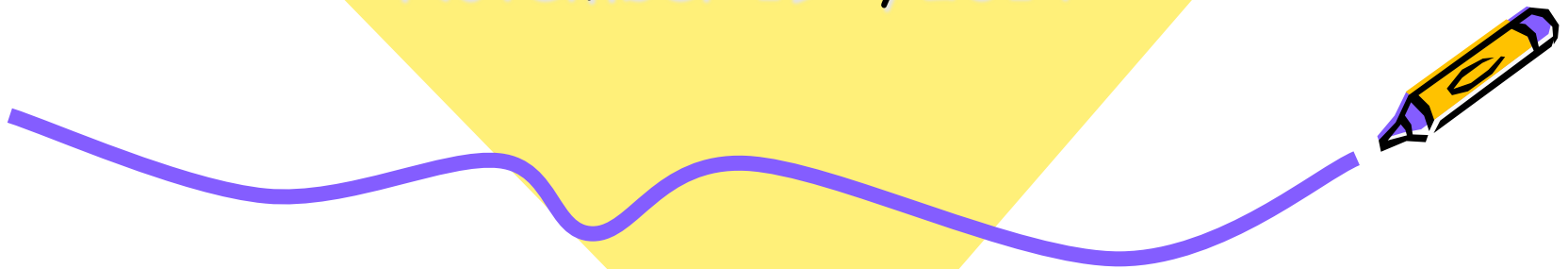


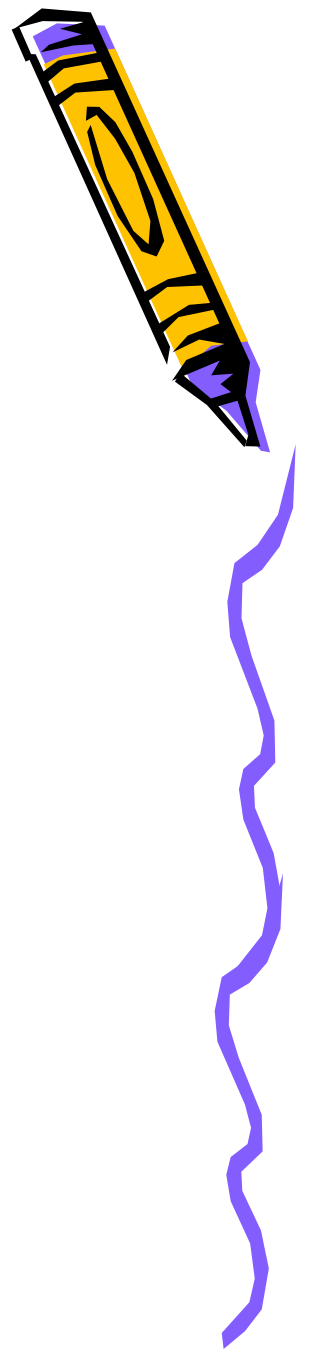


# How to Support your Child as an IB Learner

November 19<sup>th</sup>, 2014



# Learning Intentions



- Introduction to the IB Learner Profile
- How to develop the IB Learner Profile attributes in your child at home
- How to support action



What do you know about the IB  
Learner Profile Attributes? Put yourself on  
the "growth chart of understanding".



# IBO Mission Statement

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# Queen Mary Community School's Mission Statement

The Queen Mary School Community works together to create a respectful, safe and caring environment where we are inspired to be knowledgeable, active learners with a global perspective.

