



# IB Basics Parent Session

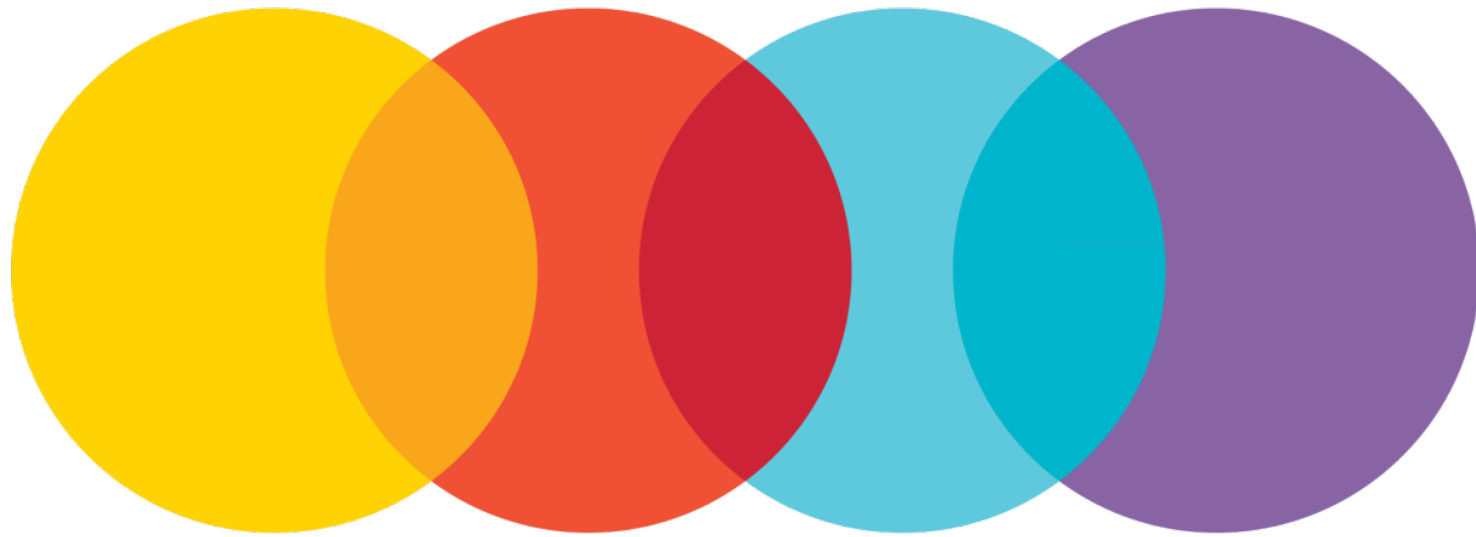
## IB Learner Profile

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A large crowd of diverse people, representing various ethnicities and ages, is arranged to form the shape of a world map. The people are standing on a light gray surface, and their shadows are cast on the ground. The map is centered on the Atlantic Ocean, with the Americas on the left and Europe and Africa on the right.

# International Baccalaureate

Creating a better world through education



IB CONTINUUM

What is an  
IB  
Education?





