

**Information Session on the  
Learner Profile Attributes  
Of the International Baccalaureate**

**October 11<sup>th</sup>, 2012**





**Dear Parents,**

**As promised, it is my pleasure to send you the results of your work on the learner profile attributes. I have read all of your charts and made a synthesis of all your great ideas. I have added a few ideas in the school column of how we develop the attributes at CWA.**

**I hope that this document will be used as a reference tool to help you communicate with your child using the IB language**

**Happy reading!**

**Sonia Bouchard, PYP Coordinator**

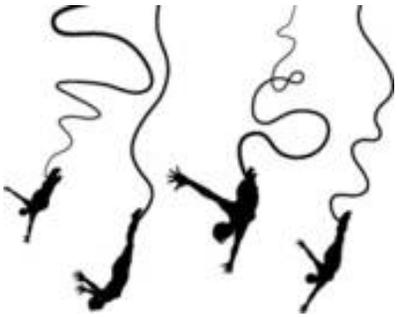


Learner Profile Attributes	At home, I can help my child develop this attribute when...	In school, my child develops this attribute when...
<p style="text-align: center;"><b>Caring</b></p> 	<ul style="list-style-type: none"> <li>▪ I show affection.</li> <li>▪ I praise when they care.</li> <li>▪ I give responsibilities.</li> <li>▪ I teach him/her manners (Ex: Give up seat on the bus)</li> <li>▪ I teach him/her about the environment.</li> <li>▪ He / she takes care of their pet.</li> <li>▪ I encourage him/her to do community service.</li> <li>▪ I share my feelings with him/her.</li> <li>▪ I teach positivity not criticism.</li> <li>▪ I listen.</li> <li>▪ I reaffirm that I love him/her even after they're punished.</li> </ul>	<ul style="list-style-type: none"> <li>▪ He/ she offers help to others (peers and adults).</li> <li>▪ He/ she shows empathy.</li> <li>▪ He/ she participates in food drives, Christmas baskets.</li> <li>▪ He/ she shares school supplies.</li> <li>▪ He/ she accepts others for who they are.</li> <li>▪ He/ she volunteers his/her time.</li> <li>▪ He/ she becomes a conflict manager.</li> <li>▪ He/ she offers to make up to someone when they have done something that wasn't nice.</li> </ul>
<p style="text-align: center;"><b>Open-minded</b></p> 	<ul style="list-style-type: none"> <li>▪ I expose my child to languages, ethnicities, communities, different food.</li> <li>▪ I teach them him/her about cultures, religions struggles.</li> <li>▪ I am optimistic.</li> <li>▪ I encourage him/her to see from the other person's perspective.</li> <li>▪ I help him/her understand their own culture.</li> <li>▪ I discourage stereotyping.</li> <li>▪ I encourage awareness of others' feelings.</li> <li>▪ I have an open-mind when they say something.</li> </ul>	<ul style="list-style-type: none"> <li>▪ They learn about the many differences that exist in the world through the units of inquiry.</li> <li>▪ He/ she is tolerant with his peers.</li> <li>▪ He/ she has a good attitude towards changes, new things.</li> <li>▪ He/ she tries to reach a consensus with his/ her peers.</li> <li>▪ He/ she participates in multicultural activities.</li> </ul>

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<p style="text-align: center;"><b>Principled</b></p> 	<ul style="list-style-type: none"> <li>▪ I establish household rules.</li> <li>▪ I teach him/ her good manners.</li> <li>▪ I encourage him/her to speak when someone is doing something wrong.</li> <li>▪ I teach him/ her the importance of telling the truth.</li> <li>▪ I encourage him/ her to take ownership of his/ her actions.</li> <li>▪ I teach by example.</li> <li>▪ I keep my word.</li> <li>▪ I am a good role model.</li> </ul>	<ul style="list-style-type: none"> <li>▪ He/ she is honest.</li> <li>▪ Takes responsibility for his/ her actions, good or bad.</li> <li>▪ He/ she is not a by-stander.</li> <li>▪ He/ she shows good sportsmanship.</li> <li>▪ He/ she waits for his/ her turn.</li> <li>▪ He/ she is respectful with others.</li> <li>▪ He/ she discourages cheating.</li> <li>▪ He/ she shows integrity.</li> </ul>
<p style="text-align: center;"><b>Risk-takers</b></p> 	<ul style="list-style-type: none"> <li>▪ I expose him/ her to new food.</li> <li>▪ We try new activities together.</li> <li>▪ I encourage him/ her to overcome obstacles.</li> <li>▪ I encourage him/ her to take up a new challenge, step up their comfort zone.</li> <li>▪ I tell him/ her that failing is o.k.</li> <li>▪ I don't "smother" him/ her I give him/ her space.</li> <li>▪ I say to take a chance with his/ her homework, its o.k. not to be perfect.</li> <li>▪ I encourage him/ her to trust their instincts and go for it!</li> </ul>	<ul style="list-style-type: none"> <li>▪ He/ she tries to understand by him/herself before asking for help.</li> <li>▪ He/ she shows self-confidence.</li> <li>▪ He/ she defends his/her ideas with good arguments.</li> <li>▪ He/ she accepts to make mistakes.</li> <li>▪ He/ she shows courageousness in unusual situations.</li> <li>▪ He/ she asks questions of the teacher.</li> <li>▪ He/ she raises hand to give an answer even if they are not a 100% sure.</li> <li>▪ He/ she is not afraid to speak up, present to the class.</li> </ul>

