

IB learner profile in review

Report and recommendation (April 2013)

IB learner profile in review

The IB began in the 1960s with a group of talented, forward-thinking teachers who created the IB Diploma Programme (DP). 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.

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 grass-roots 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. The 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.

The IB learner profile consists of 10 attributes, each accompanied by descriptors that expand on them, that IB learners should strive to cultivate as they participate in IB programmes, programmes that “aim 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 learner profile).

In 2005, a series of working groups and discussions 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 (with only minor revisions from the PYP student profile). The *IB learner profile booklet* was first published in 2006 and rebranded in 2009. For many IB World Schools, the learner profile has become a trusted statement of core values.

This report outlines the Academic Division’s recommendations for revising the IB learner profile.

1. Purpose of the review

Like all IB curriculum elements, the IB learner profile has 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* in 2006, the IB learner profile has been in review with the aim of re-publication in 2013. The review process aimed to respect schools’ investment in the IB learner profile, while remaining open to the possibility of change. As this is the first review of the learner profile across the continuum, the IB also gathered ideas about the frequency and scope of future reviews.

2. The review process

Planning for the review began in 2011. The review began in March 2012 and culminated with a working group of IB educators and expert consultants meeting in December 2012. The IB learner profile global survey was available to all members of the IB community from March to October 2012.

a. *The IB learner profile in review: Resources for reflection* was published in March 2012 on the online curriculum centre (OCC). This document offered school leaders, teachers and older students opportunities to explore and extend their understanding of the IB learner profile.

b. Global focus groups, led by the continuum development team, involved a variety of stakeholders in structured conversations. A total of six focus groups were conducted between March 2012 and October 2012. Given the international presence of the IB, these focus groups took place in different regions: the Americas (one group in Cancun, Mexico and one in Bethesda, Maryland, United States), Europe (both in Madrid, Spain), and Asia-Pacific (both in Singapore). Each focus group comprised a variety of stakeholders, including heads of school, school owners, public school district staff, IB personnel and curriculum managers, other educational professionals, coordinators and teachers, and other school administrators. Participants were selected in consultation with IB Global Centres, creating groups that reflected a range of school types and geographical contexts.

Following translation and transcription of all focus group interviews, the data was subject to qualitative analysis by an external researcher who used a grounded theory approach to better understand the participants' thoughts, experiences and understanding of the IB learner profile and its role in international education.

c. The IB learner profile was a focus of discussion at IB annual regional conferences in 2012 as well as at IB Global Centre staff meetings. Approximately 1,000 people participated in discussions and activities designed to gather information about the IB community's understanding of and aspirations for the learner profile.

d. An online survey collected information about the IB learner profile's review cycle, its attributes and descriptors, and its impact in IB World Schools. The survey also provided a platform for gathering collaboratively developed understandings, as well as individual opinions and ideas.

e. Linguistic focus groups were convened in key stakeholder areas, conducted in the source language and summarized for consideration by the review teams. These groups were held in Chinese-Cantonese, Chinese-Mandarin, French, Spanish and Arabic.

All of these discussions focused on the alignment of the IB learner profile in its role as the "IB mission in action" in order to better understand:

- the attributes that exemplify international-mindedness and develop intercultural understanding and respect
- the attitudes and skills that students need in order to succeed in rigorous educational programmes
- the kind of learners who can help make a better and more peaceful world
- how the IB community values or may want to change the attributes or descriptors of the IB learner profile.

f. A think tank convened to review key questions regarding the learner profile's future development. Along with the IB's Chief Academic Officer and senior IB curriculum development staff, participants included:

- Dr George Walker, former director general of the IB
- Dr Manjula Salomon, Director of Global Initiatives, The Hotchkiss School (Connecticut, USA)
- Professor Wing-On Lee, Dean of Educational Research, National Institute of Education (Singapore)
- Cecilia Oubel, Latitud nodo-sur (Harvard Project Zero, Argentina) and MYP consultant
- Kevin Glass, Headmaster, Atlanta International School (USA) and IB Heads Council

- Dr Farid Panjwani, Institute of Education (UK), Centre for Research and Evaluation in Muslim Education

The goals of this group were to:

- review the role of the IB learner profile in IB programmes and within the broader IB community
- analyse information and ideas gathered in the 2011–12 global review of the IB learner profile
- engage in meaningful conversation about the cultural, linguistic and historical context of the IB learner profile
- offer IB curriculum development staff an opportunity to interact with critical and creative thinkers on educational theory and practice
- propose an outline of a report to IB World Schools and other stakeholders regarding the IB learner profile review
- propose and provide initial justification for potential changes or future development of the IB learner profile.

The academic division kept the IB community up-to-date regarding the review. Announcements and reports were available at regional conferences, in *IB World* magazine, on the OCC and in regular publications from programmes and other IB departments.

3. Global survey results

a. General information.