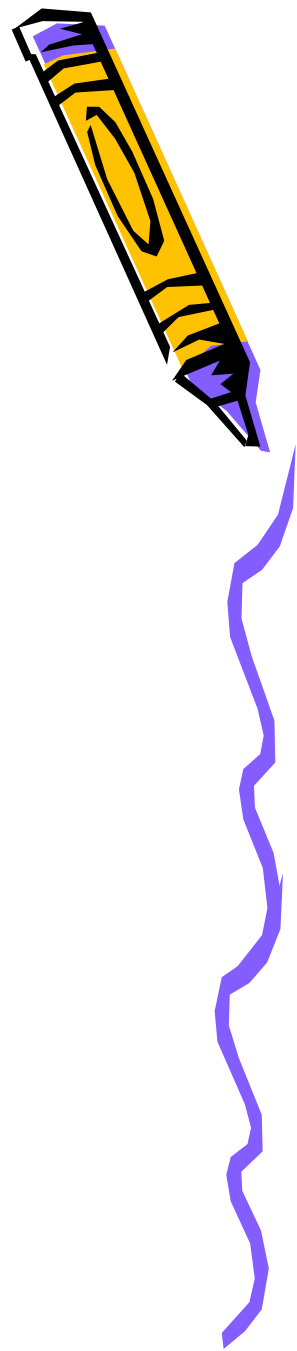


# Capilano

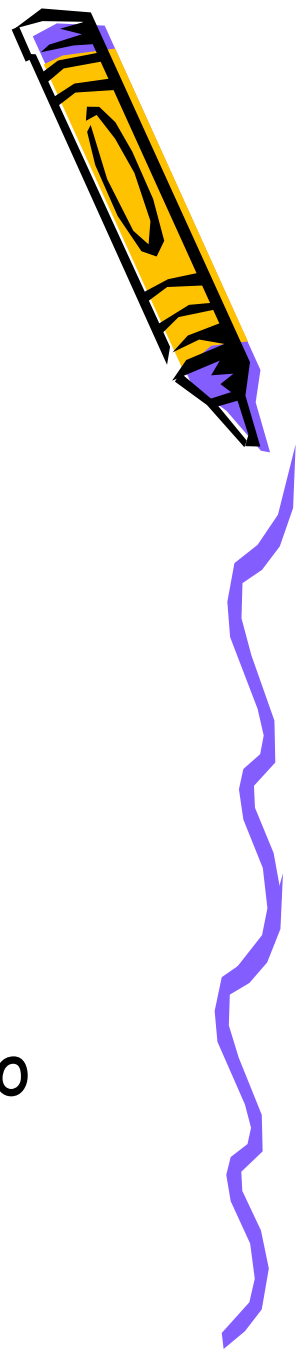
- The Capilano School community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are lifelong learners and globally responsible citizens.



# The Learner Profile



# Sorting and Matching Activity



- Working in partners, match the learner profile attributes with its description

“Check-up”

Parking lot - your wonderings

Note taking sheet for your reference

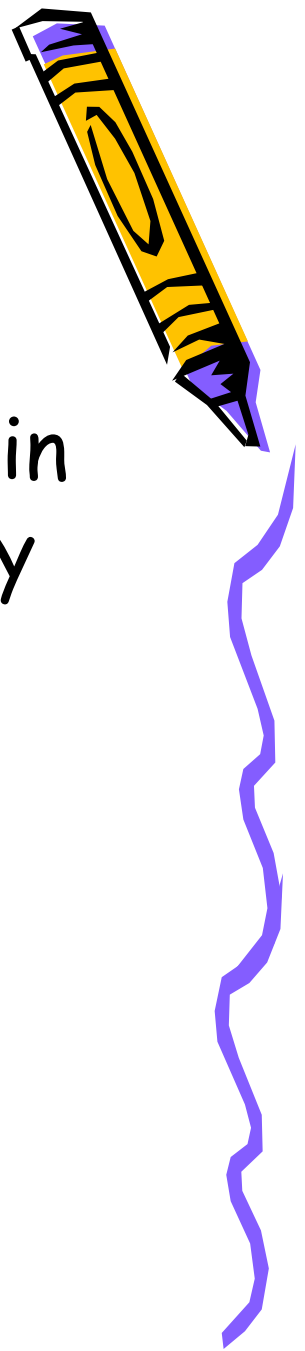
Sticke notes- additional ideas for ways to support





# Communicators

We express ourselves confidently in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of others individuals and groups.



# IB Connection at Home

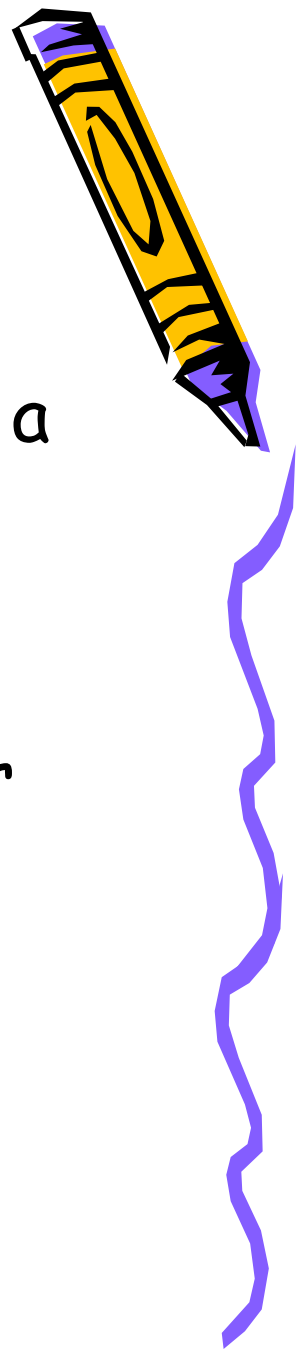


- Encourage your child to stay in touch with relatives and friends who live in other locations by writing letters, using the phone or sending email.
- When working on math homework, encourage your child to explain his/her answer to you orally or by drawing a picture.
- Work with your child to improve his/her listening skills. Being a good listener is an important part of communicating 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.



# Making the IB Connection at Home

- 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.
- Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player.
- What sort of person would they want on their team?
- When your child wins a game insist that he or she is a well-mannered winner. They might thank their opponent or shake hands with them if it's appropriate.
- When playing a game, don't change the rules to let your child win. Being a gracious loser is just as important as being a good winner.