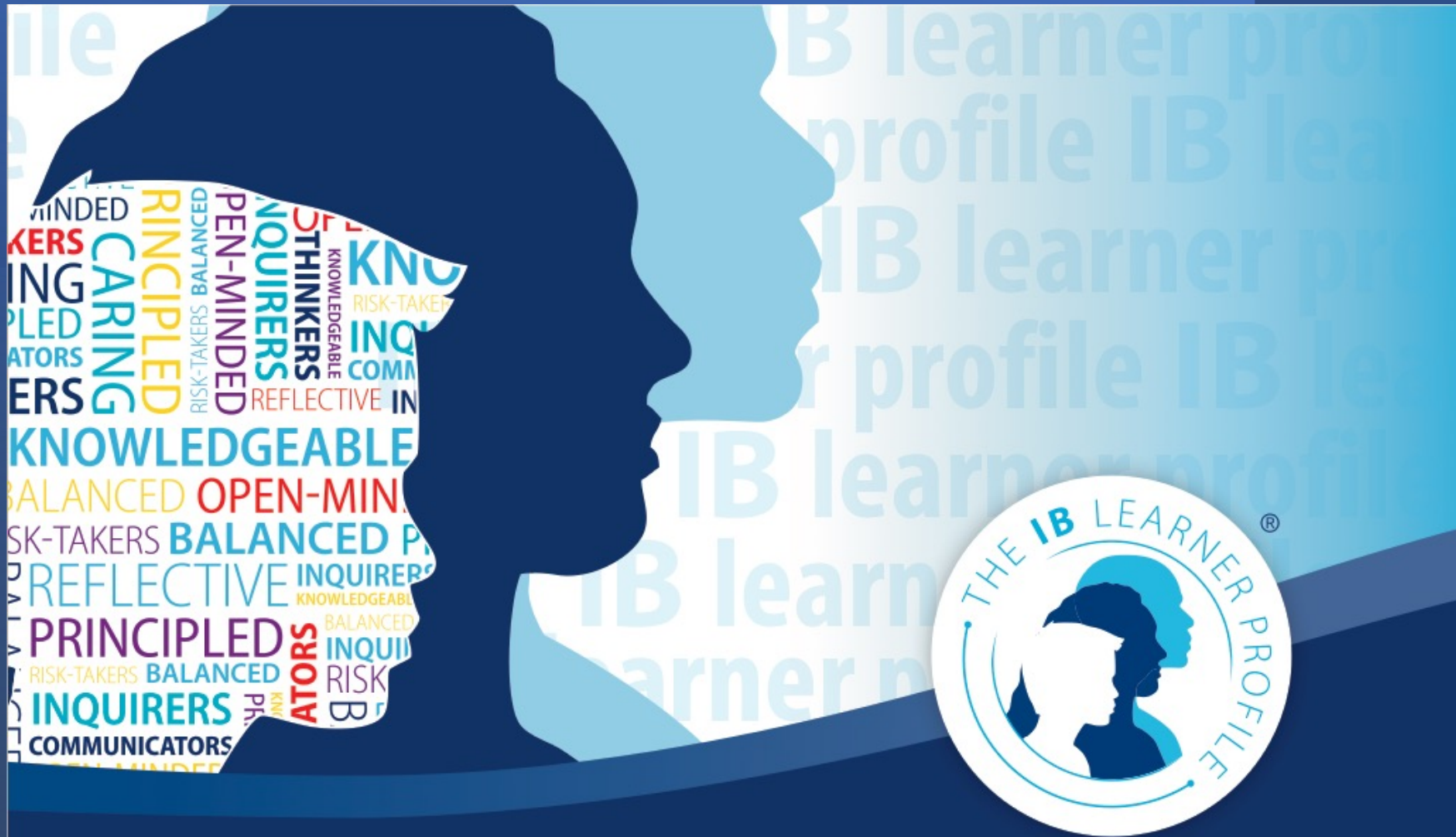
Middle Years  
Programme

## The IB Middle Years Programme

Preparing students to be successful in school and to be active, lifelong learners

The IB Learner Profile is a key element of an IB Education. It places the student at the centre of an IB education.





## 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.

# The 10 attributes of the IB Learner Profile

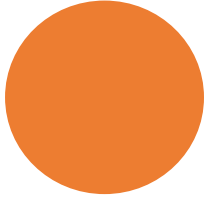
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- Balanced
- Risk-Taker
- Inquirer
- Caring
- Knowledgeable
- Communicator
- Principled
- Open-Minded
- Reflective
- Thinker





- These attributes reflect the holistic nature of an IB education.
- They highlight the importance of nurturing dispositions such as curiosity and compassion, as well as developing knowledge and skills.
- They also highlight that, along with cognitive development, IB programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others and the world around them.







