.2 Benefits

There are many benefits to registering for an externally validated award. The process allows you to take time to reflect critically on your practice and take steps to further improve it. The award process also provides an opportunity to gain third-party feedback either from a trained assessor within your school or from an external HPL assessor. This can often provide additional and valuable insights and ideas about how to develop in the future. It is also likely to highlight exemplars of practice that will be helpful to other members of the HPL community and that can be disseminated in school and submitted for inclusion on HPL Online.

The assessment and certification process therefore helps you to:

- Self-evaluate and develop your own practice
- recognise progress towards current goals
- set a new set of goals for the next stage of their professional development and
- showcase, celebrate and share your best practice both within your school and across the HPL community.

3 HPL Certification and Standards

There are currently three HPL Awards available to teachers and leaders:

3.1 HPL Teacher

The HPL Teacher is awarded to teachers in an HPL-accredited school, who demonstrate, through their classroom practice; consistent and effective use of the performance mindset and the HPL framework. You must be able to provide demonstrable evidence that you use the ACPs and VAAs regularly in your teaching in a way that is visible, understood by students and parents and strengthens the delivery of your curriculum. You should be seeing confident and engaged students striving to excel and a corresponding uplift in student outcomes.

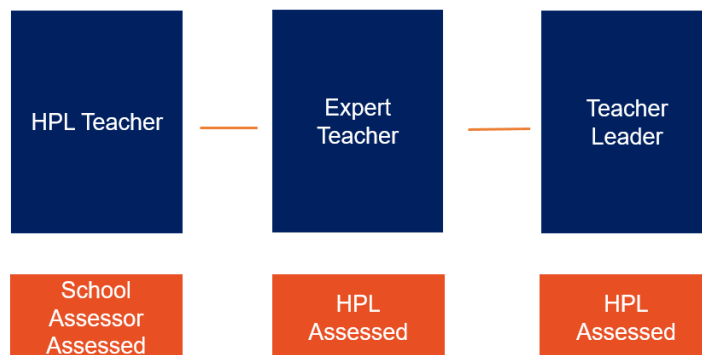
3.2 HPL Expert Teacher

The HPL Expert Teacher is awarded to teachers in an HPL-accredited school, whose HPL teaching is of exceptional quality. Effective use of the more sophisticated aspects of HPL including the use of the progression grids in planning and in practice. You are someone recognised within the school as an exceptional teacher and you share your practice with colleagues, providing the school with a living example of outstanding HPL classroom practice.

3.3 HPL Teacher Leader

The HPL Teacher Leader demonstrates strong HPL practice as described in the HPL Teacher standards, in their own classroom, but also plays a role in helping others develop their HPL practice. You may be acting as a facilitator and coordinator of a professional learning community or other groups of teachers working together, or you may hold a formal leadership role with responsibility for the quality of teaching across your team. This award is aimed at leaders whose role is related to teaching.

Teaching and leadership pathways pilot



4 HPL Teacher Certification Standards

The standards for each award are included in **Appendix 1**. They are **outcome focused** e.g., they **assess the impact of actions** rather than focusing on the actions themselves. Hence the aim of this guidance is to assist you in how to:

- Deepen your knowledge, understanding and application of the HPL philosophy and framework within your professional practice
- Create the actions that help to demonstrate that you have met the standards
- Assess the impact of these actions on achievement of a given standard
- Put together your submission for assessment.

Each set of standards is prefaced by a **set of eligibility criteria** which must be met prior to submission. These will assist you in deciding which award is most appropriate to your current stage of professional expertise.