Learner Profile Attributes	At home, I can help my child develop this attribute when...	In school, my child develops this attribute when...
<p data-bbox="367 297 569 342" style="text-align: center;"><b>Inquirers</b></p> 	<ul style="list-style-type: none"> <li data-bbox="821 293 1318 358">▪ He/ she plays with Legos, puzzles, board games.</li> <li data-bbox="821 367 1213 399">▪ We discuss current events.</li> <li data-bbox="821 407 1234 472">▪ I ask him/ her questions and encourage to ask questions.</li> <li data-bbox="821 480 1318 545">▪ I encourage him to find answers to his/ her questions.</li> <li data-bbox="821 553 1272 618">▪ I ask him/ her &lt;&lt;What good question did you ask today? &gt;&gt;</li> <li data-bbox="821 626 1318 740">▪ I encourage him/ her to use the dictionary, books, and the internet to find answers.</li> <li data-bbox="821 748 1293 813">▪ I encourage him/ her to watch educational television programs.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1402 293 1881 318">▪ He/ she is curious and persevere.</li> <li data-bbox="1402 326 1902 391">▪ He/ she uses a variety of resources to find answers.</li> <li data-bbox="1402 399 1881 464">▪ He/ she asks questions about the units of inquiry.</li> <li data-bbox="1402 472 1881 513">▪ He/ she uses a "Wonder" journal.</li> <li data-bbox="1402 521 1881 618">▪ He/ she brings in artifacts, books, pictures related to the units of inquiry.</li> </ul>
<p data-bbox="296 837 640 883" style="text-align: center;"><b>Knowledgeable</b></p> 	<ul style="list-style-type: none"> <li data-bbox="821 837 1304 902">▪ We talk about what is going on in the news.</li> <li data-bbox="821 911 1325 976">▪ I read to him/ her or my child reads to me.</li> <li data-bbox="821 984 1251 1049">▪ I bring him/ her to the library, museums, theater.</li> <li data-bbox="821 1057 1262 1122">▪ I ask him/ her what they have learned in school.</li> <li data-bbox="821 1130 1293 1284">▪ I encourage him/ her to ask questions to the extended family to learn about past personal experiences.</li> <li data-bbox="821 1292 999 1325">▪ We travel.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1402 837 1902 862">▪ He/ she is aware of current events.</li> <li data-bbox="1402 870 1881 935">▪ He/ she takes time to go in-depth on different subjects.</li> <li data-bbox="1402 943 1682 976">▪ He/ she is curious.</li> <li data-bbox="1402 984 1881 1016">▪ He/ she helps a younger student.</li> <li data-bbox="1402 1024 1797 1057">▪ He/ she goes on field trips.</li> <li data-bbox="1402 1065 1881 1130">▪ He/ she is capable of explaining a topic clearly.</li> <li data-bbox="1402 1138 1808 1203">▪ He/ she takes their role as a learner seriously.</li> </ul>

