



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

The IB learner profile in review: Resources for reflection

March 2012

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Introduction

There is an increasing emphasis on connectedness in education, on the need to fit academic studies into a human and global context. The reality of our interconnected 21st-century world, our information society, is causing many educators to rethink and re-evaluate what is important and what we should be teaching in our schools. We are also recognizing the need to prepare students for the social and moral challenges that await them in such a complex world. The traditional academic disciplines alone will not prepare our young people for such challenges. Our students must develop the necessary skills, habits of mind and the moral and ethical values to be able to understand and manage the interconnectivity and complexity of the modern world.

The Diploma Programme: From principles into practice (2009)

Since 2006, the IB learner profile has offered common ground for all IB World Schools and the wider communities in which they work. With its 10 attributes, the IB learner profile describes the kind of people—parents, students, educators—who will be needed to help make a better and more peaceful world.

Programme standards and practices (2010) underscores the importance of the IB learner profile for the philosophy of the programmes and for teaching and learning in IB World Schools.

A.4 The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

C1.9 Collaborative planning and reflection addresses the IB learner profile attributes.

C2.11 The written curriculum fosters development of the IB learner profile attributes.

C3.16 Teaching and learning develops the IB learner profile attributes.

Why, then, is it important to look again at the IB learner profile? If these attributes represent our best expression of the core values of teaching and learning in IB programmes, they deserve a measure of stability and respect. They have served schools well. Over the past six years (longer in the Primary Years Programme), they have informed programme development, and they have helped to shape the principles and practices shared by IB World Schools.

Yet, like all IB documents and programmes, the IB learner profile is a provisional statement, an ongoing work in process whose value only increases because we remain open-minded about its ideals and the role it plays within the IB's worldwide community of supporters. The IB is committed to continual improvement; its programme elements, educational frameworks and courses exist in a cycle of regular review.

This is the first review of the IB learner profile, and it is being carefully undertaken in consideration of the learner profile's place in the IB's continuum of international education. You can find answers to some frequently asked questions near the end of this resource in the section "Information about the review".

From March to October 2012, a global survey of ideas and opinions about the IB learner profile is available. The survey offers individuals and groups an opportunity to share their understanding and experience. For those who would like to provide more in-depth observations and analysis, a "virtual focus group" offers a more open-ended forum in which to respond. Both the survey items and the focus group questions can be found in this resource pack. To access the global survey and virtual focus group online, please visit <http://sgiz.mobi/s3/LearnerProfileReview>.

So that IB World Schools (and others) can make informed judgments about the IB learner profile in review, an international team of educators has created these resources for reflection. The resources

in this document provide a variety of approaches schools (and other members of the IB community) can use to explore the IB learner profile, think critically and creatively about its meaning, and review its impact on teaching and learning both in individual programmes and across the continuum.

Schools can find additional guidance for understanding and using the IB learner profile in the dynamic, online resource *The IB learner profile in action*, which is available from the online curriculum centre (OCC).

Suggestions for using these resources

These resources for reflection offer interested stakeholders an opportunity to think together about what is required to develop high-quality, rigorous programmes of international education in a changing world. They may be used to provoke discussion among:

- formal and informal associations of IB World Schools
- school districts and corporate alliances
- governing bodies
- school or department staff members
- IB education network (IBEN) members
- parents and parent–teacher–student associations
- student leadership bodies, advisories and discussion groups
- community organizations.

The 10 learning engagements in this resource pack represent a broad spectrum of ideas and experience; leaders should carefully reflect on local contexts when considering how to use them. The activities are grouped into three sections that generally represent increasingly sophisticated levels of analysis. However, schools and other groups can best judge what seems most appropriate, and are encouraged to use their own judgment when choosing appropriate activities.

The learning engagements have been designed to be user-friendly and ready to use “off the shelf”. Where possible, this resource pack contains materials that can easily be reproduced. (These handouts appear in this resource pack with bordered pages. They are also available on the online curriculum centre (OCC) in a format that can be modified with word-processing technologies.) Good practice in continuing professional development, as with all effective teaching and learning, suggests that careful preparation can improve outcomes.

Each learning engagement can stand alone or be combined with other activities and events that meet the needs of specific groups. Leaders are encouraged to modify, adapt and extend the materials and procedures as needed. They are offered in a spirit of creative professionalism that invites further development of these and other ideas.

Groups who are working together to participate in the IB learner profile review global survey and virtual focus group may find it helpful to take part in one or more of these learning engagements as a strategy for preparing their response. Other groups may use these engagements together before offering participants an opportunity to respond individually. Taking part in these learning engagements is not required in order to participate in the global survey and virtual focus group. The learning engagements are also valuable in their own right and need not be undertaken in association with the IB learner profile review.

Questions, comments and feedback on the learning engagements in this resource pack are welcome. Please direct inquiries to continuumdevelopment@ibo.org.

Resources for reflection—section A Introducing the IB learner profile	
OVERALL PURPOSE OF THESE LEARNING ENGAGEMENTS	POSSIBLE AUDIENCES
<p>To introduce participants to the IB learner profile in ways that invite personal inquiry and reflection.</p>	<p>IB educators and other stakeholders</p> <ul style="list-style-type: none"> • School district officials from districts or clusters of schools who represent IB World Schools • School owners and governors • Principals, heads, administrators from IB World Schools • Programme coordinators from IB World Schools • Teachers from IB World Schools (organized by department, subject area, group, year level) • Candidate schools and schools beginning implementation of IB programmes • Parents who may be unfamiliar with the IB learner profile • Older students (leadership groups, advisories or theory of knowledge discussion groups)
<p>Notes</p> <p>Each of the following learning engagements provides suggestions that a variety of groups may follow. Schools and other stakeholders should modify and adjust them to meet local needs. In some cases, options offer several ways to use these activities. Leaders should use their professional judgment when planning group reflection, taking into account the audience, learning environment and available time.</p> <p>Leaders can consider how most effectively to organize groups for discussion and learning. For schools offering more than one IB programme, these engagements offer opportunities to reflect and build common understanding across the IB continuum.</p> <p>It is not necessary to complete any of these suggested activities in order to participate in the global survey and virtual focus group. However, individuals and groups may find it helpful to think about the IB learner profile before contributing to the IB learner profile review.</p>	
<p>Additional learning engagements are available in this resource pack that offer ideas for working with, and thinking critically about, the IB learner profile.</p>	
<i>Title</i>	<i>Objective(s)</i>
<p>A1 The IB learner profile and international-mindedness</p>	<ul style="list-style-type: none"> • To explore the links between the IB learner profile and global contexts for teaching and learning • To make connections between the IB learner profile and the goals of international education
<p>A2 Attributes and descriptors</p>	<ul style="list-style-type: none"> • To raise awareness and deepen the understanding of the descriptors of the 10 attributes of the IB learner profile
<p>A3 Mix and match</p>	<ul style="list-style-type: none"> • To deconstruct the IB learner profile in order to build familiarity and to create awareness of its interrelated attributes