There is then a set of Standards which are grouped under a series of themes. For the Teacher and Leader awards these are:

Eligibility and Performance Standards

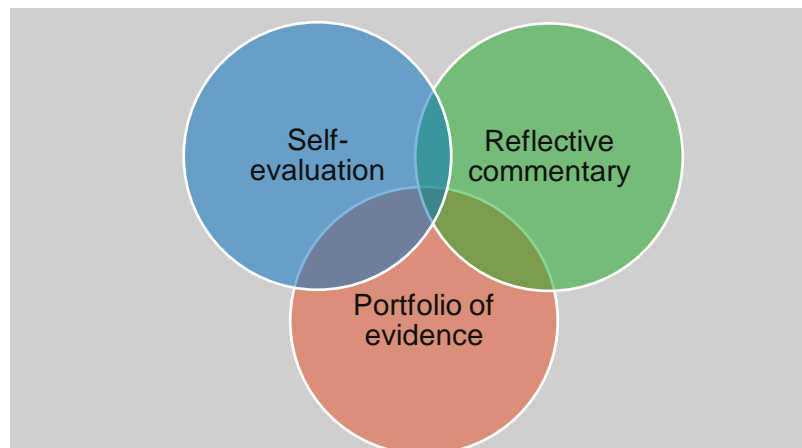
Eligibility Requirements	Performance Culture
Student Skills, Curriculum and Pedagogy	Outcomes for Students
Parent/carer Involvement in Learning	Professional Standards

Rather than just viewing each standard individually it is also useful to look at each thematic area as a whole in order to gain a more holistic view of the overall impact expected in a particular area.

5 Evidence requirements

There are three inter-connected parts to the requirements for each Award:

Evidence requirements



- The **self-evaluation**, in which you rate where you are against the standards using a traffic light system, should be completed on the self-evaluation pro-forma which is obtainable from your TCO. There is a different self-evaluation form for each award. These are similar, but different from the pre-evaluation tools.
- The **reflective commentary** that talks about your journey to achieving the standards, illustrates progress over time, outlines how you have identified and adapted your practice accordingly and how you have shared your experiences and materials in school and, through HPL Online, with the wider HPL community. This should be embedded within your self-evaluation as it provides an important source of evidence against the criteria in several sections.
- The **portfolio of evidence** in support of the self-evaluation will comprise of a range of evidence materials linked to each of the criteria.

6 The Process

The process leading to submission and assessment has a number of steps. These are explained in more detail in this section.

Teacher Certification Scheme: Process for Individuals



6.1 Registration

You must register your intention to participate in the scheme, through your TCO, a minimum of six months in advance of the chosen submission date. The exact date is announced at the start of each academic year.

6.2 Pre-evaluation

Once you have decided upon a specific award you are encouraged to complete a **pre-evaluation** against the relevant standards. This enables you to:

- Set a **baseline** against which to determine your current readiness for certification
- Start to think the **Professional Learning Phase** and about the types and sources of evidence that you could use to demonstrate the required impact against the standards
- Identify areas where you do not feel you can yet demonstrate sufficient competence
- Consider ways in which you can strengthen your performance in all areas
- Reflect on ways that you can enhance your understanding and application of HPL
- Prepare a **plan for the** journey towards submission of your assessment.

This pre-evaluation is not submitted to HPL or to your school's HPL Assessor, it is purely an analytical tool for your personal use, although you may well wish to discuss it with your TCO.

6.3 Professional Learning Phase

6.3.1 Creating a Plan

Based on your pre-evaluation you can then develop a plan for the Professional Learning Phase. This will include consideration of how you are going to:

- Meet the eligibility criteria e.g., attendance on an HPL short course, training and engagement in other professional development including reading and reflection
- Strengthen certain aspects of your professional practice where highlighted in your pre-evaluation
- Develop a planned approach to reflection and ongoing self-evaluation and to activities such as engagement in PLCs that support this
- Decide on potential sources of evidence and gather, and organise your portfolio
- Access support and guidance during your journey.

This is an important stage and, in addition to saving a considerable amount of time in the long run, it should enhance your chances of making a high-quality assessment submission. **You should share your Professional Learning Plan with your TCO who will also review it regularly with you.**

Participants in the pilot phase pointed to the benefits of working, and meeting regularly, with one or more other staff in your school who are also participating in the Teacher Certification Scheme to provide support and share practice.

