

Dear families, welcome to our summer term HPL Hub newsletter. At KEVI HWGA, staff and students have been working hard to continue implementing the HPL philosophy not only in lessons but in our everyday life at the academy. We hope you enjoy the series of articles which were mostly written by our HPL Student Drive Team.

HPL in Action

On the March 15th 2023 our school had visitors from the 'Talk The Talk' organisation who came in and taught the year eights of our school during a strike day. They delivered a fantastic workshop on communication and public speaking skills. The organisation's team of trained facilitators engaged with the students using their unique teaching methodology, linked to the our ACPs and VAAs. The workshop was designed to help students build their confidence and improve their writing and speaking abilities.

During the workshop, students were given the opportunity to participate in a range of activities that helped them develop their communication skills.

They were encouraged to deliver presentations in front of their peers, receive feedback from their classmates, and practice their public speaking skill.

The Talk the Talk facilitators also provided students with tips and tricks on how to structure their speeches and engage with their audience.

The visit from Talk the Talk was a great success, with students reporting feeling more confident in their ability to communicate and being much better at getting the message across to a wider audience using their imagination while insuring that their ideas were fully original and truly their own.

By Zainab and Raveena



What the ACPs and VAAs Mean to Me?

Before I start I just want to say that I think the ACPs and VAAs really help to complete tasks, thinking activities and my contribution to the HWGA community.

I hear these values a lot in my PSHE lessons with Miss Robins. I know this as we always discuss them before we start our lesson and how they are linked to our lessons which helps us and can be really fun as this is the time where we can actually have the time to discuss what our school expectations are.

Like I have said I know these values are important because they can also make us think about how we learn and become confident and shining individuals ready for the future. I also think they are important because I feel the help ignite a spark of energy and confidence. Another reason is because it can help improve our character which is a really big reason-preparing us the wider world!

In my lesson of PSHE, the way we link to our ACPs and VAAs is, before we start our lesson we discuss and think about which values we will be linking in this lesson. For example, if we are talking about Healthy and Unhealthy Relationships the values that might link to this lesson would be Big Picture thinking, Collaborative and Open Minded. Then we would also talk about things in the lesson and how the things in lesson are also linked.

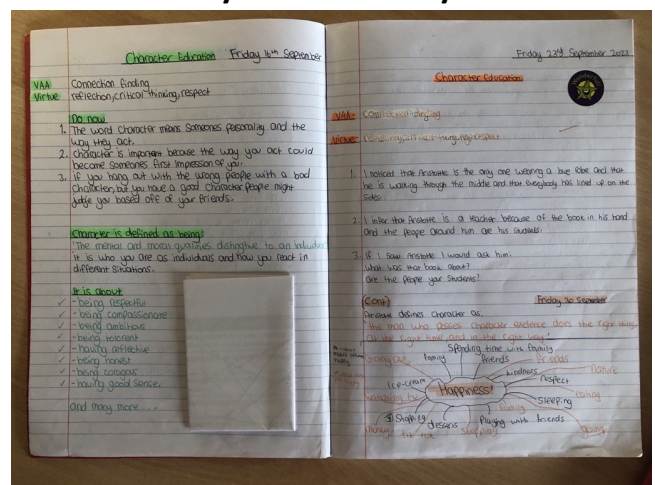
Another example is: What values might be demonstrated in a Healthy Relationship? We would then write down our reasons and this is a really good way on how we can discuss our different and similar viewpoints across the class.

The activities we do whenever discussing the ACPs and VAAs is looking at similarities and differences, thinking how they link, how we can demonstrate them in our task that have been set for us, looking at why they are important, setting goals to say 'today I'm going to demonstrate originality (learning/developing skills for something new)'. Most of the activities would be done usually by worksheets or various types of tasks we can work on.

For the ACPs I focus on, precision (ability to work efficiently within class rules), strategy planning, critical and logical thinking and fluent thinking. The VAAs would be, concern for society, collaborative, open minded, perseverance (which I believe I have been and still trying to demonstrate recently not just school reason but outside too) and practice (the most efficient and compulsory one).