A1	The IB learner profile and international-mindedness
Objectives	<ul style="list-style-type: none"> To explore the links between the IB learner profile and global contexts for teaching and learning To make connections between the IB learner profile and the goals of international education
Inquiry focus	How do the attributes of the IB learner profile describe the kind of students who are able to help create a better and more peaceful world?
Materials	<ul style="list-style-type: none"> IB learner profile (including the introduction and full descriptors) IB mission statement “The IB learner profile in a global context graphic organizer” Pens or pencils and (optional) highlighters Optional: School mission/vision/values statement Optional: Video or audio resources that set the stage for a discussion about global/international learning
Procedures	<ol style="list-style-type: none"> Create a welcoming environment that supports conversation and invites reflection. Optional: Engage participants with a video or short article that highlights, inspires or provokes thinking about the connections between learning/education/schools and global challenges. Introduce the IB mission statement, pointing out the third paragraph that establishes a global context for teaching and learning in IB programmes. Ask participants to identify learner profile words and ideas in the mission statement. Optional: Compare the school’s mission/vision/values statement with the IB mission statement to identify how it aligns with the IB mission statement and creates global/international contexts for education. Review the introduction to the IB learner profile. Divide participants into groups so that they can brainstorm lists of words that come to mind when they think about the ideas: (a) common humanity; (b) internationally minded; (c) shared guardianship of the planet. Encourage each person to contribute. If time allows, partners or small groups may have a longer discussion of the various understandings they have of these key terms. Distribute “The IB learner profile in a global context graphic organizer”. Invite participants to compare their lists with important words from the IB learner profile. (Participants may find it helpful to read the IB learner profile attributes and descriptors quietly, highlighting key words that connect with the introduction.) Explain the example from “The IB learner profile in a global context graphic organizer”. It may also be helpful to complete another example together. Ask participants (individually or, probably better, in pairs or small groups) to complete several more rows of “The IB learner profile in a global context graphic organizer”. If there is time, it may be possible to address all of the remaining attributes. Devise a forum for sharing ideas among individuals/groups. Conclude with an activity in which participants reflect on the inquiry focus, or invite people to share how their understanding of the IB learner profile has changed, based on their exploration. Remind participants that the IB learner profile is in review during 2012. Share your plan for gathering their ideas about the IB learner profile and its impact across the IB continuum.

<p>Notes to the leader Ideas to consider as you plan the learning engagement</p>	<p>Brainstorming ideas</p> <p>a. Whip-around. (Everyone shares ideas in turn, as quickly as possible.)</p> <p>b. Working on tabletops and large sheets of paper, draw and write ideas together to create an impromptu mural.</p>	<p>Sharing ideas</p> <p>a. Create posters and display them around the room. Invite participants to take a “gallery walk”.</p> <p>b. Gather the ideas and publish them—on paper or electronically.</p>	<p>Reflection ideas</p> <p>a. Use an “exit slip” to collect responses.</p> <p>b. Think–pair–share. (Each person develops an idea individually, clarifies it with a partner, then offers it aloud for the group.)</p>
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The IB learner profile in a global context graphic organizer

Attribute	Descriptor	How this attribute may be important for developing international-mindedness
Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.	
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.	
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.	
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.	
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.	<i>The human community faces complicated and interconnected challenges that will require innovative solutions. Some of them are global in scope, and we may not be able to resolve them by doing "business as usual".</i>
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	

Sample handout—learning engagement A1

A2	Attributes and descriptors
Objective	<ul style="list-style-type: none"> To raise awareness and deepen the understanding of the descriptors of the 10 attributes of the IB learner profile
Inquiry focus	What is our understanding of IB learner profile attributes and their descriptors? What do we observe when people put them into action?
Materials	<ul style="list-style-type: none"> Markers/pens Chart paper (adhesive-backed, or with adhesive tape or some other means of creating a wall display) One note card or small piece of paper for each participant, prepared with one IB learner profile attribute's descriptor printed on one side of the card; the other side should be left blank Adhesive notes (optional: colour coded by IB programme or age group)
Procedures	<ol style="list-style-type: none"> Set up the space with 10 tables that can accommodate small group discussions. (This set-up is for a large group; however, the concept is flexible and can accommodate many arrangements and purposes, including reflection on a single IB learner profile attribute, or working with a subset of attributes and descriptors.) Each table is assigned an attribute, for example, table 1 is "inquirer", table 2 is "communicator", and so on. Each participant at the table receives a note card with the attribute's descriptor written on one side. The descriptor is kept face down. Without looking at the descriptor, participants write their own individual descriptions of the IB learner profile attribute they have been assigned. After a few minutes, each person shares what he or she has written. Invite each table to hold a brief discussion of the similarities and differences between their descriptions. It may be helpful at this stage for each table to nominate a timekeeper, a note taker and a discussion leader. After an agreed-upon period of time, ask participants to turn over their note cards and read the attribute's descriptor from the IB learner profile. Ask participants to note how their ideas reflect, extend or challenge the attribute's descriptor. Distribute a piece of chart paper to each table. Ask each group to write its attribute and descriptor at the top of the paper and divide the remainder of the page into two columns labelled "Looks like" and "Sounds like". Ask participants at each table to form pairs or trios who work with, or have experience with, similar age groups. Each small group brainstorms ideas about what students (or other identified stakeholders) may do or say when they are putting this learner profile attribute into action. Each idea is written on an adhesive note and attached to the appropriate section of the table's chart paper. (Each group could work with different colour papers or markers; or in multiple programme schools, responses might be colour-coded by programme). When the small groups are finished, participants at the table review the chart paper to look for patterns and any emerging consensus, conflict or developmental differences. Post each table's chart paper around the room to create a visual display of learning. Arrange a gallery walk in which people move around the room with time to interact with others and consider each attribute. (Groups can move around the displays together, or this can be a less structured activity with individual choice. Transitions can be indicated with a signal, or participants can direct their own pathways around the room, determining their own priorities.)

	<p>9. Challenge participants to find examples from the display that connect with their own inquiry, action and reflection. Encourage them to ask questions, such as the ones below.</p> <ul style="list-style-type: none"> • What are you seeing and hearing that confirms your colleagues' observations? (Participants might mark these notes with a tick [✓].) • What are your colleagues seeing and hearing that you are not? (Participants might mark these notes with an exclamation mark [!].) • What would you like to see and hear more? (Participants might mark these notes with a plus sign [+].) <p>10. Conclude the engagement by inviting participants to share their observations and aspirations in small groups, or with the entire assembly, by responding to the question: What might you change about your own work so that others would be able to identify evidence of IB learner profile attributes in your words and actions?</p>
<p>Notes to the leader Ideas to consider as you plan the learning engagement</p>	<p>This engagement can be adapted for many different groups (parents, schools with one or more programmes, mixed subjects or mixed ages/levels of experience). If facilitators choose to adapt the engagement for use with parents, they will need to consider carefully the goals of the session and the participants' familiarity with the IB learner profile and IB programmes.</p> <p>The activity can also be used with one or several attributes. Instead of a gallery walk, the facilitator could collect the group's work, compile it, and share it in an appropriate forum. Over time, it would be possible to engage with all 10 attributes of the IB learner profile.</p> <p>If computers are available, collaborative tools could digitally facilitate the process of collecting and sharing participants' understanding.</p>