6.3.2 Engaging in professional learning

A key aspect of the Professional Learning Phase is demonstrating your commitment to ongoing professional learning and development in order to deepen your understanding of the HPL philosophy and framework and optimise its application within your teaching and, where applicable your leadership. In the case of the HPL Teacher Award, the focus is primarily on the candidate's own learning whilst for the HPL Expert Teacher and HPL Teacher Leader Awards the standards reflect a requirement to contribute to the learning and professional development of others as well.

Professional Learning can take many forms, from your own personal reading or experiments in your classroom through to formal courses or working with others as part of collaborative professional development.

Examples of Professional Learning

Engagement with personal reading, webinars, research etc.	Documented coaching by someone in your school or another HPL school
Undertaking joint practice development or school-based enquiry	Engagement in activities led by Global Lead Teachers
Involvement in HPL short courses, conferences and training	Participation in PLC(s) and subject and leadership networks
Reflecting on own professional practice and on how learning can impact on it	

When undertaking professional learning you should set aside time to reflect upon what you have learnt, how it has affected your practice, understanding of HPL and how it might impact on your future teaching, leadership and assessment activities. You may find it helpful to use a learning diary or log for this purpose but this will not be assessed. The summation of your reflection is included in your **reflective commentary** submitted as part of the assessment stage. An HPL webinar on Reflective practice is available from your TCO and there is also a series of short workshops on this topic.

You can access a range of professional learning opportunities through HPL itself but you are not restricted to these. Full, up to date information can be found about the current offering in HPL Online. Typical opportunities include:

- Joint Practice development and school-based enquiry
- HPL Virtual Short Courses
- Teach meets
- HPL Online readings and informal support

If you are studying through the HPSA scheme professional learning opportunities are offered to you as part of the scheme.

6.4 Building an Evidence Base

A very important part of the process of working towards your chosen award is building a body of evidence which, at the point of submission, will amply demonstrate that the standards have been met. This phase will include:

- Undertaking, and **reflecting** upon the Professional Learning Phase
- Capturing evidence that supports the **impact** of your professional learning on your HPL teaching, learning and assessment practice

- Where appropriate capturing evidence of the **impact** of your work leading colleagues.

As part of your planning you will need to consider what types of evidence might best illustrate that you meet the standards. The aim is not to gather a multitude of pieces of evidence but rather to strategically select pieces of evidence that can serve to illustrate more than one standard as this will reduce the size of your portfolio and make it more manageable.

6.4.1 Tips for Identifying and Gathering Evidence

Some suggestions about types of evidence are included in **Appendix 2**. These are not exhaustive but give an idea of the range of materials that might be applicable. We have included particular reference to materials relating to “Parent/Carer Engagement” as this has proved to be a more challenging section to date.

Experience from the pilot phase suggests that the most successful approach is to **really think** about what your evidence bank might look like **from the very beginning**. Taking a **strategic approach** to generating, packaging and cataloguing evidence will reap significant benefits and save time later on. Bear in mind the following:

- Careful examination of the specific wording of each criterion is essential to ensuring that all aspects of it have been demonstrated
- Check that the evidence and your commentary illustrate the context, the action and the impact of that action
- Focus particularly on demonstrating the **impact** of actions and the expectation regarding range. For example, the criterion may indicate the need to demonstrate **improvement over time** so make sure it then shows both improvement and a progression trend, not just a snapshot of one moment in time.
- Include a review of the success or otherwise of actions as part of your reflection and evidence
- Ensure that evidence reflects a variety of “voices” – your own, other teachers and/or leaders, students and parents
- Include feedback from lesson observations/learning walks if applicable
- Triangulate evidence i.e. include more than one source
- Utilise each piece of evidence to its maximum capacity; one piece or “package of pieces” may well be applicable to more than one criterion so choose evidence carefully to reduce the overall volume
- Consider whether videos, podcasts, records of meetings, results of peer observations might provide clearer evidence of impact and reflect other voices
- Plan in advance for dealing with any issues of confidentiality
- Be selective when making the final choice of evidence to use – be prepared to discard some at the submission stage.

It is recommended that you include at least one piece of video and/or audio evidence showing how you use HPL language in the classroom and/or with parents.

