



WBGS Learner – An Introduction for Parents

What's the point of school?

1. Getting a good set of exam results?
2. Learning about and how to do things? (skills and content)
3. Learning how to get on with others, learning how to be a citizen?
4. Exploring the varied experiences school has to offer, taking part in and leading clubs, listening to visiting speakers, engaging in volunteer roles and after school activities.

These four aspects are certainly valid reasons for going to school but **learning how to learn** is becoming increasingly important. In today's rapidly-changing technological world, the skills and knowledge required to survive and thrive both in the workplace and in society generally are changing year by year. The careers and job roles that our children will go into when they leave school probably haven't been invented yet! It is predicted that 1 in 3 people born around the year 2000 will live to 100 and will have an average of 3 different careers in their (longer) working lives. Not only are employers looking for candidates who have the capacity to learn, research has shown that good learners tend to lead happier, more fulfilling lives. For these reasons the ability to learn becomes as important as the mastery of any particular subject content.

Job and university interviews are often based around what you have learnt from your life experiences, what challenges you have undertaken, where you have failed, analysed and been open minded. They will be asking for examples of where you have collaborated with others and how your communication and self-motivation skills have brought about great results. All these learner attributes will be your vocabulary during an interview to help present you at your best and highlight how you have learnt to learn.

'WBGS Learner' initiative

WBGS Learner is a 'long term' initiative introduced at the end of the 2017-2018 academic year that aims to emphasise to students the importance of **learning how to learn**, making students aware of themselves as learners and giving them a vocabulary of **learner attributes** to facilitate this.

The learner attributes are divided into four key categories.

1. Thinking – The ability to identify and solve problems with creativity
2. Resilience - The ability to keep going when something is difficult, being prepared to have a go (and fail) at something and then try again....after all..... 'FAIL' stands for – First Attempt In Learning!
3. Initiative – Taking responsibility for their own learning, being proactive rather than passive in the learning process
4. Collaboration – being able to work with, listen to and learn from others

WBGs Learner Attributes



Thinking	Initiative	Collaboration	Resilience
be curious	take responsibility	to listen	be confident
be analytical	be self-motivated	to communicate	take responsible risks
be reflective	plan and manage time	be open minded	to focus
be imaginative	be resourceful	read widely	have a growth mindset

Teachers will design some of their lesson activities to specifically develop or highlight a particular attribute. Alternatively they may find opportunities to discuss with their class the application of these attributes to a particular piece of work (e.g. essay, project, group task, scientific experiment etc.) The first step to becoming a better learner is by becoming aware of one's own learning attributes.

Each academic year students will have an opportunity to reflect on their strengths and weaknesses in terms of these Learner Attributes by:

- completing an annual Learner Attributes survey (considering areas such as; if they worked well in a team, listening and communicating, did they take a lead role in an activity or take responsibility showing initiative) ...and then...
- selecting three of the learner attributes as targets for improvement

Catering for different Starting Points

Each of our students join the school in year 7 (or L6) with their own unique combination of these attributes...some more highly developed than others. and others lacking!

Our job is to help students become aware of their own attributes and create an environment of wanting to learn. We need to ensure that they have the relevant learning exposure to assist with their learner growth and development. Ultimately we want students to take ownership of their own learning process

Our Logo

We ran a school-wide competition to find a Logo design for the initiative. The winners were Ben Mansell and Aryan Jolly from year 10 (now year 11). They certainly used initiative, collaboration, thinking and resilience to design and produce the following!



We have since developed a set of 4 posters that detail all 16 attributes (4 for each category):



Each classroom has a set of these posters on its walls. They provide a constant reminder to students (and their teachers) about the importance of developing the attributes and give the teachers a reference point when discussing a particular attribute. You will see this logo on all our communications to you about WBGS Learner over the coming months and years.

(Further reading - 'What's the point of school and 'Building Learning Power' by Guy Claxton).