

# David Paterson IB PYP Candidate School

## Learner Profile Attributes Parent Activities



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### **David Paterson School Mission Statement**

The David Paterson IB PYP Candidate Elementary School is committed to building partnerships with students, staff, parents and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21<sup>st</sup> century global citizen.

### **International Baccalaureate Mission Statement**

The mission of the International Baccalaureate® (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

### **What is the learner profile?**

The International Baccalaureate® (IB) learner profile describes a list of attributes that promote commitment to help all members of the school community learn to respect themselves, others and the world around them.


These attributes help to develop learners who are: balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk-takers, and thinkers.

Our school wide Learner Profile attributes calendar is included as well as some activities to promote the development of the attributes at home.



**David Paterson School Motto**

**Every Child, Every Chance, Every Day!**

<p style="text-align: center;"><b>September</b></p> <p><b>CARING</b></p> <p><b>I can be caring by:</b></p> <ul style="list-style-type: none"> <li>• Having compassion for other people, places, and things</li> <li>• Helping others</li> <li>• Making others happy</li> <li>• Having a positive attitude</li> <li>• Making our world a better place</li> </ul>	<p style="text-align: center;"><b>October</b></p> <p><b>RISK-TAKER</b></p> <p><b>I can be a risk-taker by:</b></p> <ul style="list-style-type: none"> <li>• Trying new things</li> <li>• Believing in myself</li> <li>• Persevering</li> <li>• Making mistakes and learning from them</li> <li>• Solving problems in different ways.</li> </ul>	<p style="text-align: center;"><b>November</b></p> <p><b>PRINCIPLED</b></p> <p><b>I can be principled by:</b></p> <ul style="list-style-type: none"> <li>• Being honest and fair</li> <li>• Doing and saying the right thing</li> <li>• Following essential agreements</li> <li>• Taking responsibility for my actions and their consequences</li> </ul>	<p style="text-align: center;"><b>December</b></p> <p><b>COMMUNICATOR</b></p> <p><b>I can be a communicator by:</b></p> <ul style="list-style-type: none"> <li>• Expressing myself confidently and creatively using words, art, music, and non-verbal communication</li> <li>• Collaborating effectively</li> <li>• Listening carefully to the perspectives of other individuals and groups</li> <li>• Using other languages</li> <li>• Following directions</li> </ul>
<p style="text-align: center;"><b>January</b></p> <p><b>BALANCED</b></p> <p><b>I can be balanced by:</b></p> <ul style="list-style-type: none"> <li>• Using my time wisely</li> <li>• Working hard</li> <li>• Being organized</li> <li>• Being safe and healthy</li> <li>• Making healthy eating choices</li> <li>• Exercising</li> <li>• Learning about different things</li> <li>• Having many interests and hobbies</li> </ul>	<p><b>IB Learner Profile Attributes Calendar</b></p>  <p><b>David Paterson IB PYP Candidate School</b></p>		<p style="text-align: center;"><b>February</b></p> <p><b>OPEN-MINDED</b></p> <p><b>I can be open-minded by:</b></p> <ul style="list-style-type: none"> <li>• Learning from people who are different from me</li> <li>• Listening to others and accepting other points of view</li> <li>• Understanding that people are different and do different things</li> <li>• Appreciating my own culture and personal histories, as well as the values and traditions of others</li> <li>• Experiencing new things and growing from them</li> </ul>
<p style="text-align: center;"><b>March</b></p> <p><b>INQUIRER</b></p> <p><b>I can be an inquirer by:</b></p> <ul style="list-style-type: none"> <li>• Looking for new information</li> <li>• Asking questions</li> <li>• Researching answers</li> <li>• Sharing what I learn</li> <li>• Always learning and discovering new things</li> <li>• Showing independence</li> <li>• Actively enjoy learning</li> </ul>	<p style="text-align: center;"><b>April</b></p> <p><b>THINKER</b></p> <p><b>I can be a thinker by:</b></p> <ul style="list-style-type: none"> <li>• Using what I know to solve problems on my own</li> <li>• Solving problems in different ways</li> <li>• Making decisions that are fair for everyone</li> <li>• Building on other people's ideas</li> <li>• Making connections</li> <li>• Transferring information into different areas</li> <li>• Applying thinking skills to make reasoned, ethical decisions</li> </ul>	<p style="text-align: center;"><b>May</b></p> <p><b>KNOWLEDGEABLE</b></p> <p><b>I can be knowledgeable by:</b></p> <ul style="list-style-type: none"> <li>• Exploring concepts, ideas and issues that are important to where I live, and in the world</li> <li>• Learning many different things, and using what I know to solve problems in life</li> </ul>	<p style="text-align: center;"><b>June</b></p> <p><b>REFLECTIVE</b></p> <p><b>I can be reflective by:</b></p> <ul style="list-style-type: none"> <li>• Thinking about my learning and knowing what I am good at, and what I need to work on</li> <li>• Thinking about what I say and do</li> <li>• Learning from my mistakes</li> <li>• Being aware that my actions and words influence others</li> <li>• Thinking about how to make changes to become a better person</li> <li>• Analyzing events, emotions, and thoughts of the past</li> </ul>
<p><b>With modeling traits of the Learner Profile, all members of our school learning community will exhibit the characteristics of global-minded citizens.</b></p>			