A3	Mix and match
Objective	<ul style="list-style-type: none"> To deconstruct the IB learner profile in order to build familiarity and to create awareness of its interrelated attributes
Inquiry focus	How can we best describe the 10 attributes of the IB learner profile?
Materials	<ul style="list-style-type: none"> IB learner profile (including the introduction and full descriptors) for reference Enlarged copies of learner profile attribute descriptors, cut into sentence strips (one strip for each sentence in the description—see the sample handout for this learning engagement); provide one set of sentence strips for each person or each participating group; for multilingual participants, provide the descriptors in French or Spanish; other translations are available on the online curriculum centre (OCC) Clips or envelopes to hold each set of descriptor sentence strips Chart paper or posters (10 pages, each labelled with one of the IB learner profile attributes in one or more languages) Glue sticks or other adhesive
Procedures	<ol style="list-style-type: none"> Optional: Create a “human continuum” by asking participants to arrange themselves in a line that describes their familiarity with the IB learner profile. <div style="text-align: center; margin: 10px 0;"> </div> <p>Ask participants to explain why they have positioned themselves where they have along the line. Provide an opportunity for participants to reorder themselves as necessary.</p> Remind participants that the IB learner profile is more than a list of 10 words: it includes descriptors that fill out their meaning and place them in the broader context of international education. Distribute a set of sentence strips to each person or group. Post the prepared chart paper/posters around the room to remind participants of the 10 IB learner profile attributes. Ask participants to attach each sentence strip to one of the chart papers/posters. When the posters are complete, invite participants to look for agreements and disagreements about which descriptors are associated with which attribute, especially noting examples in which a sentence might have been used to describe multiple attributes. (If time allows, each participant can take a copy of the IB learner profile against which to check the ideas shared on each poster.) Conclude with a discussion in small groups or with everyone together. Ask: What other words, sentences or clarifications might we add to better describe the 10 attributes of the IB learner profile? Optional: Repeat step 1. Take note of any changes in the distribution and celebrate the progress and learning that the group has accomplished.
Notes to the leader Ideas to consider as you plan the learning engagement	<p>If required, divide participants into groups depending on the learning environment, number of people, and desired outcomes. The activity could be replicated in several groups at once rather than as a single whole-group exercise—in which case, each group would need 10 pages on which to organize its sentence strips.</p> <p>Individuals or groups can also reflect on how accurately they completed the task of sorting the descriptor sentences.</p>

**Sentence strips in English—Descriptors of the IB learner profile attributes
(in alphabetical order)**

They acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
They acquire the skills necessary to conduct inquiry and research and show independence in learning.
They actively enjoy learning and this love of learning will be sustained throughout their lives.
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
They are brave and articulate in defending their beliefs.
They develop their natural curiosity.
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
They explore concepts, ideas and issues that have local and global significance.
They give thoughtful consideration to their own learning and experience.
They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
They show empathy, compassion and respect towards the needs and feelings of others.
They take responsibility for their own actions and the consequences that accompany them.
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
They work effectively and willingly in collaboration with others.

Resources for reflection—section B	
Working with the IB learner profile	
OVERALL PURPOSE OF THESE LEARNING ENGAGEMENTS	POSSIBLE AUDIENCES
<p>To develop structured conversations about the IB learner profile and its impact in school communities.</p>	<p>IB educators and other stakeholders</p> <ul style="list-style-type: none"> • School district officials from districts or clusters of schools who represent IB World Schools • School owners and governors • Principals, heads, administrators from IB World Schools • Programme coordinators from IB World Schools • Teachers from IB World Schools (organized by department, subject area, group, year level) • Schools implementing IB programmes • Parents familiar with the IB learner profile • Older students familiar with the IB learner profile (leadership groups, advisories or theory of knowledge discussion groups)
<p>Notes</p> <p>Each of the following learning engagements provides suggestions that a variety of groups may follow. Schools and other stakeholders should modify and adjust them to meet local needs. In some cases, options offer several ways to use these activities. Leaders should use their professional judgment when planning group reflection, taking into account the audience, learning environment and available time.</p> <p>Leaders can consider how most effectively to organize groups for discussion and learning. For schools offering more than one IB programme, these engagements offer opportunities to reflect and build common understanding across the IB continuum.</p> <p>It is not necessary to complete any of these suggested activities in order to participate in the global survey and virtual focus group. However, individuals and groups may find it helpful to think about the IB learner profile before contributing to the IB learner profile review.</p>	
<p>Additional learning engagements are available in this resource pack that offer ideas for learning and thinking critically about the IB learner profile.</p>	
<i>Title</i>	<i>Objective(s)</i>
B4 The IB learner profile and Programme standards and practices	<ul style="list-style-type: none"> • To identify effective practice of the IB learner profile with reference to <i>Programme standards and practices</i> (2010)
B5 The IB learner profile and Diploma Programme (DP) courses	<ul style="list-style-type: none"> • To explore the links between the IB learner profile and the aims and objectives of courses in the DP • To consider evidence that supports the development of IB learner profile attributes in DP students
B6 The IB learner profile across the IB continuum	<ul style="list-style-type: none"> • To explore learning across the IB continuum through visual representation • To use the IB learner profile as an inspiration for learning • To connect the IB learner profile with personal experience • (To explore the IB learner profile’s place across multiple IB programmes)
B7 Document jigsaw	<ul style="list-style-type: none"> • To facilitate discussion of key elements of the IB learner profile through a shared exploration of (selections from) key IB documents

B4	The IB learner profile and <i>Programme standards and practices</i>
Objective	<ul style="list-style-type: none"> To identify effective practice of the IB learner profile with reference to <i>Programme standards and practices</i> (2010)
Inquiry focus	What evidence can schools identify in order to demonstrate that they understand the IB learner profile and use it effectively to promote international-mindedness, collaborative planning, curriculum development and teaching and learning?
Materials	<ul style="list-style-type: none"> Copies of the IB learner profile <i>Programme standards and practices</i> (2010: 1–5) Chart paper, markers/pens, adhesive notes Optional: Computer, screen and access to the internet to show the IB learner profile video (available from the IB public website)
Procedures	<ol style="list-style-type: none"> Before the session, write one of the following practices on each sheet of paper. <ul style="list-style-type: none"> (A.4) The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. (C1.9) Collaborative planning and reflection addresses the IB learner profile attributes. (C2.11) The written curriculum fosters development of the IB learner profile attributes. (C3.16) Teaching and learning develops the IB learner profile attributes. Distribute copies of the IB learner profile and <i>Programme standards and practices</i> (2010). Optional: Watch the IB learner profile video. Ask participants to choose an attribute and, as they watch the video, to find two images that might serve as visual evidence of its development in IB World Schools. After the video, give participants an opportunity to share their findings briefly with a partner. Explain how <i>Programme standards and practices</i> (2010) is used in programme authorization and evaluation, including the self-studies that schools undertake on a regular basis. Offer an overview of the document's structure, and point out that the standards are shared across all IB programmes. Refer to the four practices (above) in relation to the IB learner profile. Pose a guiding question: What evidence can schools identify in order to demonstrate that they understand and use the IB learner profile effectively? Divide participants into small groups. Assign one of the IB learner profile programme-level practices to each group. Ask: What evidence exists in our school for this practice? Facilitate an open discussion that focuses on specific activities, events, procedures and outcomes. Ask each group to record its examples using chart paper and by attaching adhesive notes. Provide an opportunity for the teams to share their evidence. (It may also be useful to collect the evidence to analyse further or to use for planning next steps.) Optional: In this evaluation exercise, assign each of the IB learner profile practices (above) to a different corner or area in the room. Ask participants to "vote with their feet" by moving near the practice for which there is the most evidence of the school's effective implementation. Allow time for discussion and celebration. Ask participants to move towards the practice for which there is least evidence of effective implementation. Allow time for discussion so that participants can identify strategies to strengthen the respective practice.