Survey questions were developed and field tested in collaboration with IB Research. The survey was available for six months (March–October 2012) and was publicized through a variety of face-to-face, print and online platforms. The survey was available in English, French, Spanish, Arabic and Chinese-Mandarin.

The survey was not designed to obtain a representative sample of IB stakeholders, nor was it constructed to obtain statistically significant or statistically reliable information. The survey offered self-identified members of the IB community an opportunity to reflect—alone or in groups—on the nature and use of the IB learner profile, and to share their observations informally.

b. Demographics.

Unique respondents to the survey totalled 1,107, representing almost equally the three IB regions [see Figure 1].

Survey respondents by IB region

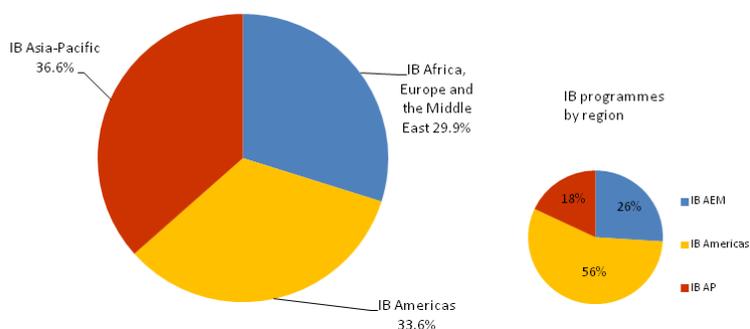


Figure 1

Twenty per cent of those responding did so in group settings, with an estimated 6,000 stakeholders represented. Survey respondents were widely geographically dispersed, responding from 272 cities in 61 countries. Ninety-five per cent of the surveys were completed in English. On the whole, respondents to the survey represented greater diversity than is present in the current geographic distribution of IB World Schools. For example, 49% of IB World Schools are located in Canada and the United States, and about one third of survey respondents live in those countries.

Survey respondents represented a range of experience levels with the IB (as defined by years of authorization for any IB programme [see Figure 2]) and roles within the IB community [see Figure 3]. Not surprisingly, most respondents identified themselves as school-based educators.

Survey respondents by experience

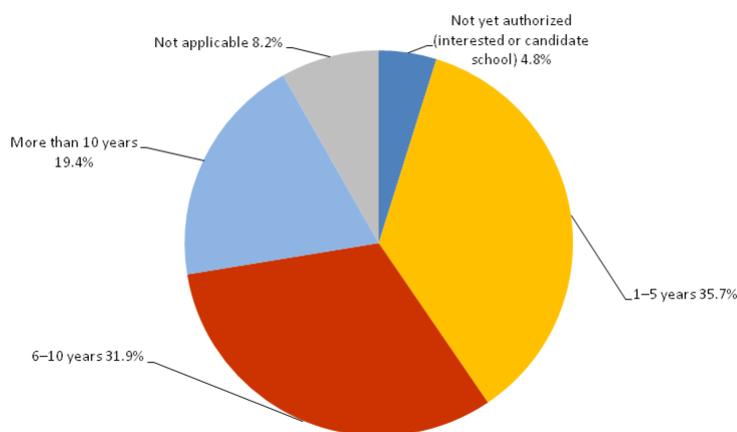


Figure 2

Survey respondents by programme and role

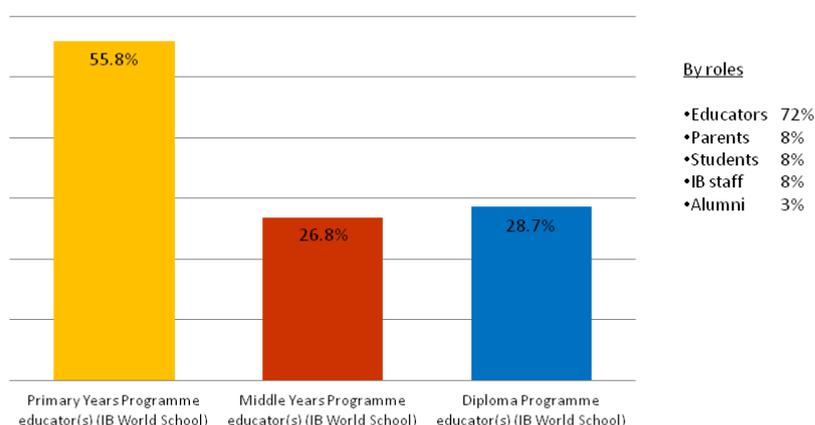


Figure 3

c. Generalizations that might be drawn from the survey

(1) The IB learner profile should be subject to regular review [see Figure 4]. Almost three quarters of all respondents believe that the learner profile should be reviewed regularly. A slim majority believe that the review should be on the same cycle as other IB curriculum documents (every seven years), although the learner profile’s close connection with the IB mission statement leads a substantial minority to believe that its review should be tied to larger issues of organizational purpose.

Should the IB learner profile be subject to review? When?