**Attribute: Balanced**

**Attitudes: Creativity, Commitment, Independence**

**BALANCED** people are healthy and are aware that eating properly and exercising is important in their lives. They understand that it is important to have a balance between the physical and mental aspects of their bodies. They spend time doing many different things.

### ***How can we be BALANCED at home?***

- Encourage your child to participate in different activities:
  - Read
  - Reflect
  - Draw
  - Exercise
  - Play
- Discuss the food groups with your child. Spend a few minutes during a mealtime deciding if what your family is eating is balanced.
- Create a schedule.
- Role model this attribute.



**Attribute: Caring**

**Attitudes: Respect, Empathy, Cooperation**

**CARING** people help others, try to make people around them happy, are nice, considerate, sensitive to others needs and show empathy. They think about the world and work to take care of their community and the environment. They remember to treat others how they themselves would like to be treated.

### ***How can we be CARING at home?***

- Discuss characteristics of a caring person.
- Reflect on your own experience with care.
- Role model caring behavior
- Use kind words
- Help people without being asked
- Be an active listener
- Get involved with community organizations.
- Protect our environment! Reduce, reuse, and recycle!
- After reading a book, spend some time considering how the people in the book acted. Was someone in the book caring? How were they caring? Find evidence in the book.
- Smile



### Attribute: Communicator

#### Attitudes: Confidence, Independence, Respect

**COMMUNICATORS** are able to express their feelings and ideas, share their thoughts with others, follow directions, talk about their ideas, use other languages, and are good listeners. They can express their ideas by speaking, drawing and writing. They can also communicate using mathematical language and symbols. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### *How can we be COMMUNICATORS at home?*

- Discuss different ways we communicate.
- Compare and contrast ways communication has changed from the past to the present.
- Encourage your child to stay in touch with relatives and friends who live in other countries by writing letters, using the phone or sending email.
- When working on homework, encourage your child to explain his/her answer to you orally or by drawing a picture.
- Work on the same mathematics problem as your child, see if you communicated (showed your work) the same way. Did you arrive at the same answer? Discuss your reasoning.
- Ask your child thought provoking questions and encourage them to discuss them with you. For example:
  - Is there anything you cannot buy with money?
  - Should you get an allowance? Why or why not?
  - What would you do if ...
- Work with your child to improve his/her listening skills. Being a good listener is an important part of communicating with others.
- Ask them to tell you about their day and experiences. Share yours too!
- Use varied vocabulary



### Attribute: Inquirer

#### Attitudes: Curiosity, Commitment, Independence

**INQUIRERS** are curious about the world. They develop skills for inquiry and research. They learn independently and with others. They love learning and discovering new things and will carry this love of learning with them throughout life.

### *How can we be INQUIRERS at home?*

- Encourage your child's areas of interest by visiting the library to borrow books that explore their concepts.
- Develop an understanding of the Internet. Work with your child when the Internet is being used and try to instill the understanding that some Internet sites are not reputable.
- Model being an inquirer.
- Discuss that it is ok not to know an answer to a problem or a question, but guide them as to where and how to find resources or solutions.
- Encourage them to explore and create concrete representations. There may be multiple ways of getting to an answer.
- Listen to and read about educational programs.
- Make connections to the concepts learned at school to your home or community.



**Attribute: Knowledgeable**

**Attitudes: Curiosity, Commitment, Enthusiasm**

**KNOWLEDGEABLE** people have explored relevant and significant concepts and can remember what they have learned. They can draw on this knowledge and apply it in new situations. They engage in issues and ideas that have local and global significance.

### ***How can we share KNOWLEDGE at home?***

- Encourage your child to read books at home that connect with the themes and concepts being covered in school.
- Guide them in skills that we want them to be able to do: Research, communication, social, self-management and thinking skills.
- Ask your child about what they are learning in school and engage them in conversations about it:
  - “Why do you think that is an important thing to know about?”
  - “Can you think of anything happening in the world today that might be similar to that aspect of History?”
- Foster any area that your child expresses an interest in with books and activities, but also be sure to encourage them to explore other areas and new things.
- Encourage your child to become familiar with current events and to read the newspaper and watch the news when appropriate.
- Read and discuss news with your child.