You may already have exemplar materials that would support achievement of particular outcomes. These can be used to start a portfolio of evidence. However, it is important to recognise that you will not need to submit all the evidence you gather when submitting your portfolio of evidence for assessment. During the six months you will undoubtedly build supplementary or stronger evidence and hence you may need to discard some. Do not be afraid to do this, it is all part of the overall experience.

The aim is not to provide the weightiest portfolio, but to provide a portfolio that provides **sufficient evidence** to illustrate that the standards have been met. Cross-referencing of evidence so that it illustrates more than one individual standard is essential in this respect. Further guidance on evidence is provided in the webinar “Additional Guidance for Candidates”.

6.4.2 Measuring Impact

We have mentioned the need to evidence impact throughout this guidance. Several of the standards require evidence of change over time so it is important to be able to demonstrate what has changed and over what period. This may be graphical or descriptive.

Some examples of ways in which these changes might manifest themselves are included in the table in **Appendix 3** which sets out some examples of the most frequently observed impacts using this framework taken from existing High Performance Learning schools. You may find these useful when making your judgements about impact for your reflective commentary and for selecting evidence to show the impact of your teaching and leadership activities.

6.5 Collating your evidence for submission

6.5.1 Eligibility Criteria

In addition to gathering evidence to support the standards you need to give some thought to gathering evidence to show that you meet the eligibility criteria (see the first section of the standards). For example, through evidence of materials you have shared with other colleagues or submitted to HPL online, ways in which you have supported staff new to HPL to help them understand the philosophy and practice better, feedback from your line manager about your professional practice, certificates or a record of training and professional development in which you have engaged.

6.5.2 Standards 2-6

From the evidence you have gathered, you should select specific pieces that **amply demonstrate** that you have met each standard. This constitutes the **Portfolio of Evidence** for assessment although in practice this will comprise of relevant documentation (which are clearly labelled in the self-evaluation form) and uploaded for submission in zip folders.

The portfolio should not contain all the evidence that has been collected over the six-month period but rather packages of selected pieces that best demonstrate compliance. The evidence provided should be relevant and compelling illustrative evidence rather than attempt to be comprehensive. You should decide what to list against each standard and what evidence it can offer in support. A single piece of evidence may be used to demonstrate competence

across several performance criteria. Remember to include your audio/video and to reference your reflective commentary as evidence against individual standards. The portfolio process works in conjunction with the self-evaluation and direct connections between the two should be made.

It is for you to decide what constitutes evidence of meeting a particular standard but steps need to be taken to consider whether it is **reliable, valid and suitable and whether it covers all the elements of the particular standard**. If any pieces of evidence are potentially sensitive or confidential then you should discuss with your school's TCO ways in which such evidence could be used.

7 The Reflective Commentary

As previously stressed, reflecting on your own professional practice and on your development is an integral part of improving performance. As part of the assessment process you are required to submit a reflective commentary. This can be in the form of a **succinct** (4 pages maximum) **reflective report** on your HPL journey or a verbal commentary in the form of a **podcast** lasting a maximum of 5 minutes. Use the template provided or if using a podcast, please use the heading to structure it. In it you will assess:

- Impact HPL has had on your students
- Impact it has had on your practice – what you have learned about your practice during your HPL journey thus far
- What informed your learning e.g. reading, attendance at events, networking Reflect upon what you have learnt through your professional learning and how this has led to improvement in your professional practice
- What you enjoyed about your journey to certification
- How your experiences and reflective thinking will influence and guide what you intend to do going forward.

*In your reflective commentary it is important to focus on your **conclusions** rather than just giving a commentary of what you did (although of course sometimes you will wish to comment on the success or otherwise of what you did and what you learned as a result that will inform your future practice).*

8 Support and Resources Available

A variety of support and resources is available to you during your journey from registration to submission.

8.1 Peer Support

Feedback from the pilot phase suggests that working with one or more colleagues in school who are also preparing for awards can be very helpful and supportive. You may wish to meet up formally on a regular basis or form a looser network that meets “as and when” needed.

