Attributes and Abilities: end statements

End statements describe what people with these attributes and abilities are and do. They are not especially age specific and are as relevant for adults as for exiting students. Indeed it is interesting to reflect on their worth by looking on them as descriptors of all those working in Lutheran schools.

Self-directed, insightful investigators and learners, who:

- initiate, set goals and take responsibility for their own learning
- identify and develop effective ways to learn and build skills
- identify and fully examine assumptions and evidence
- frame questions that guide exploration of issues and help form deeper understandings
- systematically examine and analyse, using appropriate resources and strategies
- reflect on and assimilate their experiences to continue learning and growing

Discerning, resourceful problem solvers and implementers, who:

- identify and define issues that affect the quality of life in local / global communities
- locate and use a wide range of information, tools and resources to thoroughly analyse the factors and their interrelatedness
- frame complex questions that look beyond conventional approaches
- critically examine the evidence for validity and relevance to make meaning and develop feasible alternatives
- evaluate alternatives for consequences and implications – ethical, social, economic, political and environmental
- translate solutions into designs and proposals for action
- find alternative strategies for achieving plans of action

Adept, creative producers and contributors, who:

- generate ideas, products and services which meet or exceed agreed upon standards of excellence and have value for others
- locate and use available resources ethically to create constructive courses of action
- engage in productive activities in a highly skilled and imaginative way
- give of their time and talents to undertake activities and projects which benefit others and improve the quality of life in their communities

Open, responsive communicators and facilitators, who:

- foster a respectful, inclusive atmosphere in which people can communicate confidently and with trust
- solicit and consider information and opinions from all stakeholders to form a deeper understanding of issues and possibilities
- seek clarification of the facts / points of view offered and help make it possible for all points of view to be understood
- use a variety of communication skills and forms to process and share information in ways that clearly convey its substance and intent
- manage and organise the exchange of information and ideas among individuals and groups to achieve desired outcomes
- encourage and support others in seeking and achieving agreement on a course of action

Principled, resilient leaders and collaborators, who:

- identify and examine key issues or conditions that affect the quality of life in their local and global communities
- engage others in tackling these issues or conditions and proposing ways to improve them
- invite and use the experience and expertise of all participants in identifying and deploying strategies and resources to tackle these things in ways that safeguard the rights and welfare of all participants
- develop ethical ways to continue moving forward in the face of challenges and obstacles to these initiatives
- persevere and overcome challenges in carrying through actions

Caring, steadfast supporters and advocates, who:

- identify and examine issues and conditions influencing their own health and wellbeing and that of their neighbour
- treat themselves and others with consideration, respecting differences in viewpoints, values and beliefs
- work in partnership with others to formulate common goals and ways of working together interdependently
- guide, inspire and counsel others to create, develop and realise their own vision
- defend and promote what is worthy, even in the face of criticism and adversity
- interact intuitively and sensitively to the feelings, needs and circumstances of others