

High Performance Learning Policy

Aim – To engage parents in the journey to high performance.

High Performance Learning focuses on helping to create the optimal conditions for our children to reach success. We are all aware that whilst schooling is the important formal context for learning, parents, carers and families are by far the most important influences in a child's life. We recognise that a parents support can therefore play a vital role at all stages of education.

Rationale - Research shows conclusively that children who have support from their family are likely to achieve more highly and behave better. So, if we want to help more students become high performers, we need to maximise the role of parents in the learning process. They can help to promote learning and create a context in which children and young people can engage positively with teachers and with their peers.

It is also the case that teachers benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. By doing this, learners feel that the school and the home are working together to support them.

“Engaging with parents gives them the chance to understand the role that they play in their children's learning and development and fosters parental involvement.” Education Scotland

Involvement or engagement.

Our aim is not only to help parents to understand how best to support their child in their learning but also to listen to our parents as they have a deeper knowledge of their child's personality, strengths and weaknesses. We will listen to the families and learn from them, as well as ask of them.



One strength of the High Performance Learning approach is that it makes the learning process explicit. The school can share with parents or carers the ACPs and the VAAs and explain why they are the competencies needed for success. Parents, families and carers can then also play their role in fostering these competencies during day-to-day family life. It is not a question of parents creating an onerous training regime (Tiger Mums) but rather them being aware that these competencies are valuable and that reinforcing them helps.

"Can you please tell me about the times in your child's life that he/she has seemed to be learning the most and working hard in school, and what you think their teacher was doing at that time to encourage it?" Larry Ferlazzo

When a school is systemically building the ACPs and VAAs parents and carers can help by:

- 1. Reinforcing the competencies being developed in school by creating opportunities for children to practice at home. For example, they can encourage and reward practice or resilience and also encourage ACPs like connection finding or finding solutions to problems.**
- 2. Having an appreciation of their own child's strengths and weaknesses and helping them to build on their strengths but also mitigate or overcome - rather than ignore - their weaknesses**

At CIA, we strive to

- 1. Make parents feel valued and welcome in the school**
- 2. Explain what we are trying to achieve and the parents role in it**
- 3. Give parents practical ideas for supporting their child's learning**
- 4. Listen to what parents have to say to us**
- 5. Appreciate individual contexts and circumstances**
- 6. Don't patronise or use jargon**



Top 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



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PO Box 56825, Abu Dhabi, United Arab Emirates
T +971 (0)2 510 4343 | F +971 (0)2 584 4560
W: gemscambridgeinternationalschool-abudhabi.com



LinkedIn.com/company/gems-education
@gems_ME
gemseducation.com