I know these skills can help improve yourself and are good to set us up for the future. I think that it's good and best to try to practice them (which is also one of our VAAs). A bright future is always the way to act and think. Staying positive is key.

By Aisha Dhansey



HPL and Our March Personal Development Day

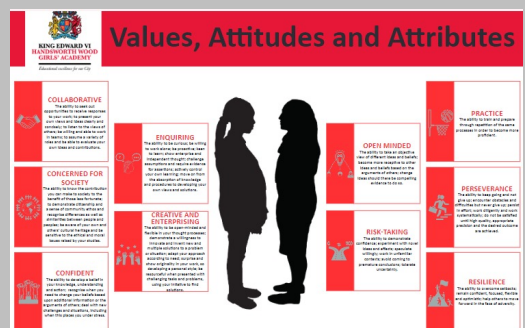
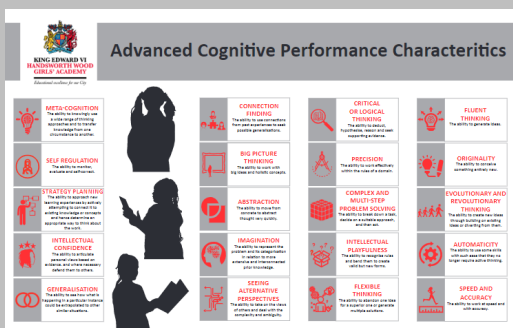
In two classes, French and geography HPL is discussed and referred to a lot. These subjects alongside many other consistently exhibit HPL both before and during classes, making sure to weave them throughout. In addition, they take care to award us based on the ACPS we demonstrate, in meeting predetermined goals.

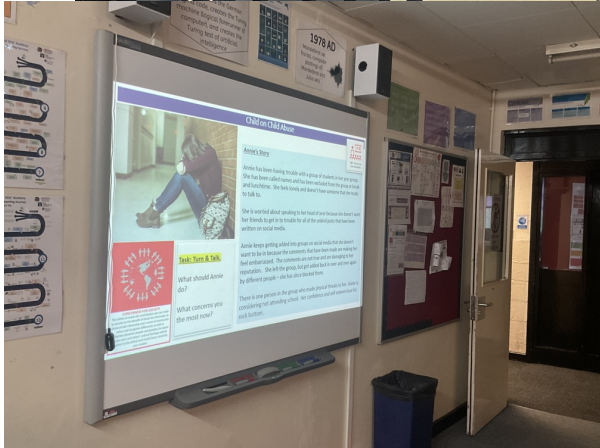
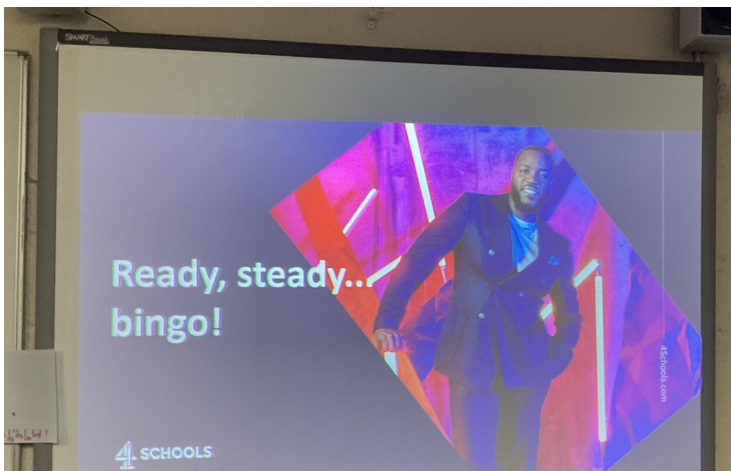
In my opinion, ACPS and VAAS are crucial components of our academic lives and will undoubtedly play a significant role in our professional lives for both our future selves and for ourselves in later years, when we solve difficulties by taking a broader view of the situation. The subject of VAAs centres on extracurricular activities that are enriching not only your morale but also your social and character skills.