8.2 Your TCO

Your TCO, or other designated person and other leaders within school will also be available to provide coaching and support. The TCO is your first port of call for materials, signposting to professional development activities etc. You may also wish to discuss with them ways in which you can generate third party evidence to triangulate with your own views for example through peer observation and testimonials, production of video evidence.

8.3 HPL Services Ltd

We have created a range of support materials and activities including:

- This Guidance Handbook
- A webinar about reflection
- A webinar and a video that contain further suggestions around evidence
- A calendar of short courses, Teach Meets and other professional development opportunities.

We have integrated hints, tips and exemplars from the pilot phase into this guidance. For the moment these are being sent via email to your TCO but during the coming months a dedicated Teacher Certification area of HPL Online is being created. You will have access to that area which will contain forms and documentation and further hints and tips and materials as they are developed.

9 Submission for Assessment

You will submit a portfolio of assessment evidence - a self-evaluation and a reflective commentary - **to your TCO** by the agreed date or formally seek an extension. It is recommended that you consult with the TCO prior to submission to check that all paperwork is in order as additions cannot be made afterwards. This will avoid delays in conducting the assessment. Documentation should be submitted electronically for both internally and externally assessed awards. Your TCO will check that you meet the eligibility criteria before forwarding your submission for assessment.

9.1 Completion of the Self-Evaluation Form

The Self-Evaluation form provided to your TCO by HPL should be used for submitting your evidence for assessment.

You should carry out a robust self-evaluation against the standards listed within the main areas of the Award using the traffic light system.

Green – You routinely use HPL to explicitly underpin your teaching and leadership. This is evidenced in your planning, practice and feedback to students and staff. A variety of evidence supports this judgement

Amber – You do the above some of the time and you are increasingly demonstrating it in your practice. You are aware of where you need to develop further to meet the standards

Red – *You are still using HPL at a superficial level and whilst the terms are in use, you have not really incorporated it into their planning and practice (this is still on the “to do” list) or the evidence presented does not adequately demonstrate they do it.*

For each standard, you will decide **whether your evidence supports a Green, Amber or Red rating**. You will enter that judgement in the form by marking an X in the appropriate column.

In the third column you will write **a short explanation of why your evidence supports your judgement**. This is supplementary to your Reflective Commentary which may well be included as an evidence source against specific criteria, especially for “Professional Standards”.

In the fourth column you will provide **clear labels to the evidence** that supports your judgement. Types of evidence submitted in a zip folder could include a video clip, a lesson plan, lesson observation, examples of student work and/or their feedback and comments, a reference to a paragraph in your **Reflective Commentary** (for example Word, Excel or PowerPoint documents).

It is not necessary to send documentation separately by email. If we have a problem with any file then we will contact your TCO to resolve it.

In order to achieve certification, the majority of judgements will need to be Green. If any judgements are clearly Red then you are not yet ready to submit.

An example of a section from a self-evaluation form will be available in the Teacher Certification Area of HPL Online in advance of the submission date.

10 The Outcome

Following your submission, HPL authorised assessors (internal or external according to Award) will review the evidence within an agreed timescale.

Once the assessment of evidence has been verified the assessor will provide feedback on the outcome of the assessment and information about the next steps based on the outcome:

- clear evidence of meeting the HPL Award Standards – **Award Achieved**
- some evidence of meeting the HPL Award Standards – **Award Pending**

10.1 Notification of Outcomes

Awards are not confirmed until after they have been considered by the HPL Services Ltd Accreditation Committee. Following that meeting the Headteacher will be notified formally by letter of the outcomes.

In the case of internally assessed awards, the TCO may give provisional feedback on the outcome to the candidate using the following terminology, but outcomes are not final until the Headteacher receives the formal notification.

10.2 Feedback

You will receive feedback regarding the strengths of the submission and suggestions for areas for development.

Where the requirements are not fully met, your TCO will discuss with you the formal feedback, and then suggest the next steps you should take. This might include re-submission at the next assessment point.

