

**World Café Notes: Learner Profile
Denver, CO Level 3 Continuum
Nov. 3-5, 2006**

How does your school and staff reflect the Learner Profile in their practice and in their relationships?

- Continuum School it's intentional, practiced but as confidence/longevity/complacency sets in will it be perpetuated?
- An established DP school has difficulty in incorporating the need for collaboration.
- Knowledgeable—training, IB; meetings with exchange coaching ideas
- Communication—multi-language emphasized and valued; multiple forms of assessment
- Thinkers—active modeling of critical thinking/open-minded about divergent views
- Caring—by choosing to teach DP
- Self-evaluation by staff of where we are and where we need to go
- Staff can be set in their ways
- Start with what ARE we doing?
- Focus on positive
- LP is not about academics/date—it's about kids/humans
- Necessary that we model
- School systems in place to encourage LP behaviors
- Relativism/balance
 - You can't be all things all the time
 - Acknowledge that the dark side exists

School-wide effort modeled by everyone

- "I See IB" cards with profiles—teachers recognize other staff as well as student to student, student to teacher, staff to admin, etc.
- Over-emphasize the vocabulary to establish a common language
- Doing community service with kids
- Leadership that models LP
- Discovery program
- When a student gets in trouble, they answer the question, "What attitude would help me if I find myself in this situation again?"
- Reflect on lessons in front of students

What elements of the Learner Profile would be most difficult to realize over a student's K-12 experience?

- Well-balanced; quality of DP rigour
 - Times of stress are a part of life
 - Recognition of when we're out of balance
- Determining what it looks like at each level
- Open-minded?

- Providing evidence
- “cool” barrier
- observable
- reflection of students are key
- principled
 - increasing levels of complexity
 - increasing levels of awareness
 - intrinsic v. extrinsic values
 - how to teach it?
 - How to plan for it? Should we plan for it?

How do we know whether students embody the Learner profile?

- Self-reflection; traits within work; self-initiated; intrinsic
- Well-balanced—activities they choose MYP music, drama, clubs; initiative they take that’s NOT required
- Verbal interaction—casual conversations; not prompted; PYP outside the classroom on playground, lunch, MYP/DP—football games
- Response—scenario; reflection on their own behavior; to real-life situation; acknowledging “I need help”; student-led conferences (T/P/S)
- Use existing tools to work with kids NOT in the middle
- Observations
- Gut feeling