Focusing on the important features of the lesson, which underline its priority and help us learn more quickly, is the ideal way to practise HPL in a regular classroom setting. We use the ACPs to have a clear plan for what we are trying to accomplish in the session, which in turn aids in our understanding.

In our March PD day the philosophy of HPL was showcased through the actions of our students, how they responded to visitors and enabled students to showcase some great skills focusing on how we think and behave. There is a snapshot of the day in pictures on the following page...


By Aaliya, Yan-Yi and Layla





People Bingo

Write your task!

Ask someone to write down 3 words to describe you below: 1 funny 2 kind 3 caring	Find someone who can teach you how to say a word or sentence in another language: <u>Polish: ciawko</u> <u>Be: karne sau</u> <u>Pan pise</u>	Ask someone what their favourite TV programme is and why? Based on their answer of why it's their favourite, can you think of another TV programme you think they would like to watch? Write your suggestion here: <u>Shanghaing - Mystery</u> <u>Ammy suspense</u>
Ask your classmates for the house or flat number where they live. Find enough numbers to add to your house or flat number to make a total greater than 50. Write the number sentence below: <u>87 + 34 + 15</u> <u>12 + 14 + 13 =</u>	Find someone who has a member of their family or friend who does a job that involves taking care of people. Write what the job is here: <u>Doctor - nurse, Nigdy baby</u> <u>Star - Psychiatric Hospital</u>	Find someone who can draw a picture of you in this box with their eyes closed 
Find someone who has a friend or family member who has lived in another country. Write down what country & what it was like: <u>India is hot and windy</u> <u>and really amazing</u>	Exchange dance moves with someone and then put them together to create a new one that is a combination of the two. Be ready to demonstrate your creation at the end of the game.	Persuade someone to swap 1 shoe with you until the end of the task.

Mostly orange - You're a pioneer!

Like you, these adventurous engineers are interested in travelling the world - and their field, working on new discoveries to create an exciting future.

What role might you find a 'pioneer' doing?

- Making sure we get on our holidays safely and making even space flight possible - **Aerospace engineer**
- Building new links between our towns and cities and helping us travel smarter - **Transport engineer**
- Planning and carrying out experiments and investigations to increase scientific knowledge - **Research Scientist**
- Keeping the lights on and technology connected across the rail network - **Rail engineering technician**

Mostly pink - You're a designer!

Did you know that you could use your creativity and technical ability as an engineer to work on exciting new technologies and products?

What role might you find a 'designer' doing?

- Selecting the best materials for the right purpose - **Textile technologist**
- Bringing a computer game idea to life - **Games designer**
- Using algorithms to build and test AI models - **Artificial intelligence engineer**
- Specialising in sounds and vibrations everywhere from oil rigs to roads to music festivals - **Acoustic engineer**

Mostly purple - You're a maker!

Do you often find you can't sit still? These engineers are busy with hands-on tasks, problem solving no matter whether their workplace is on land or in the middle of the sea!

What role might you find a 'maker' doing?

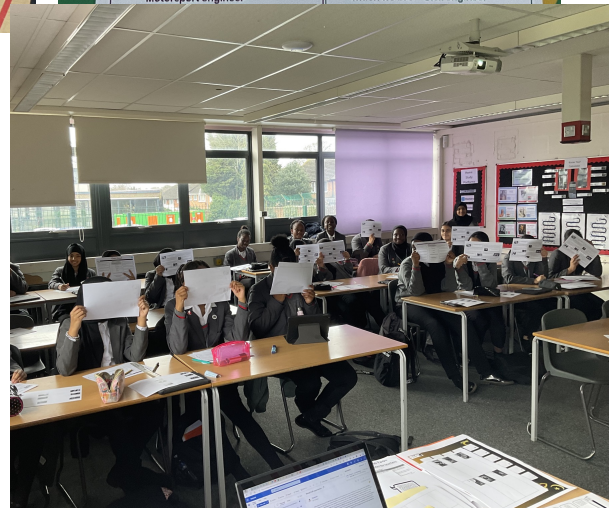
- Researching, designing and developing vehicles - **Automotive engineer**
- Dealing with anything that moves, from machine parts to human bodies - **Mechanical engineer**
- Using practical technology to improve the devices and systems we use every day - **Electronics engineer**
- Getting in on the action to design, build and test racing cars and bikes - **Motorsport engineer**

