

A large, stylized rainbow graphic with multiple bands of color (red, orange, yellow, green, blue, purple) arching across the top and right side of the page.

**IB** **THE CULTURE**  
**4-7** of **LEARNING**  
**OCT 2012** **MADRID**

IB Africa, Europe & Middle East  
**Regional Conference**

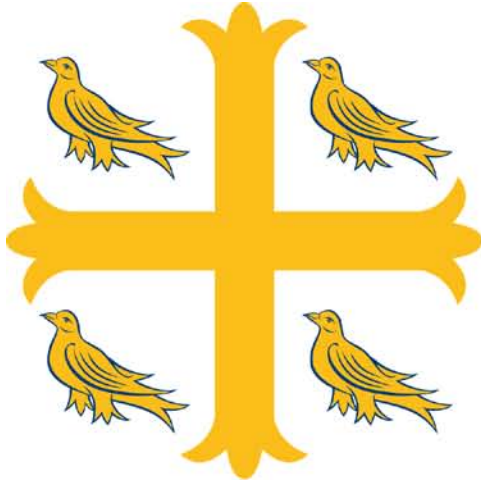
of **LEARNING**  
**MADRID**  
**2012**

# Student-led development of study skills: lessons from Higher Education

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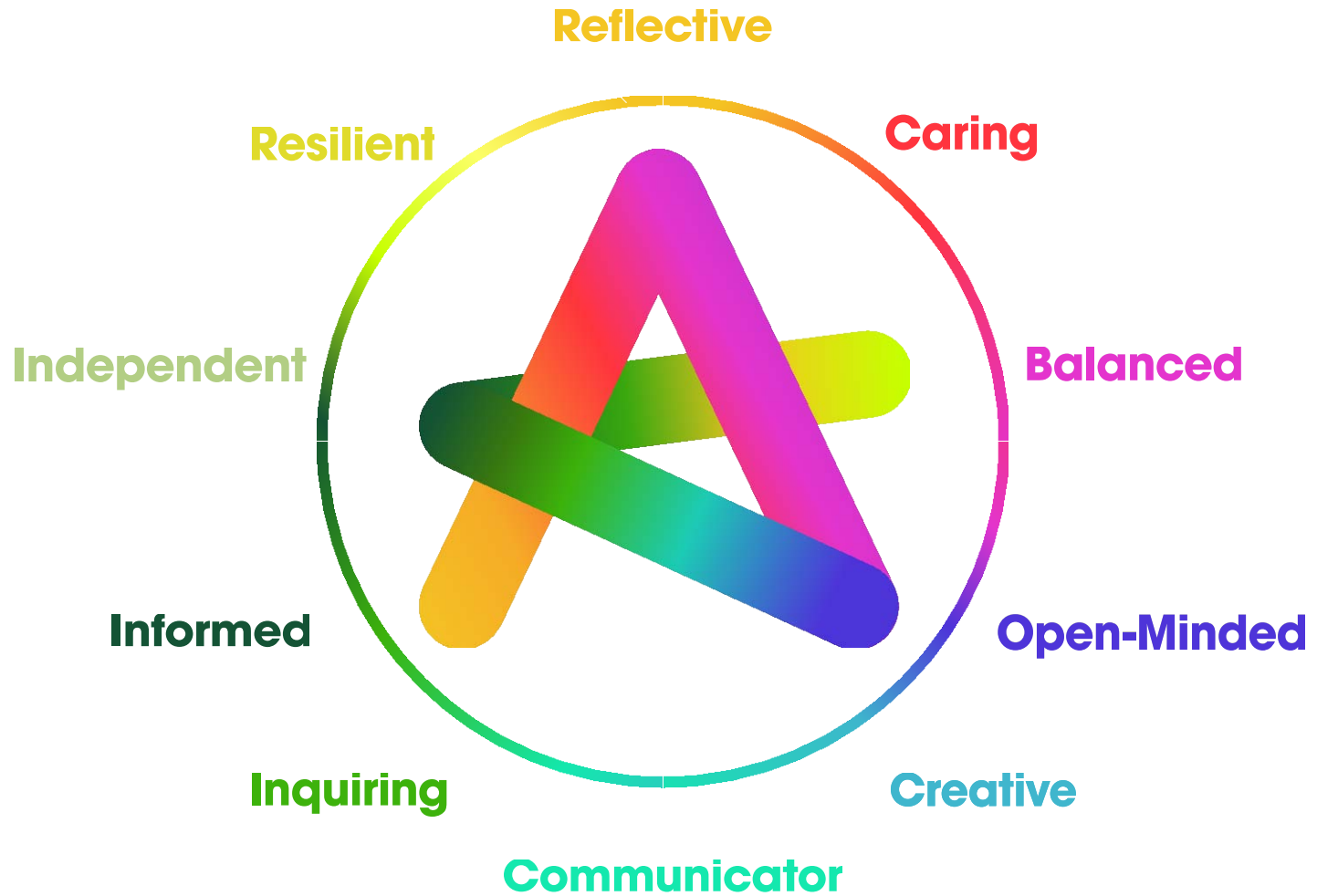