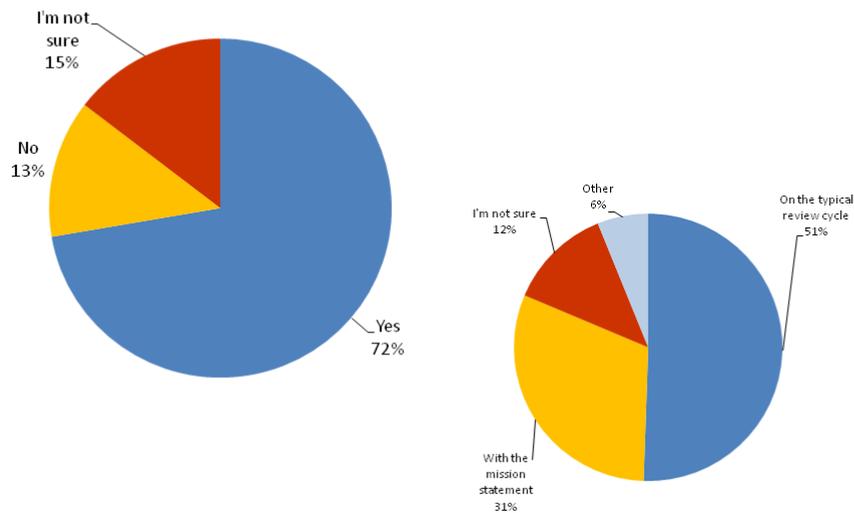


Figure 4

(2) The IB community is largely satisfied with the learner profile, both its list of 10 attributes and the descriptors which further explain them [see Figure 5].

The attribute most frequently identified as needing to be modified is “risk-taker”. In conversations exploring this attribute, members of the IB community raised concerns about the connotation of the term as well as the way it has sometimes been interpreted. “Risk-taking”, some fear, may imply poor decision-making or failing to exercise appropriate caution. Others questioned the attribute in terms of its possible cultural limitations. In some discussions, participants expressed particular concern regarding the description and interpretation of “risk-taker” from a highly individualistic frame of reference, worrying that it may not appropriately reflect world views that stress community affiliation, solidarity and mutual responsibility for maintaining harmonious social relations. For others, however, “risk-taking” had very positive associations, highlighting the value of intellectual innovation and personal courage, especially in the face of opposition and social disapproval of unfamiliar or unpopular ideas.

Widespread satisfaction with attributes/descriptors

	NO CHANGE	remove	modify attribute	modify descriptor
inquirers	85%	2%	4%	11%
knowledgeable	77%	6%	7%	13%
thinkers	75%	3%	11%	14%
communicators	77%	2%	5%	18%
principled	81%	3%	11%	8%
open-minded	84%	2%	6%	10%
caring	79%	4%	11%	9%
risk-takers	57%	5%	27%	19%
balanced	70%	5%	10%	17%
reflective	79%	4%	6%	13%

Figure 5

(3) When offered an opportunity to add an attribute to the learner profile, respondents offered 138 suggestions. Twelve suggestions occurred more than five times: active, adaptable, collaborative, committed, creative, determined, innovative, persistent, resilient, resourceful, respectful and responsible. Of these 12 suggestions, several already stand in the learner profile descriptors.

Emerging from the suggestions, and reflected also in field notes gathered from discussions with IB educators, are two (related) values that could be missing from the learner profile: resilience and resourcefulness [see Figure 6].

If I could add another attribute. . .

accountable	enterprising	obedient
active *	enthusiastic	optimistic
adaptable	entrepreneurial	organized
advocate	ethical	passionate
altruistic	flexible	peace-loving
ambitious	future oriented	persistent*
autonomous	giver	positive
collaborative *	globally aware	problem-solver
committed	gracious	resilient
compassionate	happy	resourceful
confident	honest	respectful
connected	humble *	responsible
courageous*	imaginative	robust
courteous	initiative	self-aware
creative*	innovator*	socially engaged
determined*	inspirational	spiritual (* AP)
diplomatic	integrity	supportive
discerning	internationally minded	teamwork
disciplined	involved	tech-savvy
effort	leader	tenacious
empathetic	listeners	tolerant
engaged	loving	wise
	motivated	



Figure 6 (Asterisks indicate the most common responses from 15 field studies, conducted in English, in which participants proposed with self-reported high degrees of confidence that an attribute should be added to the learner profile. “AP” indicates a response that was notable in the Asia-Pacific region.)

(4) In terms of effectiveness, respondents identified classroom practice, assessment and reporting, and student action as areas of higher impact for the learner profile [see Figure 7]. The learner profile is seen as having less impact on adult members of the IB community.

What has been the impact of the IB learner profile?