If you consider the assessment to be unjust you may appeal using the High Performance Learning Services Ltd. Appeals procedure, details of which can be found in HPL Online.

11 Celebrating the Award

Once an Award has been confirmed formally you may include it in your CV and in other professional documentation. Your school will also wish to celebrate this success and will discuss ways in which this might happen.

Appendix 1: The HPL Teacher Certification Awards Entry Eligibility Criteria

HPL Teacher

for teachers demonstrating effective HPL practice in their own classroom

Entry Eligibility Criteria

A teacher who:

- Is in an HPL accredited school - active within the Fellowship and Global Community (FGC)
- Is judged by others to be an effective teacher
- Demonstrates active support and advocacy for HPL style teaching and learning
- Demonstrates experience in using HPL in their classroom to create great teaching and learning
- Has engaged in HPL related professional learning including participation in a relevant HPL programme or HPL professional development courses
- Demonstrates willingness to further develop their professional practice through collaboration with others
- Contributes to the HPL Online community.

HPL Expert Teacher

for teachers demonstrating expert HPL practice in their own classroom

Entry Eligibility Criteria

A teacher who:

- Is in an HPL accredited school - active within the Fellowship and Global Community (FGC)
- Is judged by others to be an outstanding teacher
- Demonstrates active support and advocacy for HPL style teaching
- Demonstrates significant experience in using HPL in their classroom to create great teaching and learning
- Has engaged in HPL related professional learning including participation in a relevant HPL programme or HPL professional development courses
- Demonstrates willingness to share and jointly develop practice with colleagues within the school
- Contributes to the HPL Online community.

HPL Teacher Leader

for teachers demonstrating effective HPL practice in their own classroom

Entry Eligibility Criteria

A teacher who:

- Is in an HPL accredited school - active within the Fellowship and Global Community (FGC)
- Is judged by others to be an effective teacher
- Demonstrates active support and advocacy for HPL style teaching
- Demonstrates experience in using HPL in their classroom to create great teaching and learning
- Is a facilitator and coordinator of a professional learning community or other group of teachers working together to improve their HPL teaching.
- Has engaged in HPL related professional learning including participation in a relevant HPL programme or HPL professional development courses
- Demonstrates willingness to further develop their professional practice through collaboration with others
- Contributes to the HPL Online community.

Appendix 2: The HPL Teacher Certification Awards Standards

HPL Teacher

Standards for teachers demonstrating effective HPL practice in their own classroom

1. Performance Culture

- a) You demonstrate that you believe everyone can be a high performer.
- b) You make explicit to all your students the belief that everyone is a potential high performer.
- c) Your lesson content is set at a high level with all students being supported to meet the ambitious goals, rather than some routinely being given easier work.
- d) You ensure that tasks encourage students to take intellectual risks and can defend their point of view.
- e) Your students understand that failure on a given assessment is merely a snapshot in time not an indicator of capability.

2. Student Skills, Curriculum and Pedagogy

- a) All your students are systematically taught the competencies that enable high performance, they understand their significance and can talk about and use them naturally.
- b) All your students have access to high-quality teaching and a demanding curriculum that offers breadth and depth, is enquiry-led, and links with the enrichment offer.
- c) Your pedagogy is student focused: students are developing expertise, leading their own learning and actively engaging with feedback to improve their performance.
- d) You offer frequent and regular opportunities for the development, assessment, and practising of the VAAs and ACPs in a number of learning contexts (e.g. core curriculum, enrichment, at home and informally).
- e) An increasing number of your students are able to demonstrate the advanced competencies that enable high performance.
- f) Feedback relates to the ACPs and VAAs and students are aware of their level of mastery in each category.
- g) The HPL framework and language is visible in the classroom.

3. Outcomes for Students

- a) An increasing proportion of your students are achieving highly, regardless of their performance on entry.
- b) An increasing proportion of students whom you teach are making good progress towards achieving high levels of performance.
- c) Mostly, students are confident and trust the school to help them be successful.
- d) Levels of engagement and attendance is increasing year on year.

