

Teachers and the IB Learner Profile

A Case Study and Ideas for Professional Development

About me

- MYP coordinator
- Member of IBEN
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- Jeff Thompson Research Award

Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

IB Programme Standards

- A.4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
- C.1. 9. Collaborative planning and reflection addresses the IB learner profile attributes.
- C.2.11. The written curriculum fosters development of the IB learner profile attributes.
- C.3.16. Teaching and learning develops the IB learner profile attributes.

Understanding the Learner Profile

- Walker (2007) asserted that all the IB Learner Profile attributes can be categorized as promoting “critical minds” or “compassionate hearts” (p.410).
- International Baccalaureate’s (2012) literature review of the IB Learner Profile designated four categories: the cognitive, the conative, the affective, and social
- In IB’s (2013) *21st century international mindedness*, Singh & Qi divided the values of the IB Learner Profile into three key areas: international mindedness (communicator, open-minded, knowledgeable), “cognitive competence (inquirers, thinkers and reflective practitioners), and disposition (principled, caring, risk-takers, and balanced)” (p.2).

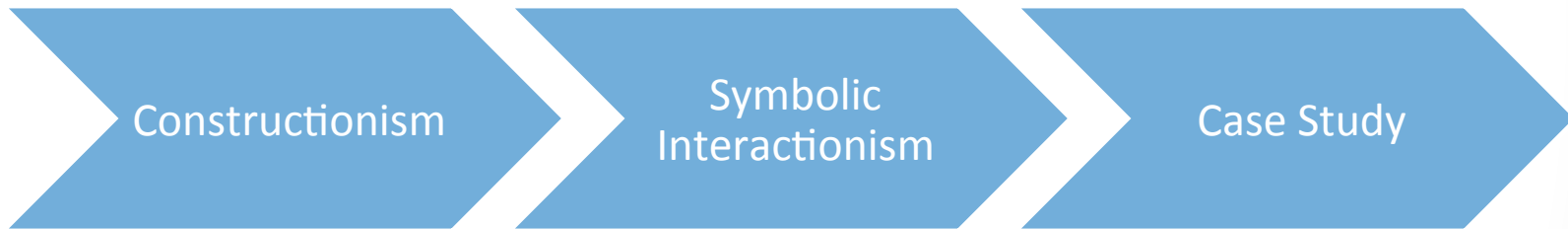
Explicit or Implicit?

- Rasanen (2007) emphasized the importance of this “hidden curriculum” (p.67), but suggested teachers utilize explicit activities like “excursions, guests from other cultures” and language studies.
- Thompson (1998) asserted that these attitudes of international mindedness are “caught not taught,” referring to the fact that they emerge out of interaction with others in the school (p.287).
- By contrast Lineham (2013) claimed “[u]sing an academic subject as a vehicle to develop a second skill or trait is best done explicitly” (p.274).
- Munro (2007) suggested that “students learn the values first in relation to specific ‘concrete’ concepts and topics and then gradually abstract and generalize them” (p.115).