	Lower impact	Higher impact
Classroom practice	21%	75%
Assessment and reporting	32%	62%
Student action	24%	71%
Teacher professional development	35%	58%
Leadership and management	38%	55%
Relations with parents and community	38%	44%

Figure 7

(5) The *IB learner profile booklet* (IBO 2009) identifies five goals for the learner profile. Respondents identified international-mindedness and programme coherence as areas in which it is possible to improve the IB community’s understanding and implementation of the learner profile [see Figure 8].

Has the IB learner profile achieved its goals?

	Less effective	More effective
Identify qualities to enhance learning	18%	80%
Express programmes' common ground	13%	79%
Focus on holistic lifelong learning	14%	80%
Describe international-mindedness	24%	71%
Promote programme coherence	22%	72%

Figure 8

4. Focus group analysis

Twenty per cent of respondents went on to complete questions in the virtual focus group. Most answers were brief and largely duplicated ideas already contained in the text of the learner profile attributes and descriptors.

Focus group discussions largely mirrored the conversations and opinions represented in the online survey. In free-ranging conversations about the learner profile, participants made similar observations and suggestions. Qualitative analysis of focus group transcripts showed high degrees of alignment between the IB’s mission and the learner profile and general satisfaction with the document. As in informal discussions and activities, “open-mindedness” came to the fore as among the most essential qualities needed for success in IB programmes, in education and in increasingly global communities.

In terms of possible additions to the learner profile, focus groups also identified terms centring around the idea of perseverance/resilience/determination and creative/future-based problem-solving (being resourceful).

5. Key issues

Based on a review of the relevant literature and a review of data from informal, semi-structured reflections on the learner profile, the think tank examined four recurring issues.

a. Clarity of purpose and language

The learner profile has been variously described in IB publications as:

- “the IB’s mission statement in action”
- “a set of learning outcomes for the 21st century”
- “values inherent in IB continuum ... that should infuse culture and ethos”
- being “central to the definition of what it means to be internationally minded”
- “the common ground ... Essence ... what [IB programmes] are about”
- “a profile of whole person as lifelong learner ... map of a lifelong journey”

- “what is expected of students, teachers, school administrators” in IB World Schools
- “the kind of student we hope will graduate”.

In the course of the review, many people raised questions about how the learner profile “fits” with other aspects of the IB curriculum and larger systems of educational philosophy and practice.

One important way to understand the learner profile is as a provisional description of some of the most important qualities or characteristics of the social-emotional (affective) dimensions of learning. From this point of view, the learner profile describes 10 personal attributes that represent attitudes, values and dispositions that typically characterize internationally minded people. These attributes are shared across all IB programmes (in a commonly expressed combination with the knowledge and skills necessary for success in school, in the world beyond) as a foundational aspect of the written, taught, assessed and enacted curriculum [see Figure 9].

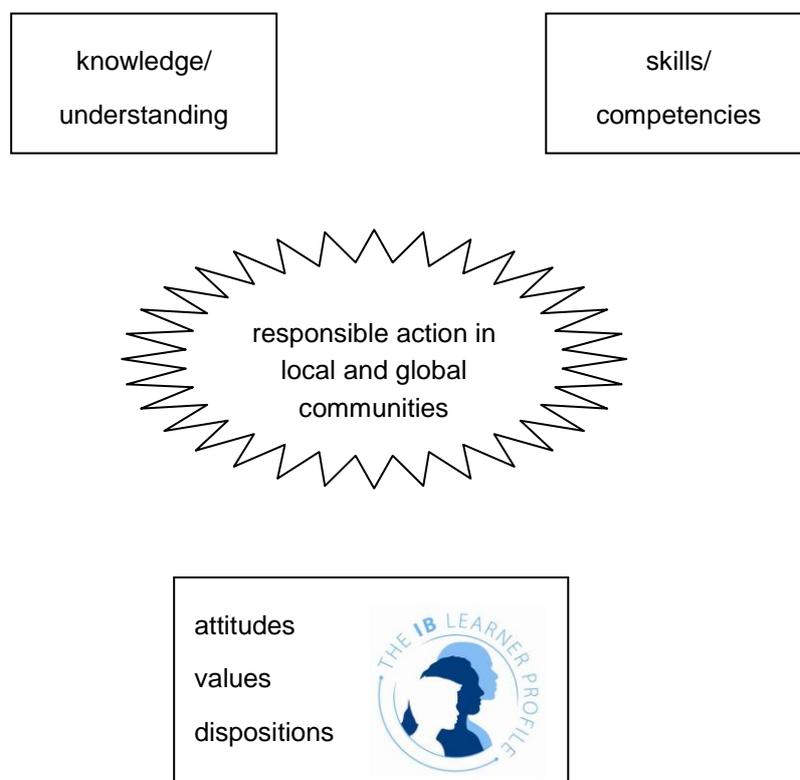


Figure 9

This approach has several possible implications.

1. As a statement of educational values, the IB learner profile is justified on the basis of shared understandings of a particular community of practice rather than by formal academic research into effective educational practices.
2. Other terms associated with this understanding of the learner profile include motivation, capacity, commitments, aptitudes, traits, character, habits of mind, and so on. They are often used somewhat loosely, with various idiosyncratic interpretations, connotations and educational agendas.