## Walker's Motto

**RIGOR – SERVICE – PLAY**

*We focus on developing the "whole child"*

# BALANCED

I understand the importance of balancing different aspects of my life -- *intellectual, physical, and emotional* -- to achieve well-being for myself and others. I recognize my interdependence with other *people* and with the *world* in which I live.



## IB Learner Profile at School and Home

**Balanced** students are healthy and recognize that the food and exercise choices they make affect their bodies and minds. They spend time participating in a variety of activities.

- Be aware of how your child is spending their time when they are unsupervised. Leave a list of activities to be accomplished when you aren't there.
- Encourage your child to get involved in structured activities at school and in the community
- Limit screen time to allow time for school work, social interaction, and sleep

# IB Learner Profile at School and Home

Students who are **Risk-takers** have the courage to try new things. They will try to solve their problems in a variety of ways. They can make independent decisions instead of just following the crowd.

- When your child is uneasy about trying something new, encourage them to attempt it. Afterwards, discuss how risk-taking felt.
- Explain to your child the difference between “being a risk-taker by trying new things” and “doing dangerous things”.



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

# RISK-TAKER



# IB Learner Profile at School and Home

Students who are **Inquirers** are curious about the world. They love learning and discovering new things. They are able to independently research answers to their questions and will use those skills as adults.

- Model being an inquirer. Admit when you don't know and seek information and answers with your child by using the Internet, asking a friend, or experimenting.
- Encourage your child's interests by visiting the library or places to learn more



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

# INQUIRER

# CARING

I show *empathy, compassion,*  
and *respect*. I have a commitment to  
*service*, and I act to make a *positive*  
*difference* in the lives of others  
and in the world around me.



## IB Learner Profile at School and Home

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**Caring** students think about the world and work to take care of their community and the environment. They remember to treat others as they would like to be treated.

- Model caring behavior
- Reduce, Reuse, and Recycle
- Monitor your child on social media and talk about respectful posts

# IB Learner Profile at School and Home

## KNOWLEDGEABLE

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



**Knowledgeable** students explore relevant and significant concepts and can remember them. They apply what they have learned in the real world and in new situations.

- Ask your child to show you something they are learning at school this week and then ask, “Why do you think that is important to know?”
- Encourage your child to explore topics and activities they are passionate about
- Help your child become familiar with current events by accessing a range of media source



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



COMMUNICATOR

# IB Learner Profile at School and Home

Students who are **Communicators** express their ideas by speaking, writing, using mathematical notation, and through art. They effectively listen and respond in meaningful ways. They can also speak and write in more than one language.

- Work with your child to improve his/her listening skills
- Discuss which words are appropriate to use at school and work settings. How might those be different than those used with friends and/or family?
- Encourage your child to explain what they are learning at school with you

# IB Learner Profile at School and Home

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**Principled** students understand that there are rules and laws that they follow. They are honest, have a sense of fairness, and are willing to stand up for what is right.

- Encourage your child to play games that involve teams. Discuss the qualities of a team player. What sort of person would they want on their team?
- Discuss your family rules and why they are important to have. Apply appropriate consequences at home when rules are broken.
- Help your child recognize the laws and limitations you follow as an adult. Discuss why laws and limitations exist.

PRINCIPLED

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




# IB Learner Profile at School and Home

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**Open-Minded** students know that all people are different. They listen to different points of view and consider many possibilities. They celebrate differences that make people unique.

- Encourage your child to really listen when others speak
- Help your child try new things: foods, games, traditions, and activities

I *critically appreciate* my own culture and personal history, as well as the values and traditions of others. I *seek* and *evaluate* a range of points of view, and am willing to grow from the experience.



**OPEN-MINDED**



# IB Learner Profile at School and Home

## REFLECTIVE

I thoughtfully consider the world and my own *ideas* and *experiences*. I work to understand my *strengths* and *weaknesses* in order to support my learning and personal development.