4. Parent/Carer involvement in Learning

- a) You actively engage with the parents/carers of your students to tackle any barriers to progress.
- b) You help families of your students to understand the HPL approach and the contribution they can make to growing their own child's mind.
- c) You use HPL terminology consistently when communicating with families.

5. Professional Standards

- a) You are reflective and enquiring and think critically about your own educational assumptions, values and practice.
- b) You draw on relevant research as part of evidence-based practice.
- c) You act with honesty and integrity and maintain high standards of professional behaviour in support of learners and their expectations.
- d) You collaborate with colleagues in and beyond your school to explore and improve your practice.

HPL Expert Teacher

Standards for teachers demonstrating expert HPL practice in their own classroom

1. Performance Culture

- a) You demonstrate that you believe everyone can be a high performer.
- b) You ensure that all students and parents/carers also see the students as potential high performers.
- c) Your lessons are planned and executed to expect all students to meet ambitious goals.
- d) You ensure that tasks expect students to take intellectual risks and that your students can explain and defend the rationale for their point of view.
- e) All your students challenge themselves and always strive for optimum performance.
- f) Your students understand that failure on a given assessment is merely a snapshot in time not an indicator of capability.

2. Student Skills, Curriculum and Pedagogy

- a) You ensure that all students are systematically taught the competencies that enable high performance, they understand their significance and can talk about progression within them.
- b) You exemplify best practice in high-quality teaching coupled with a demanding curriculum that offers breadth and depth, is enquiry-led, and links with the enrichment offer.
- c) Your pedagogy is student focused: all your students are confidently developing expertise, leading their own learning, and seeking feedback to improve their performance.
- d) You offer frequent and regular opportunities for all students to become proficient in the use of all the VAAs and ACPs in a number of learning contexts (e.g. core curriculum, enrichment, at home and informally).
- e) Most students whom you teach, demonstrate the advanced competencies that enable high performance.
- f) Classroom dialogue is framed to support students in developing mastery in the higher level ACPs and VAAs and how they can be used in lessons and students encouraged to both ask for and offer feedback.
- g) The HPL framework and language is visible in the classroom.
- h) You are an expert in how HPL can underpin teaching and assessment in your subject, phase, or specialist area.

3. Outcomes for Students

- a) Most students whom you teach are achieving highly, regardless of their performance on entry.
- b) Most students whom you teach are making good progress towards achieving high levels of performance.
- c) All students are confident and trust the school to help them be successful.
- d) Students in your classes exhibit extremely high levels of engagement.

4. Parent/Carer involvement in Learning

- a) You help the families of your students to understand the HPL approach and the contribution they can make to growing their child's mind and to act on that understanding.
- b) You use HPL terminology consistently when communicating with families.
- c) You consistently and effectively engage with the parents/carers of your students to tackle any barriers to progress.

5. Professional Standards

- a) You are reflective, enquiring and adapt your existing educational assumptions, values, and practice in the light of new evidence.
- b) You read widely and draw on a range of relevant research as part of evidence-based practice and reflect it in your work in order to strengthen your expertise.
- c) You act with honesty and integrity and maintain high standards of professional behaviour in support of colleagues and learners
- d) You proactively collaborate with colleagues in and beyond your school to explore and improve your expertise in your specialist area.
- e) You are generous in sharing exemplar materials and ideas within your school and through HPL Online
- f) You act as an advocate for HPL within, and beyond your school.

HPL Teacher Leader

Standards for teachers demonstrating effective HPL practice in their own classroom

1. Performance Culture

- a) You influence school culture to demonstrate that what you expect of students will dictate what you will get.
- b) You instil in your students and colleagues the belief that every child has the potential to be a high performer.
- c) You lead and support others to ensure lessons are planned and executed to expect all students to meet ambitious goals.
- d) You lead others to design tasks which expect students to take intellectual risks and engage in informed discussion about their point of view.
- e) You identify and share ways to ensure students understand that failure on a given assessment is merely a snapshot in time not an indicator of capability and you support teachers in your school to adapt their practice to reflect this.