<p>Notes to the leader Ideas to consider as you plan the learning engagement</p>	<p>This learning engagement can be modified at any stage to meet the learning needs of participants and organizations. The culminating activity could be extended to develop an action plan for future growth.</p> <p>In addition to highlighting the practices relating to the IB learner profile, this learning engagement provides an opportunity to interact with the programme standards and practices and to reinforce their importance for IB World Schools. This strategy can be used in other settings as a way to broaden participation in the self-study as schools prepare for programme evaluation or undertake strategic planning.</p> <p>Note for step 3: Smaller groups with extended time could use a similar approach to interact with other videos of school life, including the learning episodes from IB's "Opening Classroom Doors" project (http://professionaldevelopment.ibo.org).</p>
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B5	The IB learner profile and Diploma Programme (DP) courses
Objectives	<ul style="list-style-type: none"> To explore the links between the IB learner profile and the aims and objectives of courses in the DP To consider evidence that supports the development of IB learner profile attributes in DP students
Inquiry focus	How aligned is the IB learner profile with the aims and objectives of DP courses?
Materials	<ul style="list-style-type: none"> IB learner profile (including the introduction and full descriptors) DP course aims and objectives (from current subject guides) “The IB learner profile and Diploma Programme courses graphic organizer” Pens or pencils and (optional) highlighters Optional: Other DP documents—see “Notes to the leader” below
Procedures	<ol style="list-style-type: none"> Ask teachers to have available their subject guides (on paper or electronically). Distribute copies of the IB learner profile and the “The IB learner profile and Diploma Programme courses graphic organizer”. Remind participants that the IB learner profile is “a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.” Introduce the idea that IB learner profile attributes inform and underlie many aspects of the DP’s rigour. Invite participants to work alone, with a teaching partner, or in DP groups to complete “The IB learner profile and Diploma Programme courses graphic organizer”. It may be helpful to explain the example. (For a shorter learning engagement, choose either “aims” or “objectives”, rather than exploring both.) Create an opportunity for small-group discussions in which participants can share their ideas. If time allows, connect teachers from different DP groups to enable them to compare their ideas about the IB learner profile and its connections with their courses. Offer groups a forum for sharing what they have learned, and consider ways of recording their work to share with others or to compare over time. Here are some other questions for reflection. <ul style="list-style-type: none"> What patterns do you find in your colleagues’ responses? Do the attributes of the IB learner profile occur with some frequency? What might you wonder about attributes that appear in these comparisons more or less frequently? Are certain IB learner profile attributes more or less prevalent in certain courses or subject groups? Why or why not? How important is it for older students to be aware of, and familiar with, the IB learner profile? Should DP teachers help them make explicit connections? Why or why not? Do students’ perceptions of the IB learner profile change over time? How? Why?

<p>Notes to the leader Ideas to consider as you plan the learning engagement</p>	<p>The “IB learner profile and Diploma Programme courses graphic organizer” is an example handout for DP group 4 teachers. A blank template for this learning engagement handout is available on the online curriculum centre (OCC).</p> <p>It is not necessary to use all of the course aims in the exercise. (Group 4, for example, has 10 objectives; only the first 8 are included on the example handout.)</p> <p>In the DP, objectives that are assessed internally sometimes allow more scope for the development of IB learner profile attributes, so it is important to consider each subject’s assessment design when planning learning engagements like this one.</p> <p>Other documents to explore using this strategy include the following.</p> <ul style="list-style-type: none"> • <i>IB animal experimentation policy</i> (2009) • <i>Academic honesty</i> (2011) • “Nature of DP groups and subjects” and “International dimensions” (from course <i>Guides</i>) • “Glossary of command terms” (from course <i>Guides</i>) • <i>The Diploma Programme: From principles into practice</i> (2009) • <i>Theory of knowledge guide</i> (2006) • <i>Creativity, action, service guide</i> (2008) • <i>Science across the IB continuum</i> (2011) <p>Facilitators can identify relevant sections of the text and divide it into appropriately sized portions for analysis. All of these documents are available on the OCC.</p>	<p>Note</p> <p>The most typical group to take part in this learning engagement is DP teachers. It might easily be adapted, though, for DP students or parents, especially if the focus is on the general and broadly stated language in group and course aims. A similar engagement is possible using Middle Years Programme (MYP) subject guides and additional documents. Schools implementing both programmes might develop a joint conversation.</p> <p>Primary Years Programme (PYP) teachers could devise a similar learning engagement based on developmental stages or other programme components.</p>
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IB learner profile and Diploma Programme courses graphic organizer

Group 4 aims		
	Choose one or two IB learner profile attributes that could be important for pursuing this aim	Explain the connection(s) you make between the aim and the IB learner profile
Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4.	<i>EXAMPLE</i> <i>Communicators</i>	<i>EXAMPLE</i> <i>There are specific vocabularies and styles of communication that scientists use to share knowledge. DP group 4 courses expose students to this language and provide them with opportunities to use it in coursework and assessments.</i>
(1) provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students		
(2) provide a body of knowledge, methods and techniques that characterize science and technology		
(3) enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology		
(4) develop an ability to analyse, evaluate and synthesize scientific information		
(5) engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities		
(6) develop experimental and investigative scientific skills		
(7) develop and apply the students' information and communication technology skills in the study of science		
(8) raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology		

Sample handout—learning engagement B5

Group 4 objectives		
	Choose one or two IB learner profile attributes that could be important for achieving this objective	Describe evidence that you could use to suggest that students have displayed the relevant attribute(s)
The objectives for all group 4 subjects reflect those parts of the aims that will be assessed. Wherever appropriate, the assessment will draw upon environmental and technological contexts and identify the social, moral and economic effects of science.	<i>EXAMPLE</i> <i>Knowledgeable</i>	<i>EXAMPLE</i> <i>Students in DP chemistry learn the ways the human body uses proteins. They used that knowledge in their group 4 project exploring bio-chemical processes that impact global issues of epidemiology (including HIV antiretroviral therapies).</i>
(1) Demonstrate an understanding of: a. scientific facts and concepts b. scientific methods and techniques c. scientific terminology d. methods of presenting scientific information.		
(2) Apply and use: a. scientific facts and concepts b. scientific methods and techniques c. scientific terminology to communicate effectively d. appropriate methods to present scientific information.		
(3) Construct, analyse and evaluate: a. hypotheses, research questions and predictions b. scientific methods and techniques c. scientific explanations.		
(4) Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem-solving.		
(5) Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.		

Sample handout—learning engagement B5

B6	The IB learner profile across the IB continuum
Objectives	<ul style="list-style-type: none"> • To explore learning across the IB continuum through visual representation • To use the IB learner profile as an inspiration for learning • To connect the IB learner profile with personal experience • (To explore the IB learner profile's place across multiple IB programmes)
Inquiry focus	How is the IB learner profile embedded in teaching and learning across IB programmes?
Materials	<ul style="list-style-type: none"> • Large pieces of paper for the visual representation • Markers/pens to add colour • IB learner profile (including the introduction and full descriptors)
Procedures	<ol style="list-style-type: none"> 1. Read this excerpt from the IB publication <i>Towards a continuum of international education</i> (2008). In the light of a constructivist understanding of teaching and learning, IB programmes are designed to stimulate young people to be intellectually curious and equip them with the knowledge, conceptual understanding, skills, reflective practices and attitudes needed to become autonomous lifelong learners. The IB programme continuum recognizes that learning is a process not a product. Students of all ages come to school with their own beliefs, knowledge and experience about how the world works. These mental constructs are revisited and revised in the light of new experiences and learning. The process of learning is, therefore, a developmental path of constructing, testing and revising mental models of how the world works and it is this process that enables each student to make meaning of their lives and the world around them. Furthermore, students must understand how they learn, their own preferred styles, strengths and limitations, if they are to become autonomous lifelong learners. Above all learning for IB students should be rigorous, engaging, challenging and should equip students for life. 2. Prepare a visual representation (a picture, diagram, sketch, photo collage, or collection of images) for the type of learning described in the excerpt above. 3. In groups, share, admire and compare representations. Ask: How well does this passage describe learning in all IB programmes (or grade/age levels or subject areas/courses)? Does it apply to them in the same way or to the same extent? How have our visual representations captured both diversity and commonality? 4. Choose one IB learner profile attribute to consider in more depth. Consider how that attribute and its descriptor may (or may not) be evident in each representation, or the representations as a whole. What visual evidence could exist for learning that is, for example, caring? What would you expect to see? 5. Continue the discussion by brainstorming experiences that have made you (again, as an example) a more caring person. How might these experiences relate to the groups' visual representations of IB learning? 6. Repeat for other attributes of the IB learner profile as time allows, or divide the attributes among groups in order to build collaborative understandings of the whole IB learner profile.