**Reflective** students know their strengths and weaknesses. They thoughtfully consider how they want to improve, set goals, and take action.

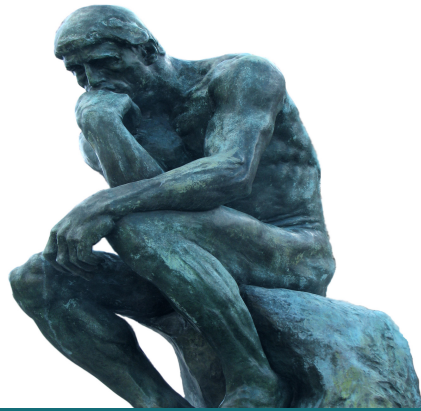
- Review your child's work and scores on Canvas with them. Ask them to describe their strengths and ask how they can work on their weaknesses.
- Set goals together and create a sensible plan to achieve them.

Canvas Registration/Log In: <https://hcpscanvasproject.azurewebsites.net>

# IB Learner Profile at School and Home

## THINKER

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



Students who are **Thinkers** can imagine a variety of ways to solve a problem independently. They make good decisions and can predict the outcome of their actions. They think creatively and critically.

- Encourage your child to try to think of solutions to problems independently
- When facing real life problems, ask your child to predict possible outcomes for different solutions
- Give your child opportunities to make decisions for themselves when appropriate

# Through the Development of these Learner Profile Attributes

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An IB education seeks to empower young people for a lifetime of learning, both independently and in collaboration with others



# Learner Profile -> Walker Culture of Honor

Walker's Honor Code and Positive Behavior Plan (PBIS) establishes an IB Culture of Honor.

- Increases instructional time and positive behaviors.
  - Students are rewarded for exemplifying the IB Learner Profile attributes:
    - Backpack Buttons
    - Wolf Coins
    - Student of the Quarter
    - Golden Wolf Award



[IB Culture of Honor / Walker Middle Magnet \(hillsboroughschools.org\)](https://hillsboroughschools.org/)





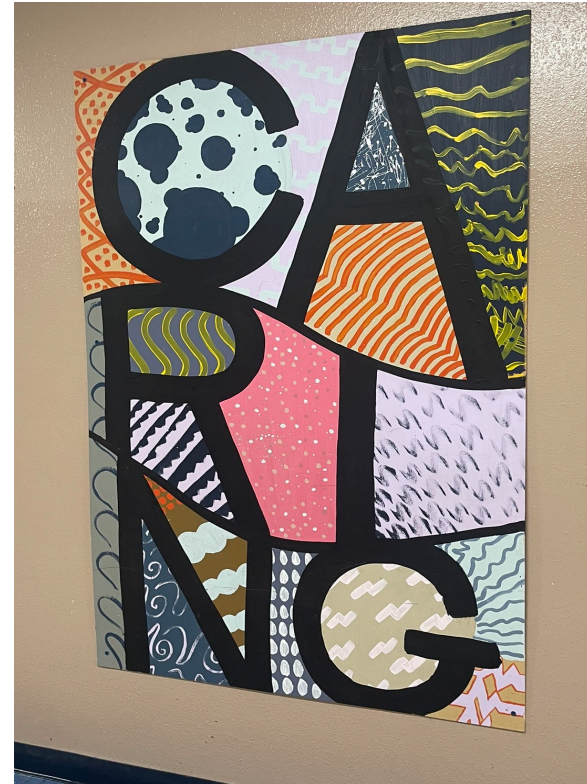
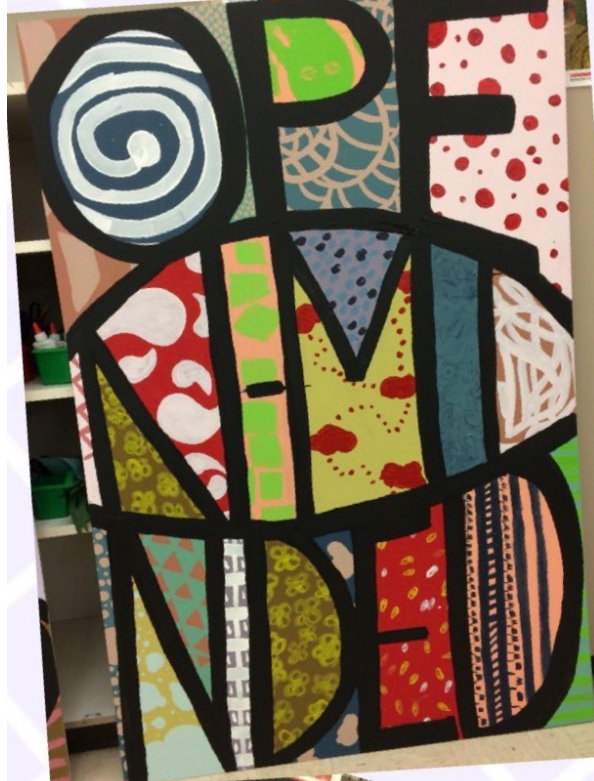
## Walker Middle Magnet Honor Code

