IB THE CULTURE of LEARNING MADRID 4-7 OCT 2012
IB Africa, Europe & Middle East Regional Conference
Student-led development of study skills:
lessons from Higher Education

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The Abbey School, United Kingdom
Reflective
Resilient
Caring
Independent
Balanced
Informed
Open-Minded
Inquiring
Creative
Communicator
I can cope with less support from my teachers

I know how to cope when I try something and don't succeed

I can cope away from home – on field trips / adventure weeks etc

I know what my strengths / weaknesses are

Being able to take positive and negative feedback

Who to ask for help

How to learn from the experience

I get knocked down but I get up again

Feeling that I can try tasks and it doesn’t matter if I fail
4. Resilient (UIII) – *more emotional*

- I can cope with less support from my teachers
- I know how to cope when I try something and don’t succeed
- Being able to take positive and negative feedback
- Not to take it personally / not get involved in arguments
- I get knocked down but I get up again / *keep calm in a hard time / during exams / cope with homework (note - comment on student from different school – big jump in homework expectations)*
- I want to be confident in what I do when I grow up
- I know what my strengths / weaknesses are / *try my best*
- How to learn from the experience
- I can stand up for myself
- Feeling that I can try tasks and it doesn’t matter if I fail
- I can cope away from home (*in future at uni) – on field trips / adventure weeks etc
- *Have good supportive friends
- *am organised / I plan when to do my homework and fit it in (already)*
- I know I can confide in someone
- *Be positive/ relaxed / happy / go with the flow
- Who to ask for help / *I know I can confide in someone*
4. (resilient)

I can cope with the ups and downs of life and school because I...

Do more activities
Want to be able to do my best
Make friends easily
Keep on top of homework
Work with others who I may not choose to
Leave time for out of school activities so
I have breaks from working
Want to be confident in what I do when I grow up
Cope with leaving friends / family when I go to uni.
Manage my problems better

...do / can do already ...

Cope with all the lessons
Keep on top of the homework (just)
If from different schools when we arrive then there is a big jump in homework
I plan my homework and fit it in around other activities
I know I can confide in someone
Can talk to family / friends
Can stand up for myself
I am relaxed and laid back
I am organised
Hand work in on time
Try my best even if tired / ill
I have friends / go with the flow

...want to be able to (in this academic year future)...

Cope better with test revision / homework
Feel comfortable with the amount of homework I get
Feel less stressed and not panic so much
Want to do things without feeling time pressured
Stay calm
Pass my exams
Make sure school is not your priority / relax more
Don’t worry unnecessarily
Be more relaxed
Not get involved in arguments
Get help if needed
Ask teachers for help
Learn from bad grades

...want to be able to (before I leave school)...

Manage my problems better
10) Please answer the following questions (tick ONE box only on each row).

**This year I have …**

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>(a) ....become more open-minded and prepared to take risks</td>
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<td>(b) ...been able to achieve a balance in my life between work and other activities</td>
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<td>(c) ....been encouraged to come up with new ideas and think differently</td>
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<td>(d) ...learned how to cope better with the ups and downs of life and school</td>
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<td>(e) ...improved my communication skills</td>
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<td>(f) ...developed skills in asking questions and finding things out</td>
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<td>(g) ...become more thoughtful and reflective</td>
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<td>(h) ...become more</td>
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**analytical and evaluative in my thinking**

(i) ... become better at presenting / developing arguments that are not my own view

Please answer the following questions (tick ONE box only on each row).

<table>
<thead>
<tr>
<th>Strongly agree</th>
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<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>(j) I am caring and value others</td>
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<td>(k) I can spot flaws in arguments and logic</td>
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<td>(l) I can work well on my own</td>
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<td>(m) I can find things out and to keep up to date</td>
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<td>(n) I can analyse and evaluate an argument</td>
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<td>(o) I can analyse language in a logical way</td>
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11) For those aspects of question (10) above that either STRONGLY AGREE or STRONGLY DISAGREE with please give reasons for your answers here (please identify your comments)
Abbey Learner Profile
Identity — Route One

Unique colours for each of the 10 aspects. These colours combined form our global colour - the primary Learner Profile marque.

The Abbey Learner Profile

01/ Caring
02/ Balanced
03/ Open-Minded
04/ Creative
05/ Communicator

06/ Inquiring
07/ Informed
08/ Independent
09/ Resilient
10/ Reflection

Global
Basic application as poster.

Willing to consider new ideas.

Capable of thinking or acting for oneself.
Reflective
Resilient
Caring
Independent
Balanced
Informed
Open-Minded
Inquiring
Creative
Communicator
Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world.
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Effective learning leads to change, development and the desire to learn more.
Our teaching ethos

• More than a collection of academic subjects......

• We aim to develop and nurture the ‘whole girl’

• The outcome is (we hope!) ‘effective learners’ described by our own Abbey Learner Profile
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