3. Values, by definition, are open to comparison, revision, debate, reflection and clarification by individuals and groups. Values can change over time based on historical and human development and experience.
4. The relationship between values and behaviour is highly complex, often intensely subjective and difficult to assess reliably.
5. The promise of the learner profile is its broad description of a general set of attributes which, working together, describe the kind of people who can work in mutual understanding and respect to make a better and more peaceful world.
6. Learner profile attributes represent an expression of an intent to be—and to keep on becoming—the **kind of person who is and wants to become more** knowledgeable, caring, balanced, principled, open-minded, reflective, a risk-taker, an inquirer, a communicator, a thinker. Here, the introduction to the learner profile is important (“IB learners **strive to be ...**”).
7. Attributes can be both aspirations and evidenced actions or behaviours.

b. Alignment with sound theory and effective practice in education

An external literature review (Bullock 2012) documents how the 10 learner profile attributes are well grounded in classical and contemporary educational theory, encompassing a holistic approach that includes four major themes.

- **Cognitive or intellectual** (“knowledgeable”; “thinkers”; and “reflective”): the cognitive processes of acquiring in-depth knowledge and understanding; interactions that encourage the development of concepts and mental models; critical thinking and autonomous learning.
- **Connative or personal** (“inquirers” and “principled”): personal intention and self-efficacy; metacognitive notions of responsibility for, and awareness of, one’s own learning.
- **Affective or emotional** (“caring”; “risk-takers”; and “balanced”): social and emotional skills for academic and personal capability; social development and self-concept; social responsibility, well-being and self-belief.
- **Culture or social** (“communicators” and “open-minded”): contributions of the community where learning takes place; collaboration with others and the ability to consider and evaluate different perspectives.

Taken together, the ideas expressed in the learner profile are meant to develop people who work together to create a certain kind of learning environment. In this learning community, individuals and groups undertake a critical examination of assumptions, behaviours and conceptual understanding from a variety of perspectives. This inquiry-based educational journey lies at the heart of international-mindedness. It represents the kind of critical engagement that can lead towards an understanding of the complexity and interdependence of the human community and the world in which we live [see Figure 10].

Creating a learning environment for inquiry

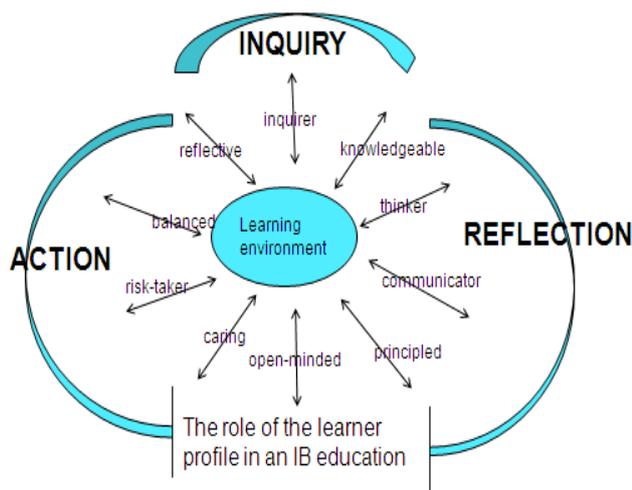


Figure 10

The learner profile promotes the agility and imagination that people need to thrive in a rapidly changing and highly interconnected world. It should emphasize the collaborative learning and social intelligence increasingly seen as essential for success in academics, government, industry, global interactions and personal development.

c. Values in education

Education inevitably involves considerations of community values and beliefs; IB programmes are implemented within the context of a mission to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IB mission statement). The IB works with schools, governments and international organizations to create challenging programmes of international education that value and aim to develop a certain kind of learner.

The IB learner profile makes the IB’s value structure explicit. Grounded in the enlightenment, and shaped by social constructivist theories of learning, the learner profile stands alongside and compares favourably with many national and international statements of educational core values.

Taken together, the IB learner profile describes some characteristics of critical learners who are internationally minded, that is, people who actively seek to understand issues and ideas from a variety of national and cultural perspectives; who successfully manage the creative tension between humility and self-confidence; and who responsibly negotiate the realities of their own personal histories and cultures with an understanding of our common humanity.

d. Cultural and linguistic diversity

An IB education represents a commitment to multilingualism and intercultural understanding as primary expressions of international-mindedness (IBO 2012b). The learner profile further describes this commitment, even as it stands as an artefact of educational thinking that was developed in English by an organization whose institutional and intellectual history stand firmly in the tradition of late-twentieth century Anglo-European cosmopolitan humanism. In the IB, this idealistic heritage exists alongside an instrumental perspective and organizational purpose in which rigorous assessment can lead at senior levels to a valuable and widely recognized credential for university entrance (and from there, into the global economy).