# UNIV

UNIVERSITY COLLEGE OXFORD

<http://vimeo.com/40449731>



I can cope with less support from my teachers

Not to take it personally

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

How to learn from the experience

Who to ask for help

#### 4. Resilient (LIG)

I know what my strengths / weaknesses are

Being able to take positive and negative feedback

Feeling that I can try tasks and it doesn't matter if I fail

I get knocked down but I get up again

I can cope with less support from my teachers

Not to take it personally / **not get involved in arguments**

**\* Have good supportive friends**

**\* am organised / I plan when to do my homework and fit it in (already)**

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

How to learn from the experience

Who to ask for help / **\* I know I can confide in someone**

I can cope away from home (**\*in future at uni**) – on field trips / adventure weeks etc

**I want to be confident in what I do when I grow up**

4. Resilient (UIII) – (**\*more emotional**)

**\*Be positive/ relaxed / happy / go with the flow**

I know what my strengths / weaknesses are / **\*try my best**

Being able to take positive and negative feedback

Feeling that I can try tasks and it doesn't matter if I fail

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 can stand up for myself**

\*

## 4. (resilient)

...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

I can **cope with the ups and downs of life and school** because I... (U111)

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



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

***This year I have ...***

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

analytical and evaluative in my thinking				
(i) ... become better at presenting / developing arguments that are not my own view				

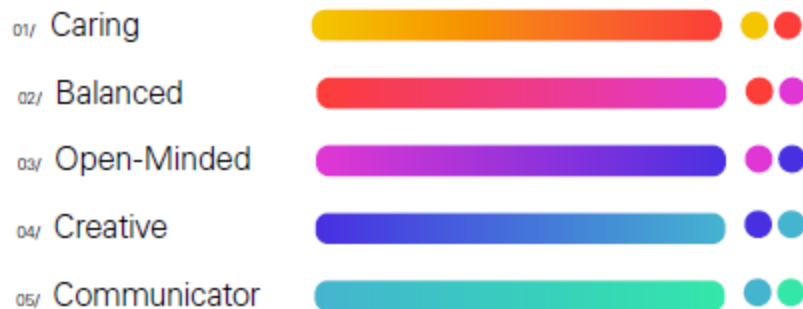
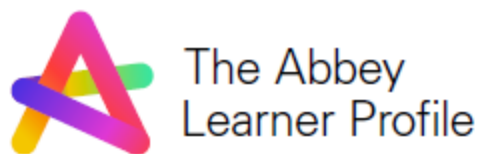
Please answer the following questions (tick ONE box only on each row).

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
(j) I am caring and value others				
(k) I can spot flaws in arguments and logic				
(l) I can work well on my own				
(m) I can find things out and to keep up to date				
(n) I can analyse and evaluate an argument				
(o) I can analyse language in a logical way				

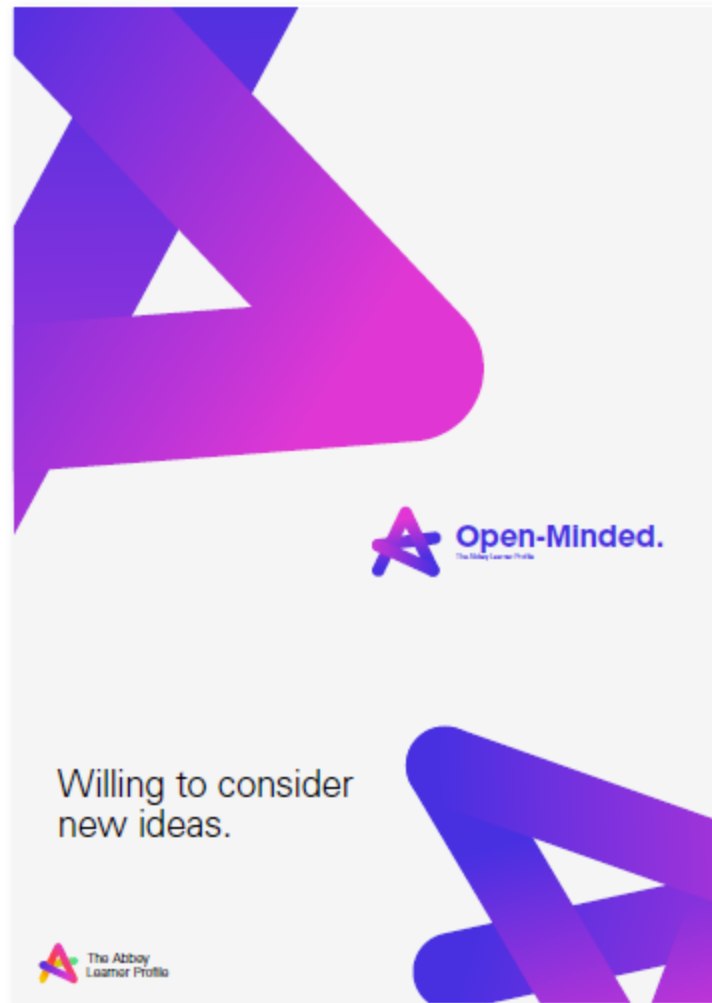
11) For those aspects of question (10) above that either STRONGLY AGREE or STRONGLY DISAGREE with please give reasons for your answers here (please identify your comments