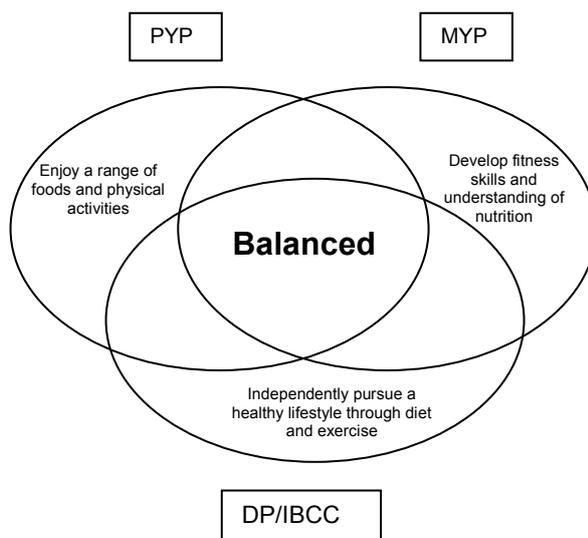
Some groups may find it helpful to use comprehension strategies for engaging with the text before they begin creating a visual representation.

With advance preparation, participants could use cameras and software applications to create and share their visual representations of learning.

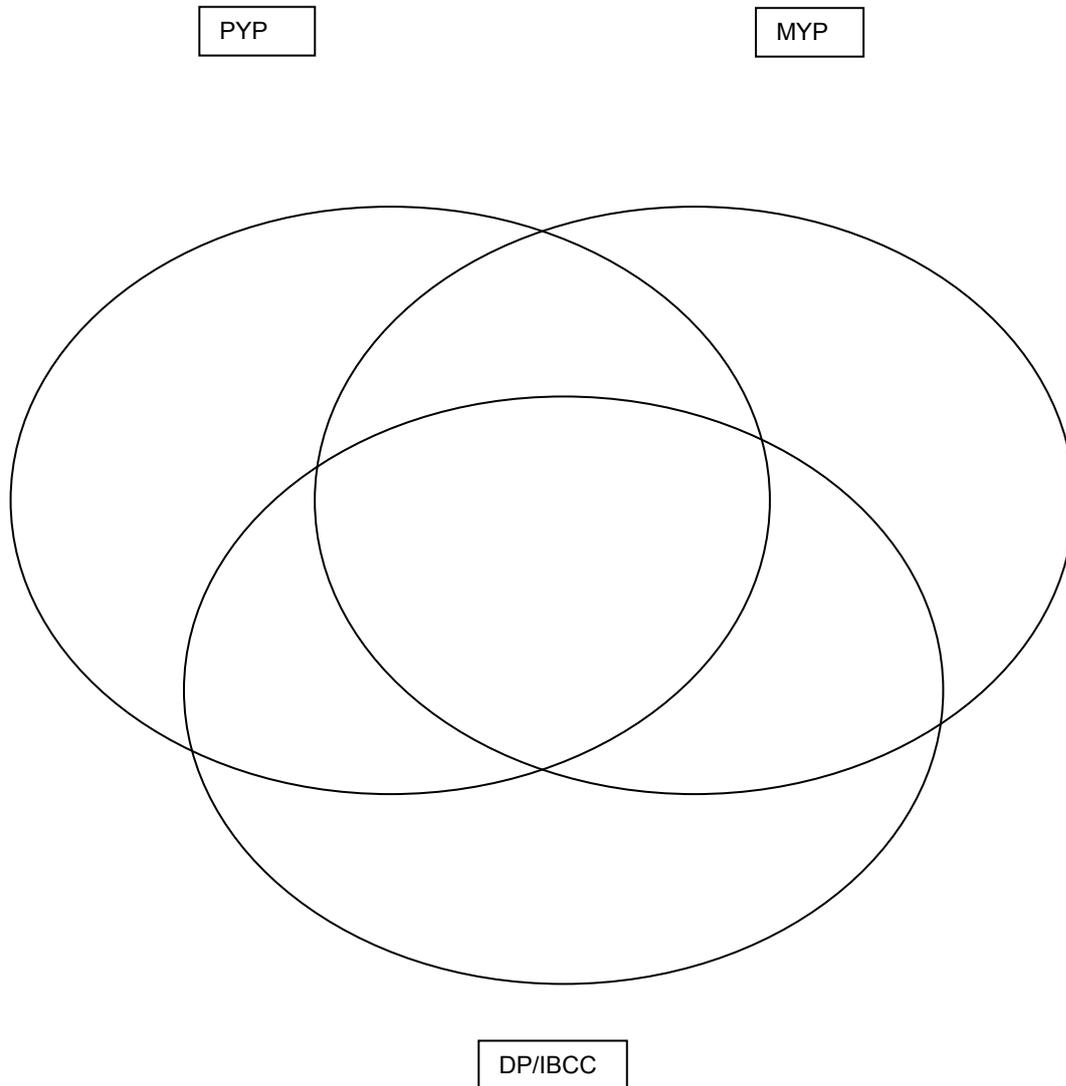
Graphic organizers, such as a Venn diagram, may help to organize discussions about how the understandings of the IB learner profile change and remain the same across the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and IB Career-related Certificate (IBCC).

See the “Example Venn diagram for exploring the IB learner profile across IB programmes”. Here is an example.

Notes to the leader
Ideas to consider as you plan the learning engagement

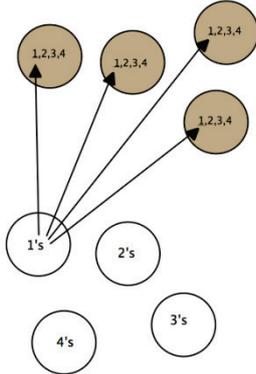


Example Venn diagram for exploring the IB learner profile across IB programmes



Sample handout—learning engagement B6

B7	Document jigsaw
Objectives	<ul style="list-style-type: none"> To facilitate discussion of key elements of the IB learner profile through a shared exploration of (selections from) key IB documents
Inquiry focus	How can we use existing resources to deepen our understanding of the IB learner profile and its role in IB programmes?
Materials	<ul style="list-style-type: none"> Relevant sections from key IB programme documents and publications including: <ul style="list-style-type: none"> <i>IB learner profile booklet</i> (2009) <i>Making the PYP happen A curriculum framework for primary education</i> (2010: 2–7) <i>MYP: From principles into practice</i> (2008: 7–12) <i>The Diploma Programme: From principles into practice</i> (2009: 30–34) <i>IB World</i> magazine (May 2006) Pens, pencils, highlighters
Procedures	<ol style="list-style-type: none"> Before the session, mark the texts into three (or four) discrete sections. Make copies of (one of) the marked-up texts for each participant. Ask participants to sit in groups of three (or four) and assign each person a number from one to three (or four). Distribute one of the marked-up texts to each participant—one text per table. Inform the participants which sections they are to read: participants numbered 1 will read section one, and so on. <div style="text-align: center;"> </div> Provide time for participants to annotate/mark the assigned section. Facilitators may choose to focus participants' reading by developing guiding questions that address specific learning outcomes or local concerns. Direct the participants in each small group to share their highlighted points with one another, thereby teaching their fellow group members the big ideas of the sections for which they were responsible. (It may be helpful to model this process with a selected group.) Once the small groups have articulated their shared understanding of the entire text assembled from their respective sections, facilitate a large-group discussion in which small groups share their key points and questions. Facilitators may want to document these conclusions for future reference. Through discussion, guide the group toward a possible synthesis of understanding being developed about the IB learner profile.