At the same time, both on the basis of its philosophy and expanding geographical range, the IB increasingly encounters students and teachers who represent ever-more diverse languages and cultures. This linguistic and cultural diversity framed the learner profile's review. The IB's Language Services department has been involved throughout the process, and specific linguistic communities (French, Spanish, Arabic, Chinese-Mandarin and Turkish) remain engaged in ongoing discussion about how best to express the ideas of the IB learner profile in many languages (including internationalized English).

Culturally, the learner profile has been subject to critique for its "western" orientation (a supposed emphasis on materialism, individual agency, debate, economic gain, competition, categorization and objectification of nature). Without diminishing the importance of personal responsibility, individual convictions and economic development, a variety of participants in the review expressed a concern to balance this approach with other perspectives. Among the ideas put forward for reflection were: wisdom, humility, context, cooperation, shared responsibility, "affect along with intellect", harmony, relationships, moderation, interdependence, sustainability, and a sense of joy and wonder in the world.

Even the number of attributes in the IB learner profile can bear cultural connotations. However, within the IB community, and in the analysis of critical friends in the field of global education whose research interests include the examination of core values in educational systems, a broad consensus exists that the IB learner profile incorporates attributes that can reach across cultures. The learner profile offers a platform from which to engage in authentic dialogue about—and effective challenges to—the various solutions that human beings and human societies develop for living in a complex and crowded world. The think tank concluded that the IB learner profile provides signposts towards the establishment of a distinctive community of inquiry, one whose members can work together to create high quality educational programmes that "encourage students across the world to become active, compassionate and lifelong learners".

6. Recommendations

Based on these discussions and converging lines of analysis, a revised version of the IB learner profile is proposed. The revision follows from the following recommendations.

a. The learner profile has an iconic status within IB programmes, and major changes could jeopardize its value to many IB stakeholders. The learner profile's 10 attributes seem largely fit for purpose and do not pose major issues for intercultural understanding. The 10 attributes should not be revised.

In English, the attributes represent more than one lexical/linguistic category (part of speech or word class). However, imposing grammatical consistency might compromise the import of some attributes, and it seems more prudent to value the communication of meaning over a strict lexical symmetry.

b. The learner profile respects the IB's cultural heritage, and it contains within it the potential to remain in dialogue with other traditions and with changing circumstances. Modestly revising some of the descriptors offers a way to develop the learner profile further. This level of revision recognizes the importance that the learner profile holds for the existing IB community. Revised descriptors also open new possibilities for interpretation as the IB increases its impact and its interaction with the world's cultural diversity. Such an approach recognizes and can strengthen the learner profile's cosmopolitan appeal.

c. The learner profile asserts its relationship to the development of international-mindedness, but this claim can be unclear. An explicit statement of this relationship could help IB World Schools make meaningful connections and applications of the learner profile to their mission.

- d. In some cases, the learner profile has lent itself to didactic and limiting interpretations. While respecting the IB's intellectual property and copyright, schools should be encouraged to continue exploring the learner profile by questioning, revising, adding, and developing age-appropriate and contextually appropriate variations. The learner profile should prompt creative inquiry into the core values of international education, and that inquiry should be institutionalized in a commitment to the learner profile's regular formal review. Appropriate guidelines should be developed for authorization and evaluation procedures that open the learner profile to revision and interpretation. These guidelines should aid IB World Schools and IB Educator Network volunteers in promoting and facilitating dialogue about the learner profile and in gathering evidence about its effective implementation.
- e. Because the learner profile lies at the heart of the IB's student-centred, holistic model of education, it has important connections to all other aspects of IB programmes. The IB community should continue to reflect on and refine its understanding of those connections, including approaches to teaching, approaches to learning and PYP attitudes, as well as to the IB's mission statement.
- f. Standing at the front of all IB documents, the learner profile provides a common starting point and clear context/frame for programme resources. This graphic representation—in tabular form, suggesting to some a kind of checklist or panel of unchanging requirements—should be redeveloped in ways that suggest a more dynamic, interrelated and open-ended family of ideas/aspirations/outcomes.
- g. Theoretical discussions of culture and meaning are important, as are the concrete applications of the learner profile as it is lived out in IB World Schools and other communities of practice around the world. Further shared knowledge-building, along with the development of examples of good practice, should be encouraged. The online continuum resource *IB learner profile in action* (available on the OCC) offers one model for pursuing this essential work.

7. Further consultation and approval

The Academic Division proposed revised descriptors for the original 10 attributes of the IB learner profile. Consultations with think tank participants, IB programme committees, the IB Heads Council, curriculum development teams, the IB Assessment Division, global and regional school services, IB senior leadership and the Education Committee of the Board of Governors raised a variety of perspectives and recommendations for additional revisions that sharpened word choice and clarified meaning. A group of 50 IB educators—some of whom were involved in the review and some of whom offered a fresh perspective—offered their impressions and suggestions for improvement.