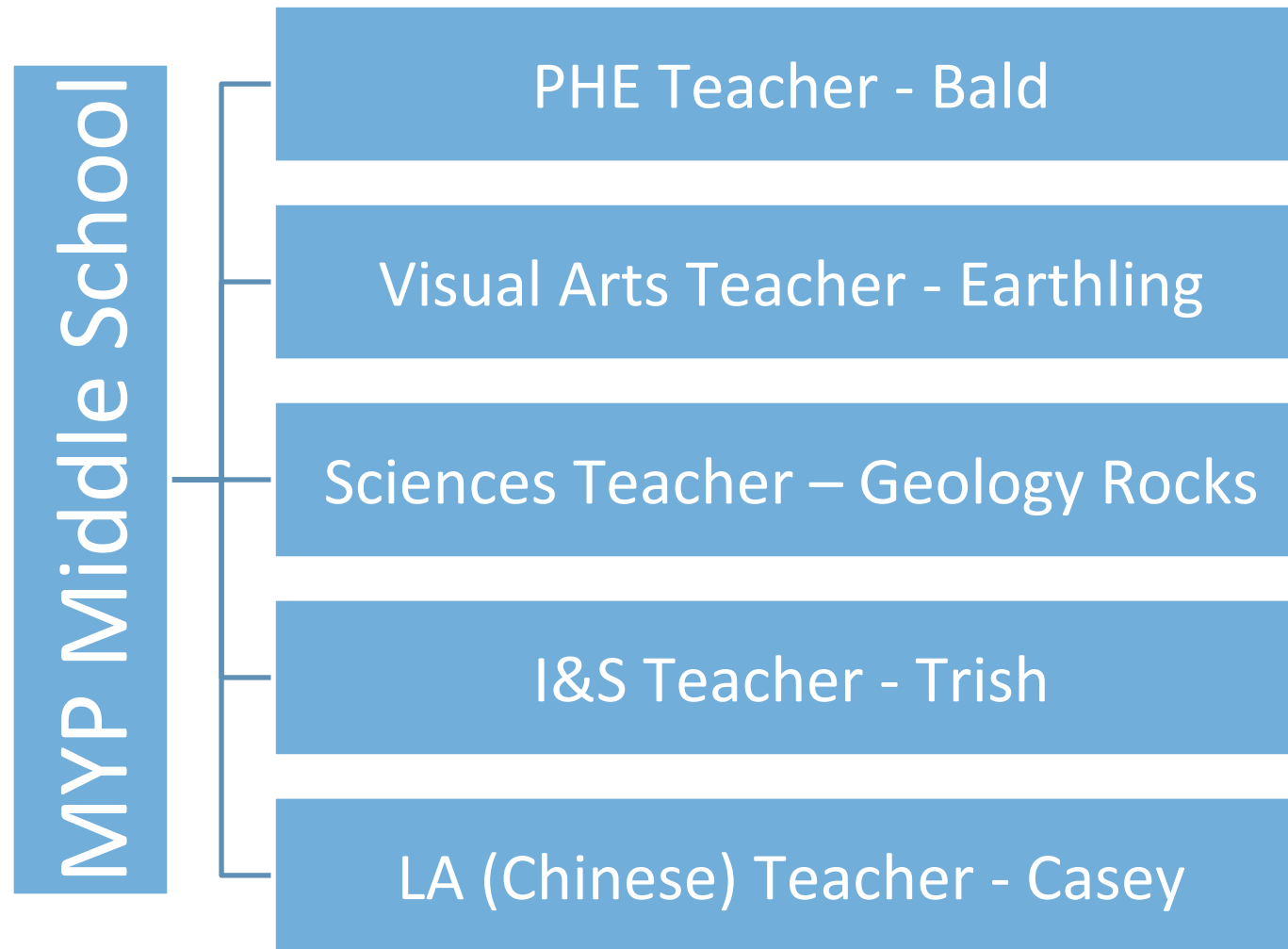
Research Objectives

- To describe how teachers' beliefs relate to values (or attitudes) espoused by the IB Learner Profile
- To explore how IB values reflected in teachers' practice