<p>Notes to the leader Ideas to consider as you plan the learning engagement</p>	<p>This procedure can help groups interact with large amounts of text without being overwhelmed. Its objective is to digest a lot of text in a short amount of time. Alternatively, more prepared participants may be responsible for larger sections so that each group can interact with multiple documents. This strategy may be very effective for schools or groups with experience in more than one IB programme.</p>	<p>Participants can also be organized to share ideas in a more advanced jigsaw that requires greater individual responsibility. This activity can be a preliminary step in which each participant becomes an “expert” on a particular text and is then re-assigned to a group so that it eventually hears all of the text sections.</p> 	<p>This strategy can also work with other written or visual texts that participants can interpret together. Internet searches for IB learner profile videos or for popular articles about IB learner profile attributes can yield many possibilities. Of course, leaders should preview material and make choices that are appropriate for their unique learning communities.</p> <p>Leaders can also devise opportunities for groups to share what they have learned about big ideas, multiple perspectives or possible action.</p>
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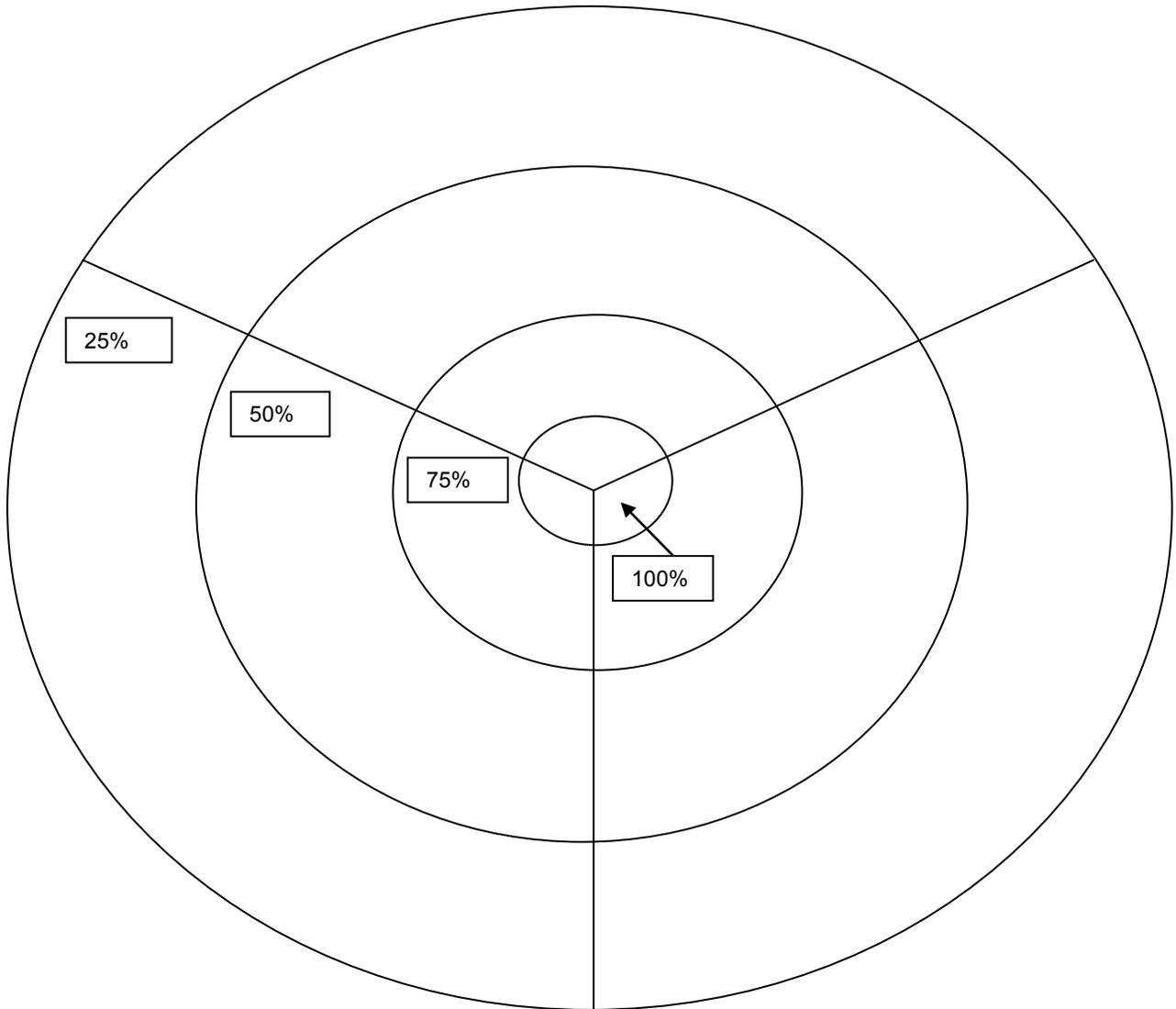
Resources for reflection—section C	
Thinking critically about the IB learner profile	
OVERALL PURPOSE OF THESE LEARNING ENGAGEMENTS	POSSIBLE AUDIENCES
<p>To create sustained inquiry into the IB learner profile and to consider its place in the field of international education.</p>	<p>IB educators and other stakeholders</p> <ul style="list-style-type: none"> • Academic experts and education policymakers • Experienced teachers from IB World Schools • Pedagogical leaders, including experienced IB programme coordinators • IBEN members (site visitors, consultants and workshop leaders) • Older students (leadership groups or theory of knowledge discussion groups)
<p>Notes</p> <p>Each of the following learning engagements provides suggestions that a variety of groups may follow. Schools and other stakeholders should modify and adjust them to meet local needs. In some cases, options offer several ways to use these activities. Leaders should use their professional judgment when planning group reflection, taking into account the audience, learning environment and available time.</p> <p>Leaders can consider how most effectively to organize groups for discussion and learning. For schools offering more than one IB programme, these engagements offer opportunities to reflect and build common understanding across the IB continuum.</p> <p>It is not necessary to complete any of these suggested activities in order to participate in the global survey and virtual focus group. However, individuals and groups may find it helpful to think about the IB learner profile before contributing to the IB learner profile review.</p>	
<p>Additional learning engagements are available in this resource pack that offer ideas for learning about and working with the IB learner profile.</p>	
<i>Title</i>	<i>Objectives</i>
C8 Challenging questions	<ul style="list-style-type: none"> • To encourage open discussion of the IB learner profile • To help identify and prompt discussion of big ideas regarding the IB learner profile
C9 Text-rendering protocol	<ul style="list-style-type: none"> • To develop a more sophisticated understanding of IB learner profile attributes • To understand how IB documents explain the IB learner profile • To examine academic literature that interprets and questions the IB learner profile from other perspectives
C10 Critical friends	<ul style="list-style-type: none"> • To explore lines of inquiry being developed in the larger IB community with respect to the IB learner profile • To consider the relationship of the IB learner profile to classical and contemporary educational theory • To develop intercultural understandings of the IB learner profile