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<p style="text-align: center;"><b>Reflective</b></p> 	<ul style="list-style-type: none"> <li>▪ I use positive reinforcement.</li> <li>▪ I ask him/her how he/ she feels.</li> <li>▪ I give him/her quiet time to think.</li> <li>▪ I question him/her on his/her behavior, learning, day at school, portfolio to help him/her analyze.</li> <li>▪ I provide him/her with a journal or scrapbook to help him/her reflect.</li> <li>▪ I work on a “plan of action” with him/her.</li> <li>▪ I encourage him/her to improve.</li> </ul>	<ul style="list-style-type: none"> <li>▪ He/ she is honest when he/ she does self-evaluations.</li> <li>▪ He/ she sets realistic goals.</li> <li>▪ He/ she thinks before he/ she acts.</li> <li>▪ He / she edits his/her work.</li> <li>▪ He/ she can express his/her feelings.</li> </ul>
<p style="text-align: center;"><b>Communicators</b></p> 	<ul style="list-style-type: none"> <li>▪ I use a variety of words to communicate.</li> <li>▪ I invite him/her to describe his/her day at school.</li> <li>▪ I reformulate his/her sentences when he/ she makes a mistake.</li> <li>▪ I ask open-ended questions to bring about a discussion.</li> <li>▪ I find activities that will open discussion (meal time discussion, play a board game with the family, participate in sport activity).</li> <li>▪ I take the time to listen.</li> <li>▪ We sing songs together.</li> <li>▪ I limit electronics games and screen time</li> </ul>	<ul style="list-style-type: none"> <li>▪ He/ she expresses his/her ideas in French and English</li> <li>▪ He/ she listens well to others.</li> <li>▪ He/ she uses a variety of ways to express him/herself (non-verbal language, arts, music, role play, writing).</li> <li>▪ He/ she takes part in discussions.</li> <li>▪ He/ she shares his/her ideas in small groups.</li> <li>▪ He/ she asks questions.</li> </ul>

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## Learner Profile Attributes

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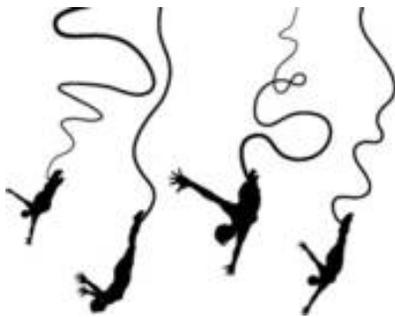
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- He/ she is honest.
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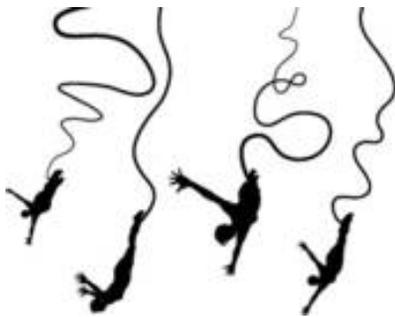
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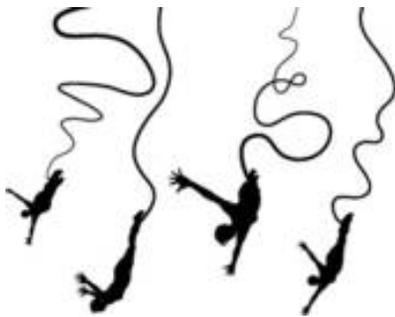
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<p style="text-align: center;"><b>Balanced</b></p> 	<ul style="list-style-type: none"> <li>▪ I give him/ her a fair allocation of play time versus school work.</li> <li>▪ He/ she has alone time and time with others.</li> <li>▪ I teach him/ her healthy sleeping /eating habits.</li> <li>▪ I encourage him/ her to engage in sports, music activities.</li> <li>▪ I act as a role model.</li> <li>▪ We follow a schedule.</li> <li>▪ I acknowledge his/ her feelings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ He/ she thinks before he/ she acts.</li> <li>▪ He/ she tries to solve problems.</li> <li>▪ He / she finishes something before starting another one.</li> <li>▪ He/ she uses his/her knowledge and the available resources.</li> <li>▪ He/ she develops his/her autonomy.</li> <li>▪ He/ she takes initiatives.</li> <li>▪ He/ she recognizes extremes</li> </ul>
<p style="text-align: center;"><b>Thinkers</b></p> 	<ul style="list-style-type: none"> <li>▪ I give him/ her time to reflection the choices to be made.</li> <li>▪ I question him/ her to incite him/her to reflect.</li> <li>▪ I teach him/her problem solving techniques.</li> <li>▪ I encourage creativity.</li> <li>▪ I involve him/her in family questions ("problems") to find solution together.</li> <li>▪ I expand on topics he/ she is interested in.</li> <li>▪ I ask about the monthly IB profile attribute.</li> <li>▪ I encourage exploration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ He/ she thinks before he/ she acts.</li> <li>▪ He/ she finds solutions to different problems.</li> <li>▪ He/ she takes well-thought out decisions.</li> <li>▪ He/ she asks a lot of questions.</li> <li>▪ He/ she reflects on the school and classroom essential agreements.</li> </ul>