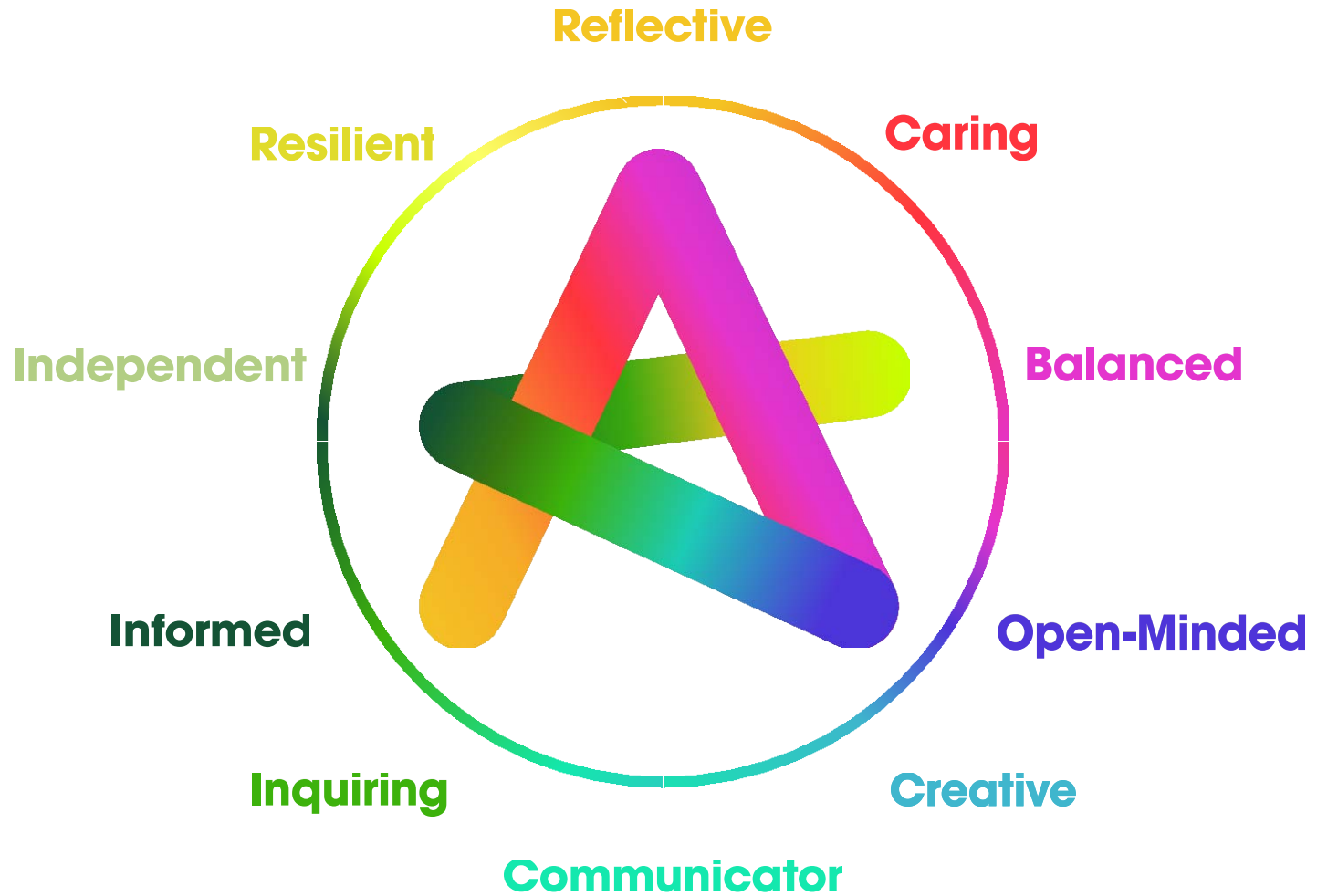
Abbey Learner Profile  
Identity — Route One

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



Basic application as poster.







# Learning is...

*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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*Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world.*

*It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect.*

*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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