C8	Challenging questions
Objectives	<ul style="list-style-type: none"> To encourage open discussion of the IB learner profile To help identify and prompt discussion of big ideas regarding the IB learner profile
Inquiry focus	What should we be asking about the IB learner profile?
Materials	<ul style="list-style-type: none"> <i>IB learner profile booklet</i> (2009)
Procedures	<ol style="list-style-type: none"> Organize discussion groups in which participants can enjoy comfort levels and self-confidence that inspire open conversation. Structure the discussion in a way that provides time to address one or more of the following questions. <ul style="list-style-type: none"> When you think about the IB learner profile as it is now, how well does it “prepare students for the social and moral challenges that await them”? “...[T]o support students to develop the necessary skills, habits of mind and moral and ethical values to be able to understand and manage the interconnectivity and complexity of the modern world”—how well does the IB learner profile meet this objective? How do we see the IB learner profile actually helping to develop students (or teachers or school leaders) who can help “create a better and more peaceful world”? How do IB learner profile attributes relate to the learning skills necessary for success in the 21st century? To what extent are we “developing and promoting international-mindedness and all attributes of the learner profile across the IB community”? How effective are we in collaborative planning and reflection that supports curriculum development, teaching and learning, and assessment? What are we doing with the IB learner profile?
Notes to the leader Ideas to consider as you plan the learning engagement	<p>These questions lend themselves to both individual and group reflection. They can be explored in a single extended setting (for example, a staff retreat), assigned to groups working collectively (for example, a staff meeting) or to groups and individuals working over time (for example, a monthly reflection question or “quick share”).</p> <p>Participants can also develop their own “burning questions” about the IB learner profile to explore together.</p>

C9	Text-rendering protocol
Objectives	<ul style="list-style-type: none"> To develop a more sophisticated understanding of IB learner profile attributes To understand how IB documents explain the IB learner profile To examine academic literature that interprets and questions the IB learner profile from other perspectives
Inquiry focus	How can other thinkers help us expand our understanding of the IB learner profile?
Materials	<ul style="list-style-type: none"> IB learner profile (including the introduction and full descriptors) Text(s) to provoke conversation about the IB learner profile from IB documents, the “Additional resources” section in this resource pack, articles identified for inquiry from the <i>IB learner profile in action</i> or other sources Pencils, pens, markers Paper for recording and sharing results (or other technologies)
Procedures	<ol style="list-style-type: none"> Set up the room so that participants can sit in groups of 2–4 people. Welcome participants and introduce the purpose/goals of the session. Outline the process and timeline for this learning engagement. Distribute the focus text(s). Provide longer articles in advance. Explain that participants will read their texts independently. Invite participants to (re-)familiarize themselves with the text by reading through it once. Direct participants to read the text again and annotate it as follows. <ol style="list-style-type: none"> <u>Circle</u> a single word that really stands out from this text as having a strong connection with the IB learner profile. <u>Underline</u> a phrase that is particularly important and powerful in the text. <u>Highlight</u> a sentence that might deepen and extend people’s thinking about the attributes learners need in order to help create a better and more peaceful world. <p>(It will be helpful to distribute, post or project these directions.)</p> Facilitate small-group discussions of the words, phrases and sentences that participants have identified as being important. Invite them to look for common ideas and unique perspectives. Ask each group to create a record of their discussion. Ask each group to generate a single sentence that captures the essential elements of their understanding about the text they have read, annotated and discussed. Create an opportunity for groups to share what they have learned. Conclude with a paired reflection: “I used to think that the IB learner profile _____ . Now I think _____ .”
Notes to the leader Ideas to consider as you plan the learning engagement	<p>Leaders should select texts whose length and complexity reflect the participants’ learning styles and prior experience.</p> <p>Other good protocols for building shared understanding are available from the “Visible Thinking” initiative at Harvard Project Zero (pzweb.harvard.edu).</p> <p>Digital collaborative technologies can engage participants, allowing interaction with the text to be shared (and projected) in real time as a common experience.</p>

C10	Critical friends
Objectives	<ul style="list-style-type: none"> To explore lines of inquiry being developed in the larger IB community with respect to the IB learner profile To consider the relationship of the IB learner profile to classical and contemporary educational theory To develop intercultural understandings of the IB learner profile
Inquiry focus	How can a single list of outcomes capture the richness and complexity of education across languages, cultures and national systems?
Materials	<ul style="list-style-type: none"> IB learner profile (including the introduction and full descriptors) <i>International Baccalaureate learner profile: Literature review</i> (by Kate Bullock, 2011)—available from the online curriculum centre (OCC) <i>IB position paper: East is East and West is West</i> (by former Director General George Walker, 2010)— available from the OCC and the IB public website’s blog section
Procedures	<ol style="list-style-type: none"> Create a large “bull’s eye” diagram that can serve as a visual representation of ideas and opinions about the IB learner profile. See the “Example bull’s eye group decision organizer”. Provide participants with adhesive notes that they can use to mark the diagram. The rings of the bull’s eye represent levels of agreement, confidence or conviction for each participant’s vote. The bull’s eye can be divided into wedges so that it is possible to collect information about several issues at the same time. Below are some possible questions for the group to consider, but use the opportunity to create your own as well! <ul style="list-style-type: none"> To what extent do you agree with the following statement: The IB learner profile expresses universally accepted ideas about what people value in education. If you could add another attribute to the IB learner profile, what would it be? How sure are you that it should be included? How confident are you that “risk-taker” is a good name for the attribute that describes how IB learners should strive to “approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies” and to be “brave and articulate in defending their beliefs?” Review the answer in the “Frequently asked questions about the IB learner profile review” section to the inquiry focus for this learning engagement. Based on the cited reading materials, how do you think Walker and Bullock would answer the question? Organize a workshop, hold a world cafe or devise another forum in which to explore or debate the IB learner profile in the light of multiple perspectives (languages, cultures, learning theories, educational traditions, and so on.)
Notes to the leader Ideas to consider as you plan the learning engagement	<p>This activity is very open-ended. It will require skilled leadership and participants who are prepared to think critically and creatively about the IB learner profile.</p> <p>In many communities, the conversation can be extended to include local experts. School communities often have resources on which they can draw in order to access a diversity of viewpoints and experiences.</p>

Example bull's eye group decision organizer



Sample handout—learning engagement C10

IB learner profile survey

The IB regularly reviews its continuum of international education, including all key elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). Throughout 2012, we are reviewing the IB learner profile.

In 2006, a series of working groups and conversations explored how best to understand and articulate our common values. The IB learner profile, originally developed as the PYP student profile, describes educational outcomes that can develop lifelong learning, celebrate our common humanity and inform our shared guardianship of the planet.

Groups and individuals are invited to contribute to the inquiry by completing this survey online.

The survey is accessible until October 2012 at <http://sgiz.mobi/s3/LearnerProfileReview>.

1. Do you think that the IB learner profile should be subject to regular review and revision, and if so, how frequently?
2. What attributes of the IB learner profile should be revised? Should the names of any attributes be changed? Do any of the descriptors need to be modified? Why?
3. What attributes (if any) would you like to add to the IB learner profile? Why?
4. In your experience, to what extent has the IB learner profile had an impact on:
 - classroom practice (teaching and learning)
 - assessment and reporting
 - student action
 - assessment and reporting
 - teacher professional development
 - identifying a set of qualities that can enhance learning
 - leadership and management
 - relations with parents and the wider community?
5. How effectively has the introduction of the IB learner profile across the IB continuum met the goals articulated in the *IB learner profile booklet* (2009) by:
 - identifying a set of qualities that can enhance learning
 - expressing the common ground of what all IB programmes are about
 - focusing the education process on the development of the whole person as a lifelong learner
 - defining what it means to be internationally minded
 - developing coherence within and across IB programmes?

IB learner profile virtual focus group questions

Individuals and groups are invited to share their responses to these questions.

- What attributes do learners need throughout life in order “to help create a better and more peaceful world?”
- What personal attributes lead to effective teaching and learning in “challenging programmes of international education?”
- How can we best describe the attributes people need to build “intercultural understanding and respect?”