As a member of the IB World Community I will honor the following values:

- Balanced
- Risk-taker
- Inquirer
- Caring
- Knowledgeable
- Communicator
- Principled
- Open-minded
- Reflective
- Thinker

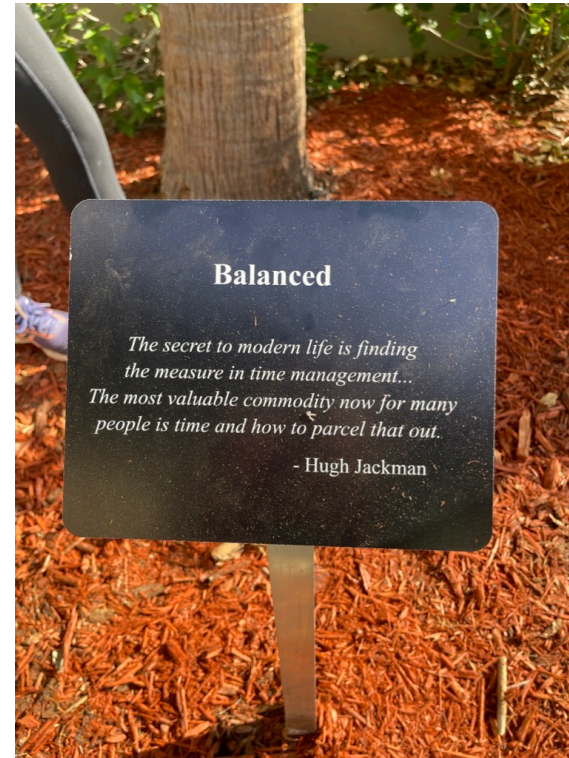
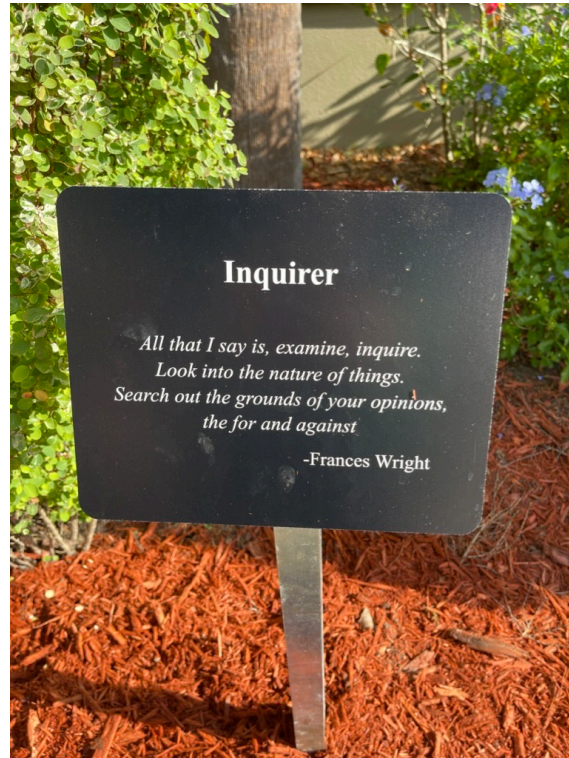
- Mnemonic Device – Acronym: "BRICK C PORT"