2. Student Skills, Curriculum and Pedagogy

- a) You demonstrate to others how students can be systematically taught the competencies that enable high performance and understand their significance and can talk about progression within them.
- b) You lead CPD in your school to ensure that HPL pedagogy is student focused: students are confidently developing expertise, leading their own learning and seeking feedback to improve their performance
- c) You share your pedagogical practice with colleagues and support a Professional Community of Learning (PLC)
- d) You promote frequent and regular opportunities across all areas of your school, for students to becoming increasingly proficient in the use of all the VAAs and ACPs in a number of learning contexts (e.g. core curriculum, enrichment, at home and informally).
- e) You promote the idea that most students across the school should be demonstrating the advanced competencies that enable high performance.
- f) You lead work on how classroom dialogue can be used in lessons and students encouraged to both ask for and offer feedback.
- g) You have the skill and confidence to induct new teachers into the HPL philosophy and framework.
- h) The HPL framework and language is visible in all areas of your school.

3. Outcomes for Students

- a) An increasing proportion of students are achieving well, regardless of their performance on entry.
- b) An increasing proportion of students in your team or department are making good progress towards high performance.
- c) Students are increasingly confident and trust the school to help them be successful.
- d) Levels of engagement and attendance are increasing across your team or department.

4. Parent/Carer involvement in Learning

- a) You and your team actively engage with the parents/carers of your students to tackle any barriers to progress and support.
- b) You help colleagues to work with families so that they understand the HPL approach and the contribution they as families can make to growing their own child's mind.
- c) You promote the consistent use of HPL terminology when communicating with families. .

5. Professional Standards

- a) You are reflective and enquiring and adapt your own educational assumptions, values and practice, and those of colleagues, in the light of new evidence.
- b) You read widely and draw on a range of relevant research as part of evidence-based practice and reflect this in your work with your PLC.
- c) You act with honesty and integrity and maintain high standards of professional behaviour in support of learners and their expectations.
- d) You collaborate with colleagues in and beyond your school to explore and improve your practice

Appendix 3: Types of Evidence

Types of Evidence

Evidence may take a range of different forms including, but not exclusively:

- **Written evidence:** lesson plans, schemes of work, curriculum documents, student work, student surveys, student reports, parental reporting, individual health and education plans, policy documents; meeting minutes; reports; letters.
- **Feedback evidence:** parents, teachers, students, community representatives, learning walks or other monitoring feedback.
- **Observation evidence:** lessons, meetings, assemblies, debates, performances.
- **Outcomes and impact evidence:** results, reports, progression and participation information.
- **Video, audio and/or photographic evidence:** snapshots from lesson or other activities (permission to use has been obtained from participants).

Appendix 4: Examples of Impact

Some examples of the most frequently observed impacts from existing High Performance Learning schools, are shown below. You may find these useful when making your judgements about impact for your reflective commentary and for selecting evidence:

Teacher understanding	<ul style="list-style-type: none"> • Awareness of HPL approach • Understanding of HPL methodologies • Increased pedagogical knowledge • Recognition of the competencies which lead to academic success
Teacher beliefs	<ul style="list-style-type: none"> • Raised expectations of every student • Freedom to teach more creatively • Increased appreciation of own subject • Increased belief in the contribution parents can be asked to make
Professional practice	<ul style="list-style-type: none"> • A language for learning used in class by teachers and students • More demanding lessons planned • More positive and accurate feedback • More reflective practice • More emphasis on student independent learning • Teachers enjoying teaching
Students' self-belief	<ul style="list-style-type: none"> • Raised aspirations and enjoyment • Not daunted by no 'right' answer • Less of "I can't..." and more "not yet" • No protesting "I'm no good at..."
Students' approach to learning	<ul style="list-style-type: none"> • Better engagement in lessons • Better application of past learning • Greater risk taking and self-confidence • More automaticity and linking • Better self-regulation
Student outcomes	<ul style="list-style-type: none"> • Improved results • Greater depth of understanding • More confident self-presentation • A more empathetic classroom