Methodology



Site and Participants



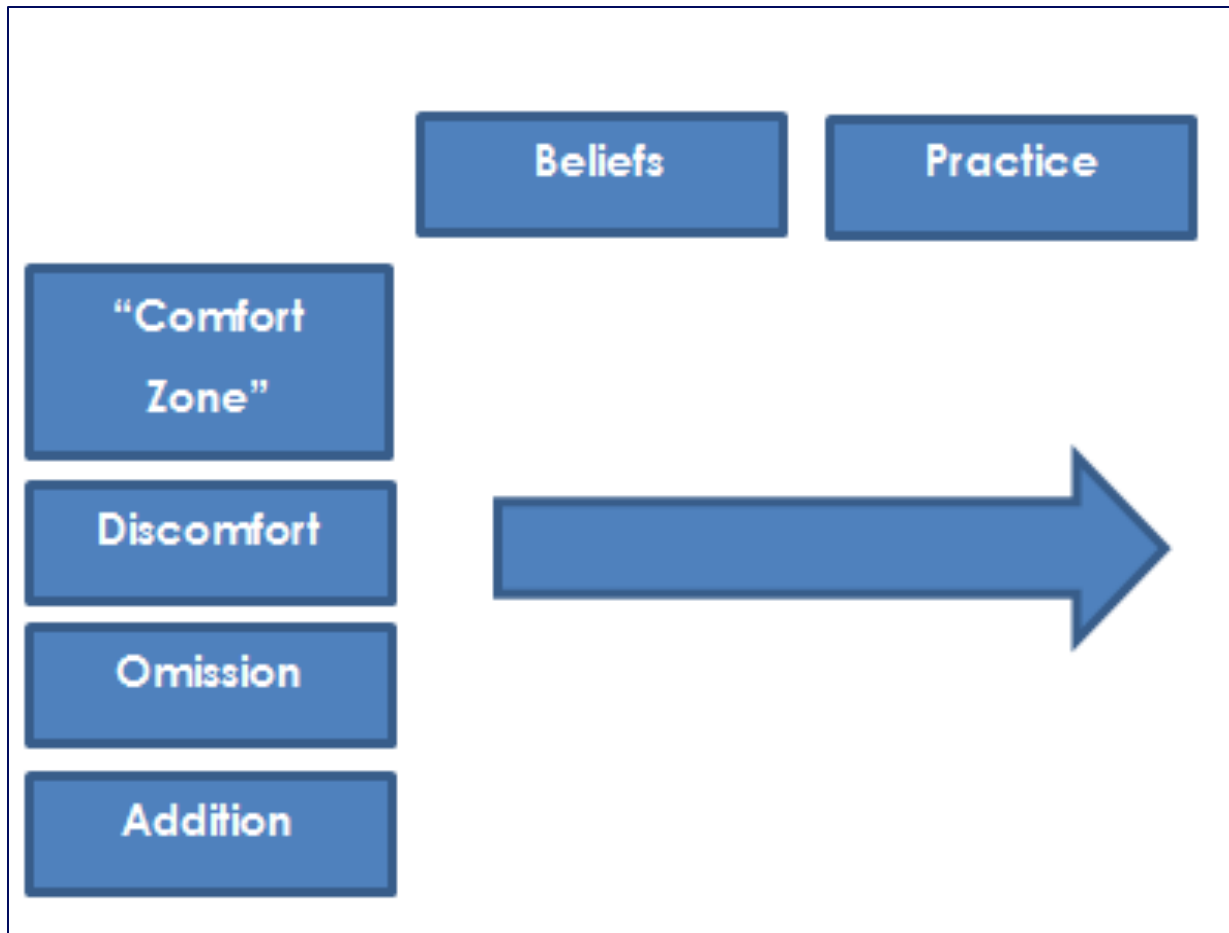
Data Collection

- Observation
- Interviews
- Documents

Trish, I&S Teacher



Data Analysis



Data Table

	Bald, Physical Education	Earthling, Visual Arts	Trish, Humanities	Geology Rocks, Sciences	Casey, Language B
"Comfort Zone"	Communicators* Risk-takers* Principled* Caring Open-minded Knowledgeable*	Caring* Open-minded Risk-takers* Communicators* Inquirers Reflective* Principled* Thinkers Knowledgeable	Communicators* Thinkers* Knowledgeable* Inquirers* Risk-takers* Open-minded* Balanced	Inquirers* Knowledgeable* Communicators* Open-minded Thinkers* Risk-takers*	Open-minded* Communicators* Caring Thinkers Risk-takers* Reflective
Discomfort	Inquirers Thinkers Balanced	Balanced	Principled Caring	Balanced Caring Reflective Principled	Knowledgeable Inquirers
Omission ¹	Reflective		Reflective		Balanced Principled
Addition ²	Success Integrity Focus	Persistence "Love of the Earth"* "Love of Reading"	Adaptable	Determination Organization	Effort

Theme A

R1 - How do teachers' beliefs relate to values (or attitudes) espoused by the IB Learner Profile?

