

Introduction to the 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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Classroom practices

Is it possible to create more experiences and opportunities in the classroom • that allow students to be genuine inquirers?

- How much attention do we pay to how students interact with other students in group-work activities? Could we give more time to helping them work effectively as part of a team?
- Could we create more opportunities to discuss the ethical issues that arise in the subject(s) we teach?
- How well do we model empathy, compassion and respect for others in our classrooms and around the school?

Assessment and reporting practices

- In formative assessment tasks, do we provide students with enough opportunities to take intellectual risks, and then support them in taking such risks?
- To what extent does the range of assessment strategies we use meet the diverse needs of students and encourage creative and critical thinking?
- Can we provide time for students to reflect on an assessment task and what they have learnt from it?
- What aspects of student development do we report on?

Daily life, management and leadership

- Do all our teachers see themselves as responsible for the nurturing of lifelong learners?
- What is the quality of interaction between students and teachers around the school?
- Does the structure of the school day and the schedule facilitate the development of the learner as a whole person?
- Are support structures in place to oversee the personal, social and emotional welfare of students, as well as their academic development?
- Are students empowered to take responsibility for their own learning?
- Are we investing appropriately in ongoing professional development for our teachers?

The learner profile provides a common language for teachers and administrators across the IB programmes to discuss student progress, the articulation of the curriculum and the issues of transition between programmes and school divisions. The profile does not provide ready answers to these areas, but it focuses attention on what aims and values underlie the programmes and, therefore, provides a basis on which important decisions can be made. The same applies to a school that implements only one IB Programme: the profile provides a focus and reference point for teacher collaboration and the development of truly concurrent learning.