IB Language Services department prepared preliminary translations which they shared with key stakeholders with native speaker expertise and understanding of IB programmes. Comments and suggestions in Spanish, French, Arabic and Chinese contributed to the iterative work of expressing the IB learner profile in these languages.

8. Further study

This first review of the IB learner profile prompted many meaningful conversations and healthy debate across a wide range of stakeholder perspectives and educational issues. In the course of these discussions, the review identified several directions for further inquiry, including a need for:

- longitudinal studies of the impact of an IB education in the lives of alumni, including their reflection on attributes of the learner profile as foundational values and their effects on personal development and civic participation

- continued respectful dialogue with other cultures, especially the traditions of indigenous peoples and their ways of knowing, as well as the long and honourable educational traditions of Islamic, Hindu and Confucian-influenced societies
- close monitoring of trends in global education and their potential influence on the mission of national and international schools
- explorations of our common humanity and human capabilities in the face of emerging global challenges
- ongoing development and articulation of ways in which the learner profile can sensibly influence IB courses and curriculum frameworks, not only as a frontispiece to syllabuses and guides, but as a touchstone for decision-making about curriculum and assessment in all IB programmes
- further reflection on how to assess the impact of the learner profile on IB World Schools and IB learners that sensitively accounts for a broad variety of educational contexts, a wide range of human development and multiple interpretations of key attitudes/values/dispositions.¹

9. Continuing the conversation

The review has prompted many important and meaningful dialogues and debates. As points for further reflection, questions like these can frame conversations in the IB, in IB World Schools and in the wider international education community.

- Does this proposed revision of the IB learner profile retreat too far from the current version's implied vision of the brilliant individual learner, courageously defending his beliefs, on a lifelong quest to acquire knowledge for its own sake? Do the changes instead represent a valid, more culturally diverse broadening of focus and a better balance between the individual and the collective? Do they go far enough?
- To what extent must the learner profile present a thoroughgoing, universally inoffensive educational philosophy, and to what extent can it represent a position (even one that is negotiable and open to debate)?
- What can external and internal stakeholders reasonably infer from the learner profile about the IB's epistemology, ethics and political positions?

10. Publication plan

This report and the proposed revisions to the IB learner profile are being shared with a select group of advisors, key IB staff members and leadership groups, advisory committees and councils, and governance institutions. Following this consultative process, revisions to the IB learner profile will be communicated to IB World Schools and published on an ongoing basis as programme and communication materials are created or re-issued.

Projected production dates for this process include:

July 2013	Learner profile review report to be published on OCC
August 2013	Re-issue of <i>What is an IB education?</i> formally introducing the revised learner profile to the IB community; schools may begin

¹ The learner profile's impact on teachers is apparent in recent research into their distinctive qualities and related teaching and learning perspectives and beliefs. See Bergeron and Dean (2013). For IB teachers, teaching and learning is differentiated, based in real-world contexts, grounded in inquiry, holistic, student-centred, internationally minded and socially responsible. These characteristics and beliefs draw from and inform the IB learner profile.

	using the new version
September 2013	Implementation guidelines for the IB learner profile (in cooperation with Global School Services) to be published
November 2013	MYP: Next chapter programme materials available as pre-publication versions with revised IB learner profile
January 2014	All new programme and communications material will include revised IB learner profile (documents will not be re-issued) <i>IB learner profile in action</i> online support material to be updated Commercial publications (posters, graphics, presentations) to be updated Communications and recognition materials (print and online to be updated)

Suggestions for further reading

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Appendix 1

Standards for a quality review of the IB learner profile

The following standards were agreed as essential for a quality review to take place.

1. The review has a clear rationale.
2. The review process is transparent and aligned with the standards and practices for curriculum review in IB programmes.
3. Research into the learner profile's content and its implementation in IB World Schools informs the review.
4. The review offers opportunities for a wide range of stakeholders and stakeholder groups to participate.
5. The review incorporates multiple cultural and linguistic perspectives.
6. The review results in clear recommendations regarding potential revisions of the IB learner profile.
7. The review outlines future directions for the development of materials to support the IB learner profile.
8. The learner profile review is to be complete by January 2013.
9. A detailed communications plan keeps the IB community informed about the learner profile review.
10. The current review creates processes and structures that inform future reviews.

Appendix 2

Proposed revision of the IB learner profile

This proposed revision of the IB learner profile aims to express important ideas in clear language that is accessible to a range of non-specialist international readers. The descriptors are framed with first-person plural pronouns (“we” and “our”) to highlight the inclusive nature of IB programmes, call attention to the importance of learning communities (students, families, teachers, school leaders and others), and reflect the IB’s social-constructivist philosophy of education. This approach values the active collaboration which is a hallmark of all IB programmes. Taken together, descriptors now include an explicit reference to every PYP attitude.

The text also includes two optional adaptations which schools can use to reflect their values and cultural contexts while respecting the IB’s copyright and intellectual property.