Mostly green - You're a humanitarian!

Like these engineers, you are on a mission to tackle big social, cultural and health issues. You could have the opportunity to support projects abroad and improve lives with your work.

What role might you find a 'humanitarian' doing?

- Bringing the right things to the right place at the right time to save lives - **Disaster relief engineer**
- Designing solutions that improve human health and health care - **Biomedical engineer**
- Finding new ways to capture energy to produce electricity in developing nations - **Energy engineer**
- Creating, improving and protecting the structures and environment in which we live - **Civil engineer**



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Established in 1978

Advanced Cognitive Performance Characteristics

AFRO-COINTEGRATION The ability to integrate different cultural perspectives and experiences into a cohesive whole.	CONNECTION The ability to connect different ideas and concepts, creating a network of knowledge.	CRITICAL OR LOGICAL THINKING The ability to analyze information and make logical conclusions.	FLUENT THINKING The ability to think quickly and accurately, with a wide range of ideas.
SELF-REGULATION The ability to control one's emotions and behavior, maintaining focus and motivation.	BIG PICTURE THINKING The ability to see the overall context and implications of a situation.	PRECISION The ability to focus on specific details and make accurate observations.	ORIGINALITY The ability to come up with new and creative ideas.
STRATEGY PLANNING The ability to develop a plan of action to achieve a specific goal.	ABSTRACTION The ability to think about concepts and ideas that are not directly related to the physical world.	COMPLEX AND MULTI-STEP PROBLEM SOLVING The ability to break down a complex problem into smaller, manageable steps.	EVOLUTIONARY AND REVOLUTIONARY THINKING The ability to think about how things have changed over time and how they might change in the future.
INTELLECTUAL CONFIDENCE The ability to trust one's own knowledge and abilities, and to express them with confidence.	IMAGINATION The ability to create mental images and scenarios that are not based on reality.	INTELLECTUAL PLEASURES The ability to find enjoyment and satisfaction in learning and intellectual challenges.	AUTONOMY The ability to work independently and take responsibility for one's own actions.
GENERALIZATION The ability to apply knowledge and skills learned in one context to a new context.	KEEPING ALTERNATIVE PERSPECTIVES The ability to consider different viewpoints and opinions, and to make decisions based on them.	FLEXIBLE THINKING The ability to adapt one's thinking and approach to different situations and challenges.	SPEED AND ACCURACY The ability to think quickly and accurately, with a high level of precision.

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Values, Attitudes and Attributes

COLLABORATIVE The ability to work together with others to achieve a common goal.	ENQUIRING The ability to ask questions and seek out new information and knowledge.	OPEN MINDED The ability to be receptive to new ideas and perspectives, and to consider different viewpoints.	PRACTICE The ability to engage in regular practice and training to improve one's skills and abilities.
CONCERNED FOR SOCIETY The ability to be aware of and concerned for the needs and interests of others.	CREATIVE AND ENTERPRETING The ability to think creatively and interpret information in a new and original way.	RISK-TAKING The ability to take calculated risks and to be willing to face challenges and setbacks.	PERSEVERANCE The ability to persist in the face of difficulties and to continue to work towards a goal.
CONFIDENT The ability to have faith in one's own abilities and to express them with confidence.	RESILIENCE The ability to bounce back from setbacks and to continue to move forward.		