**Attribute: Open-Minded**

**Attitudes: Tolerance, Respect, Curiosity, Empathy**

An **OPEN-MINDED** person knows that all people are different. They listen to the points of view of others and consider many possibilities before making a decision. They appreciate their own culture and personal histories, as well as the values and traditions of others. They celebrate the differences that make all people unique.

### ***How can we be OPEN-MINDED at home?***

- Encourage your child to try new things – new foods, new games and new activities.
- Expose your child to different festivals, celebrations and traditions and be sure to present them in a non-judgmental way.
- Encourage your child to listen to others when they speak.
- Learn a new language.
- Discuss with them that certain media is bias. Instead, offer them facts or have them research different cultures and ethnic groups so they can learn to make their own judgements.
- Read literature about different cultures. Be sure that it is appropriate and reflects the culture in an appropriate way.
- Review the terms perspective, point of view, bias, prejudice. Provide examples.



### Attribute: Principled

**Attitudes: Cooperation, Tolerance, Respect, Curiosity, Empathy**

**PRINCIPLED** people have a sense of fairness and are honest with themselves and with others. They understand that sometimes there are rules and they follow them. They have an understanding of moral reasoning.

### *How can we be PRINCIPLED at home?*

- Create essential agreements at home together.
- Involve your child in deciding on the rules for a game or activity and then ensure that they stick to the ones that have been decided upon.
- Communicate ethical choices and moral behavior and how to make the right choices.
- Role-play different scenarios.
- Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player. What are the roles and responsibilities? What sort of person would they want on their team?
- Discuss sportsmanship and it's not whether you win or lose, it's about how we play the game.
- To increase self-esteem, teach them to how to "right their wrong"
- Explore how we can learn from our mistakes.



### Attribute: Reflective

**Attitudes: Commitment, Confidence, Creativity, Cooperation**

**REFLECTIVE** people know what they are good at and what their not. The try to think about these things, and they make changes where they can. They give thoughtful consideration to their own learning and consider their personal strengths and weaknesses in a constructive manner.

### *How can we be REFLECTIVE at home?*

- Discuss your child's school year. Have them reflect on their strengths and areas for improvement.
- Consider the goals that your child could set for next school year. Make a list of the goals and actions that can be taken to achieve these goals. You might want to list actions that your child will take independently as well as actions parents will take to support them. For example, if one of the goals your child sets for herself is to increase their reading stamina by reading each night for 30 minutes, her action might be to keep a reading log. As a parent, you might decide that the two of you will participate in shared reading once a week and even create a book or poem together to read to others.
- Encourage them to think before acting
- Encourage them to reflect on certain situations or events
- Teach them how to organize their time
- Encourage them to find various solutions to conflict



**Attribute: Risk-Taker**

**Attitudes: Confidence, Creativity, Curiosity, Enthusiasm, Independence**

**RISK-TAKERS** try new things. They try to solve problems in a lot of ways. They have the bravery to tell people what they think is right.

### ***How can we be RISK-TAKERS at home?***

- If your child is feeling uneasy about trying something, encourage them to attempt it and then reflect on both whether they liked the activity and how it felt to try something new.
- Offer opinions
- Set goals. What are realistic goals for the week? Your child might set a goal to:
  - Play something that they might not usually play with
  - Eat something new
  - Try an activity they haven't tried before

\* Be careful to explain to your child the difference between being a risk-taker by trying new things and doing dangerous things.



**Attribute: Thinker**

**Attitudes: Independence, Commitment, Confidence, Creativity**

**THINKERS** work to solve problems independently. They can imagine many solutions to a question or challenge. Thinkers make good decisions and can predict the outcomes of their actions. They think creatively and critically.

### ***How can we be THINKERS at home?***

- Encourage your child to try to think of solutions to problems independently.
- Make connections to real-life problems and ask questions to your child:
  - “I’m not sure how to arrange the glasses so they can all fit in the cupboard.”
  - “I wonder how much the groceries in the cart will cost... how can we make an estimate?”
  - “We need enough cookies for the 20 people in your class. What kind of change should we make to our recipe?”
- Ask your children questions when they are working on a problem:
  - “Do you have any ideas about how we might begin?”
  - “How can we do this differently?”
  - “I had never thought of that. Tell me more about it.”
  - “What other ways can we show that?”
  - “Why do you think that?”
  - “How did you figure that out?”

*\*Adapted from the Canadian International School in Singapore*