# Inspiration Alley



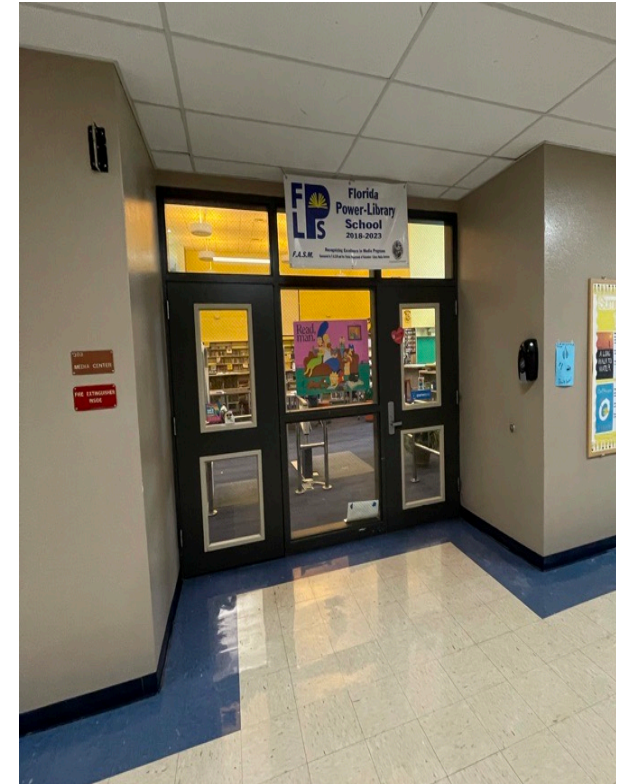
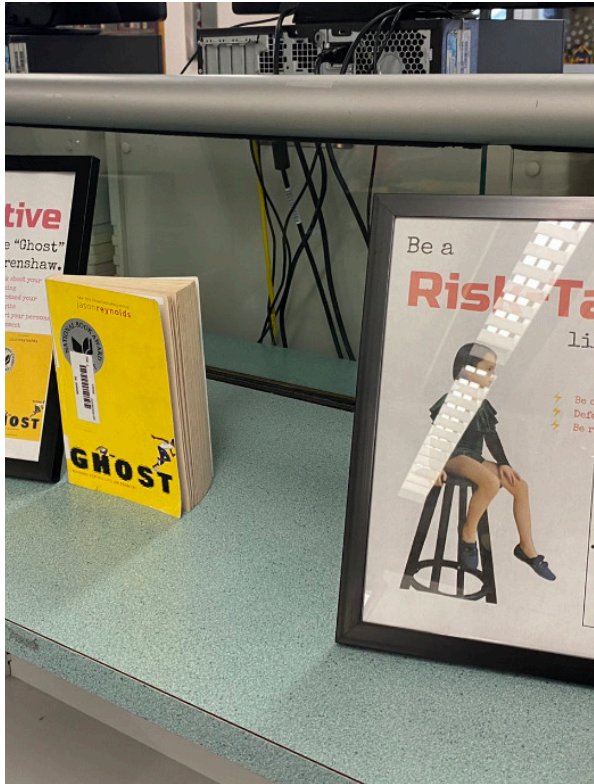


# IB Garden





# Library







# Are you an IB Learner?



Take the Quiz: <https://www.proprofs.com/quiz-school/story.php?title=mtazmdy5mq==3b4r>