Frequently asked questions about the IB learner profile review

What is the IB learner profile?

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The IB learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

For many IB World Schools, the IB learner profile has become a trusted statement of core values. Collectively, the 10 attributes of the IB learner profile celebrate our common humanity and inform our shared guardianship of the planet.

Why is the IB learner profile under review?

Like all IB curriculum elements, the IB learner profile exists in a formal review cycle guided by clear standards and practices. This cycle reflects an ongoing commitment to collaboration and continual improvement. Published as a continuum document in the *IB learner profile booklet* (first published in 2006), the IB learner profile is in review for potential republication in 2013.

The review process aims to respect schools’ investment in the IB learner profile as it exists now, while remaining open to the possibility of change. As this is the first review of the IB learner profile across the continuum, during this process the IB will also be gathering ideas about the frequency and scope of future reviews.

What is the timeline for the review?

Planning for the review began in 2011. The review begins in March 2012 and continues through 2013. The IB learner profile global survey will be available from March to October 2012. A diverse working group of IB educators and expert consultants will consolidate information gathered in the review in December 2012. The IB’s Academic Division will make recommendations regarding future development of the IB learner profile (and its future review cycle) in a report to be delivered in early 2013.

How can I participate in the review?

Resources for reflection on the IB learner profile, available on the online curriculum centre (OCC), offer parents, school leaders, teachers and older students opportunities to explore and extend their understanding of the IB learner profile. Global discussions and focus groups, led by the Continuum Development team, will involve a variety of stakeholders in structured conversations. The IB learner profile will be a focus of discussion at IB annual regional conferences in 2012. A global survey will collect information about the IB learner profile’s review cycle, its attributes and descriptors, and its impact in IB World Schools. The survey will also provide a platform for gathering collaboratively developed understandings, as well individual opinions and ideas.

Opportunities for school participants to join in an IB learner profile working group (meeting in late 2012) will be posted on the OCC.

What is the origin of the IB learner profile?

The IB learner profile began as the “student profile” in the first version of what came to be the IB Primary Years Programme (PYP). This programme was initially developed by a grassroots team of educators (the International Schools Curriculum Project) who believed that carefully conceived principles and practices could promote the insight, empathy and compassion necessary to increase international-mindedness.

The PYP, like all aspects of the IB’s work, was born in the spirit of international collaboration. Educators who created, and have sustained, the PYP represent a variety of viewpoints and perspectives—informed by their own personal and professional understanding, scholarship and experience. The framework they developed helps students construct a foundation of values on which international-mindedness can flourish.

How did the IB learner profile come to play such a central role in the IB’s continuum of international education?

The IB began with a group of talented, forward-thinking teachers who created the IB Diploma Programme (DP) in the 1960s. What started as a single programme for internationally mobile students preparing for university has today grown into a continuum of programmes for students aged 3 to 19. While the programmes were developed independently, and can be implemented independently or in combination, they share a fundamental approach to education. This shared approach offers many opportunities to build strong connections and a coherent experience across programmes through careful alignment and articulation.

In 2005, a series of working groups and conversations explored how best to understand and articulate the programmes’ common educational values in light of the IB’s mission, leading to the IB learner profile as it currently stands.

Why does the IB learner profile identify 10 specific attributes?

Together, the IB learner profile attributes represent key aspects of intellectual, personal, emotional, and social theories of learning that interact with and inform each other. The attributes clearly reflect, and concisely express, the IB’s unique mission and history. They shape and mutually reinforce each other. They are fundamental to the self-understanding of the IB community, but are not necessarily exclusive or comprehensive.

In principle, the attributes and descriptors of the IB learner profile are subject to change, although the IB learner profile has proved its value and utility by inspiring, motivating and focusing the work of schools and teachers, uniting them in a common purpose and style of education.

In the PYP, a set of attitudes valued within the school community is also developed in the context of the IB learner profile. IB World Schools sometimes add their own valued attributes to use with, or alongside, the IB learner profile.

How can a single list of outcomes capture the richness and complexity of education across languages, cultures and national systems?

No list has the power to capture the extraordinary diversity of human experience or the incredibly complicated process of teaching and learning. The IB learner profile attributes require continued reflection and application, beginning with the descriptors that expand and clarify their meaning for the IB community.

The attributes of the IB learner profile certainly reflect the culture and language in which they were created. However, in both its original development and its subsequent adoption by all IB programmes and processes, the IB learner profile has been explored and enriched by many international perspectives (including educators and scholars representing African and Asian countries, ethnicities, and religious traditions). Some schools develop their own additional learner profile attributes to reflect the unique needs of their communities, always in line with the broader shared values of the IB.

In what languages is the IB learner profile available?

The IB learner profile has been officially translated into the other working languages of the IB (French and Spanish) as well as Arabic, Bahasa Indonesia, Chinese and Turkish. Schools and practitioners around the world have also made informal translations into other languages, many of which they have shared on the OCC.

How can I learn more about the IB continuum and the IB learner profile?

The OCC contains documents and other resources that support IB World Schools, including schools that offer more than one IB programme, in their implementation of the IB learner profile. Teacher workshops, scheduled by IB Regional and Online Professional Development, provide teachers and school leaders with opportunities to explore the IB learner profile and engage in collaborative inquiry into its theory and practice. In 2012, dynamic online support material will offer schools an opportunity to see and contribute to the *IB learner profile in action*.

If you have comments or questions about the IB learner profile review, please contact continuumdevelopment@ibo.org.

Additional resources

Bunnell, T. 2010. "The International Baccalaureate and a framework for class consciousness: the potential outcomes of a 'class-for-itself.'" *Discourse: Studies in the Cultural Politics of Education*. 31(3). Pp 351–362.

Discusses the emergence of "a globally branded IB World" ... using an outcomes-based IB learner profile in which the IB learner forms a "self-conscious social grouping", a "class-for-itself that has agendas both for global peace (promoting tolerance and global awareness) and for global business" (a more inner-directed class "sympathetic to globalization and the needs of capital").

Cause, L. 2009. "International-mindedness and social control." *Asian Social Science*. 5(9). Pp 32–46. Research into the development of international mindedness in the Primary Years Programme (PYP) that compares students' self-definition in respect to the attributes of the IB learner profile. Uses social constructivist theory to show how the PYP creates flexible cultures of international-mindedness in IB World Schools.

Pritchard, M. 2011. "The learner profile in the global community: Developing compassionate, connected 21st century citizens in multicultural settings." (IB Asia-Pacific annual regional conference). Available from http://issuu.com/ibasiapacific/docs/day_2_the_learner_profile_in_the_global_community/1.

Compares the IB learner profile and one expression of Chinese values as developed by the ISF Academy (Hong Kong) as "Eight Virtues + One" (<http://www.isf.edu.hk/en/about-us/vision-mission-and-values/>).

Walker, G. (ed). 2011. *The Changing Face of International Education: Challenges for the IB*. Cardiff, Wales. International Baccalaureate.

Contains chapters that discuss the IB learner profile in terms of principled teaching and learning, intercultural understanding, developing inquiry and engaging with the community.

Wells, J. 2011. "International education, values and attitudes: A critical analysis of the International Baccalaureate (IB) Learner Profile." *JRIE*. 10(2). Pp 174–188.

Reviews the IB learner profile against theories of values, values acquisition and the relation between values, attitudes and behaviour; it finds "it is not entirely clear from IB literature what the values are that underpin the attributes of the Learner Profile."

Other articles and research studies are accessible from universities, refereed journals and the educational press. Researchers, conference presenters and schools also provide information that is often accessible from university collections and the internet.