IB Learner Profile- The metaphors and terms used to define the IB learner profile indicated teacher orientation towards learning as a journey that involves the whole person

Theme B

R 1- How do teachers' beliefs relate to values (or attitudes) espoused by the IB Learner Profile?

“Comfort Zone” -While they prioritized them differently, all five teachers indicated that they focus on communicators, open-minded, and risk-takers.

Theme C

R1- How do teachers' beliefs relate to values (or attitudes) espoused by the IB Learner Profile?

Discomfort and Dissonance- Caring was a term that yielded a great deal of discussion, both positive and negative

Theme D

R1- How do teachers' beliefs relate to values (or attitudes) espoused by the IB Learner Profile?

Additions and Omissions – Many of the additions came from personal experience. Teachers included terms related to environmentalism, effort, and success

Theme E

How are IB values reflected in teachers' practice?

IB Learner Profile in Practice - When referring to concepts they felt “comfortable” with, the teachers conveyed more specific strategies.

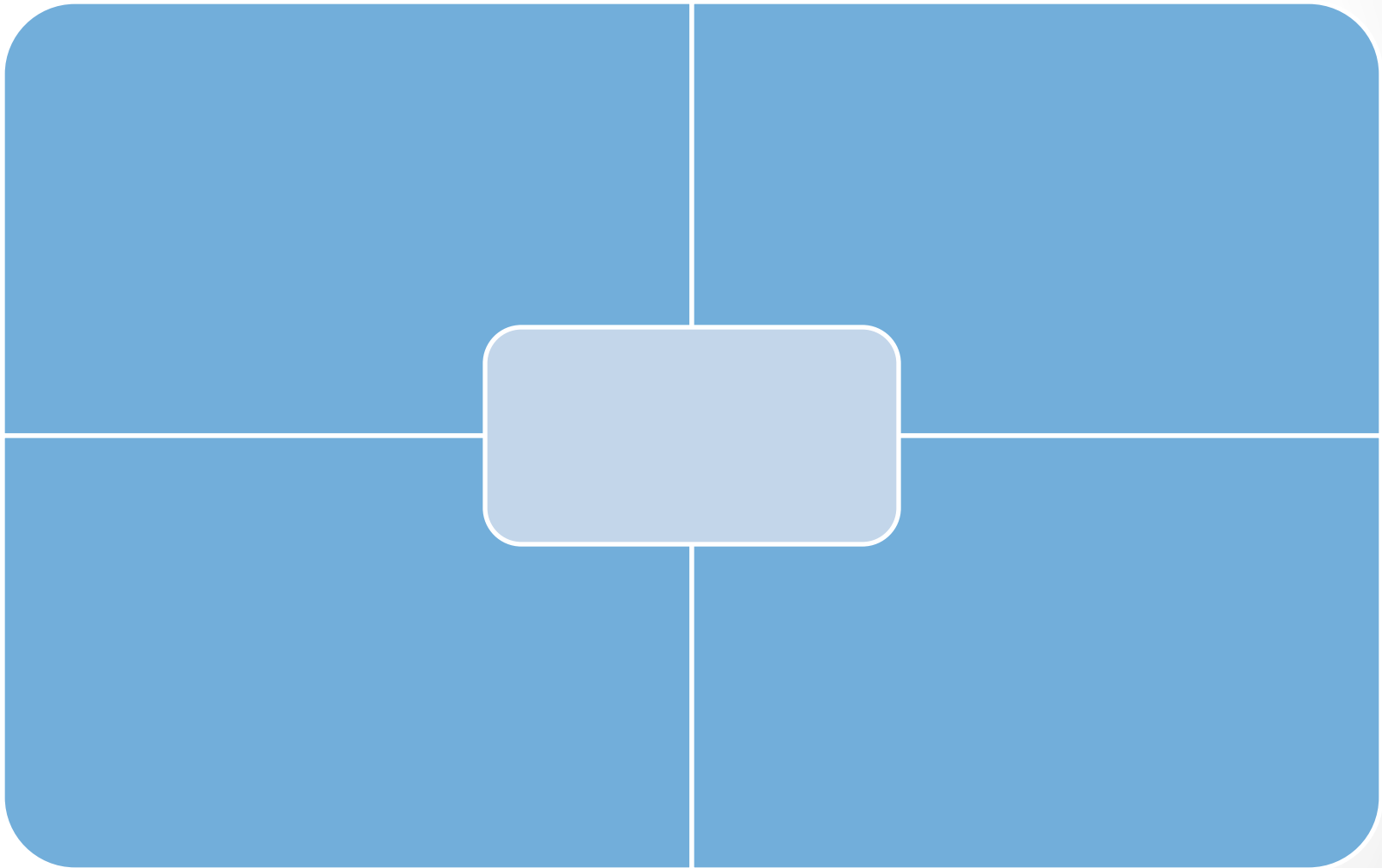
Further Exploration

- Multiple teachers of the same discipline or more disciplines
- Longitudinal study
- Assessment

Professional Development

- IB Learner Profile, Middle Years Programme (MYP) in Action
- IB Learner Profile: Resources in Review (March 2012)

Placemat Activity



In a global context

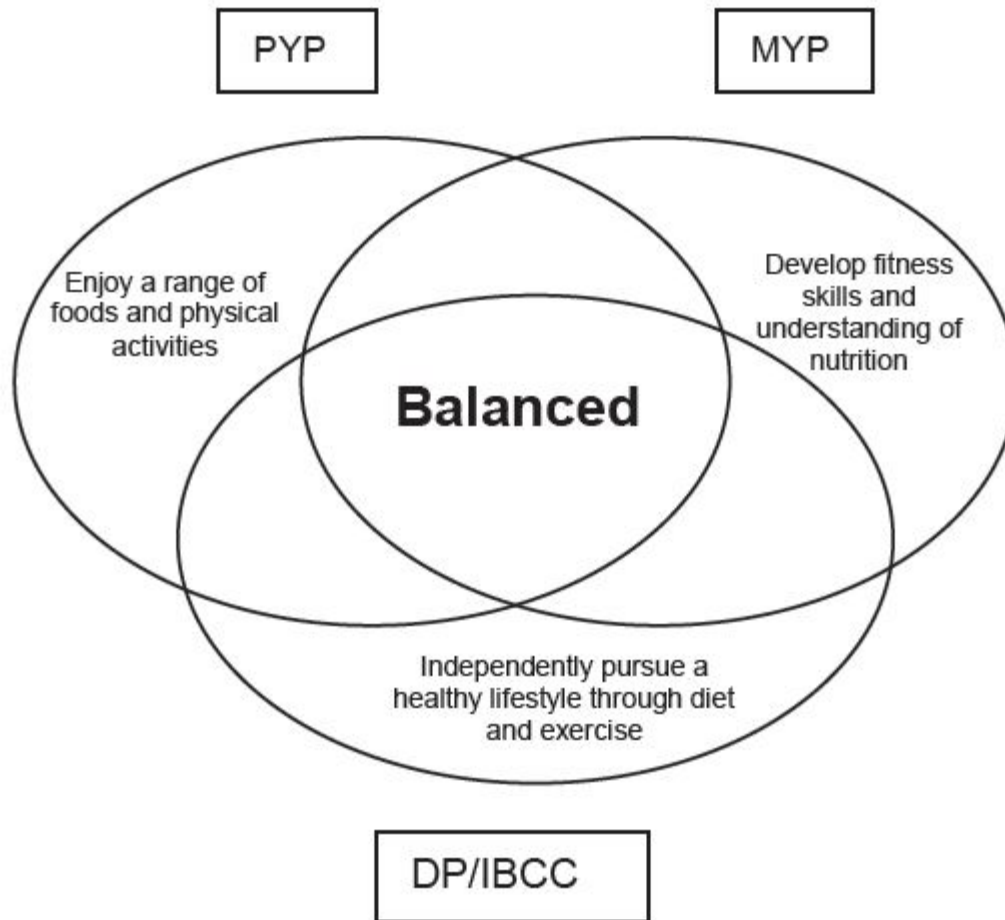
Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Across the continuum



Challenging questions

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”?