A statement of intent at the end of the document describes the learner profile’s nature and purpose in the context of international education, bracketing the attributes and descriptors with the prologue. These essential statements frame the IB learner profile and provide the lens through which it should be interpreted and implemented in IB World Schools.

IB learner profile (revised, with optional wordings)

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.

As IB learners, we strive to be:

ATTRIBUTE (Optional wording)	NEW DESCRIPTOR (optional words at schools' discretion) Brief explanation of changes in the descriptor	Descriptor from current IB learner profile
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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.

This descriptor incorporates the PYP attitude “enthusiastic”. It balances independent and cooperative learning in a way that affirms the IB’s educational philosophy.

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

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

This descriptor emphasizes the development and application of knowledge that demonstrates understanding and leads towards responsible action.

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

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

This descriptor uses familiar terms to describe the skills, dispositions and motivations necessary to engage with personal and social challenges and to make informed, thoughtful decisions.

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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.

This descriptor adds careful listening as a key dimension of internationally minded communication.

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

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

This descriptor strengthens the dimension and discussion of human rights, reflecting the heritage and continuing commitment of international educators to explore our common humanity.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

This descriptor highlights critical appreciation (*appreciate*: “to be fully conscious of; be aware of; detect”; “exercise wise judgment” or “appraise”) as an important dimension of being open-minded.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

This descriptor uses language that implies “service with” rather than “service to” others.

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.

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.

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
(Courageous)**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

This descriptor adds language that incorporates ideas from the PYP attitudes “enthusiasm”, “commitment” and “confidence”. It focuses more on effort (agency and resolve) and problem-solving that look towards the future.

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

We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

This descriptor offers school communities an option to include spiritual dimensions of the human experience in its reflection. It moves from a dichotomy of “me” and “you” to highlight relationships between people and with the environments we encounter and construct.

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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.

This descriptor expands reflection beyond individuals and their mental processes towards a more holistic view that encompasses nature and society. It empowers learners to think less about barriers that cannot be overcome (limits) and more about plans for growing stronger and creating better futures for themselves and their communities.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.

The revised IB learner profile (a new design for the IB learner profile will be available in the future)

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.

As IB learners, we strive to be:

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.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
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.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.

Appendix 3

Implementation guidelines

The IB learner profile review concluded with a series of revisions that will be formally introduced to the IB community in July 2013. This document clarifies the timeline for implementation and outlines options that are available to IB World Schools and candidate schools.

The publication *Programme standards and practices* (2010) incorporates the IB learner profile into the criteria against which IB World Schools and the IB can evaluate success in the implementation of IB programmes. The common practices include:

- A.4 (Philosophy) The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
- C1.9 (Curriculum) Collaborative planning and reflection addresses the IB learner profile attributes.
- C2.11 (Curriculum) The written curriculum fosters development of the IB learner profile attributes.
- C3.16 (Curriculum) Teaching and learning develops the IB learner profile attributes.

In the revised version of the IB learner profile, the English language version of the 10 attributes has not changed. However, the descriptors that clarify each attribute have been modified to reflect continued development in the IB community's understanding of the learner profile.

When should schools begin using the new IB learner profile?

Interested, candidate and authorized schools can begin using the revised learner profile as of August 2013.

- As part of the authorization process, candidate schools should plan for implementation of the revised learner profile.
- All IB World Schools are responsible for implementing the revised learner profile as resources allow, and should fully implement its revision for any programme evaluation process begun on or after 1 January 2014.

What options are available to IB World Schools in their implementation of the new IB learner profile?

Based on extensive consultation with practitioners and other experts, the IB now provides more flexibility in the implementation of the learner profile in order to help IB World Schools meet the needs of their communities.

Schools can:

- use the published IB learner profile including the title and the IB's copyright
- replace the attribute "risk-taker" with "courageous"
- within the descriptor of the attribute "balanced" include the word "spiritual" as follows:

We understand the importance of balancing different aspects of our lives—intellectual, physical, spiritual and emotional—to achieve well-being for ourselves and others.

- adopt the published IB learner profile and add one or more attributes (with explanatory descriptors) that are aligned with the IB's mission. The resulting document should be titled "[Name of School] learner profile (based on the IB learner profile © International Baccalaureate Organization 2013)".

The intent of these options is to offer schools flexibility to engage in their own inquiry into internationally minded education, while maintaining a community of practice that shares the IB's philosophy of education.

Which publications will include the new IB learner profile?

What is an IB education? (2013) introduces the new learner profile to the IB community. All pre-publication versions and documents produced by IB publishing after 1 August 2013 will include the new learner profile.

Where can schools find support for developing their understanding and communicating the new IB learner profile?

From 2014, online support material for the IB learner profile will be available on the OCC as part of the *IB learner profile in action*. Additional posters and other presentations will be available from that date from IB communications (<https://www.ibo.org/communications/>) and the IB store (<http://store.ibo.org/>).