# 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.



# Making the IB Connection at Home

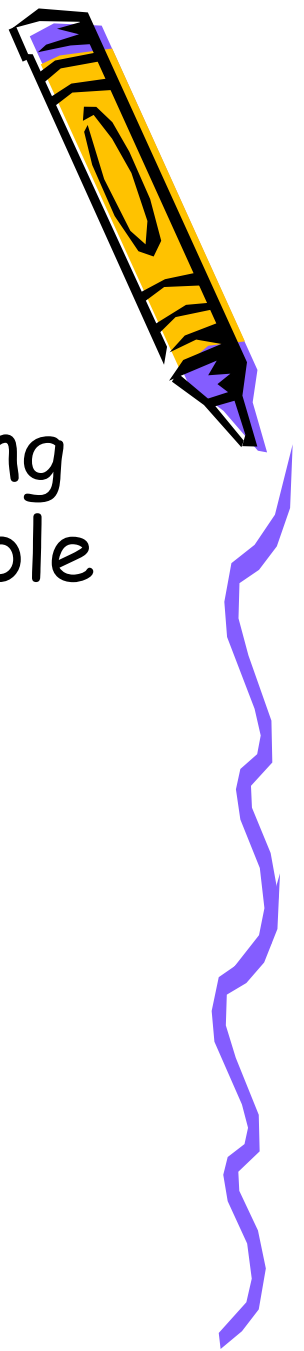


- Encourage your child to try out new things- new foods, new games and new traditions
- Expose your child to different festivals, celebrations and traditions and be sure to present them in a non-judgmental way
- Encourage your child to really listen to others when they speak
- Discuss novels, movies and documentaries



# Thinkers

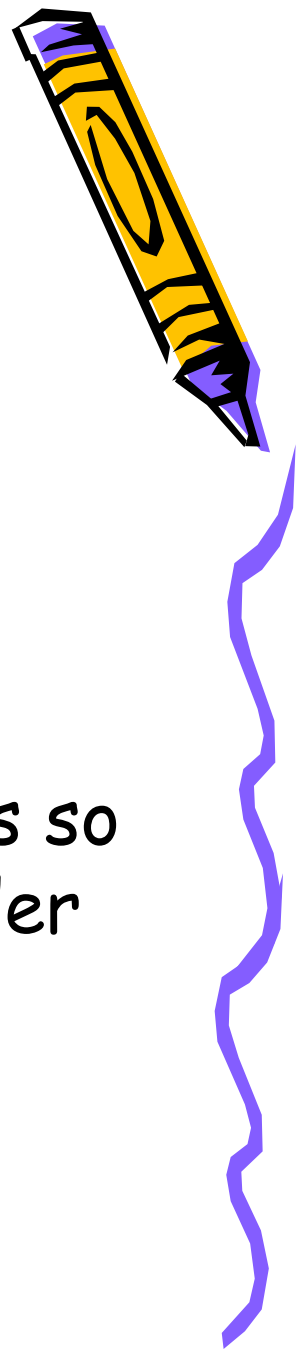
We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



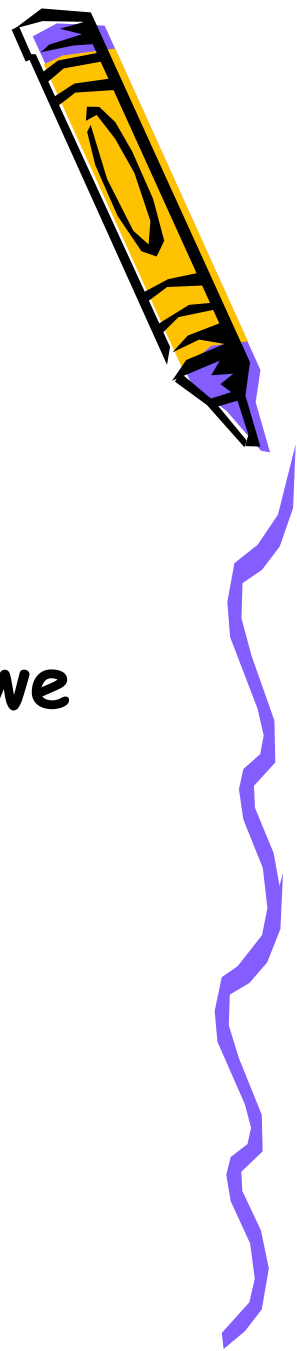
# Making the IB Connection at Home

Encourage your child to try to think of solutions to problems  
Pose different real-life problems and 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?”







- Ask your child these questions when they are working on a problem:

1. “Do you have any ideas about how we can begin?”
2. “How can we do this differently?”
3. “What other ways can we show that?”



# 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.



# Supporting the development of the attribute "Inquirer"



Suggestions:

- Have an "I wonder" board at home
- Provide time and/or materials for open-ended exploring
- Promote perseverance, inventiveness and data collection skills: don't help too soon - let your child try to figure out problems on their own. Honor their questions but say "that is a great question - I wonder too. Where can we find out more about that? What would we do to show our learning?"



# Supporting the development of the attribute "Inquirer"

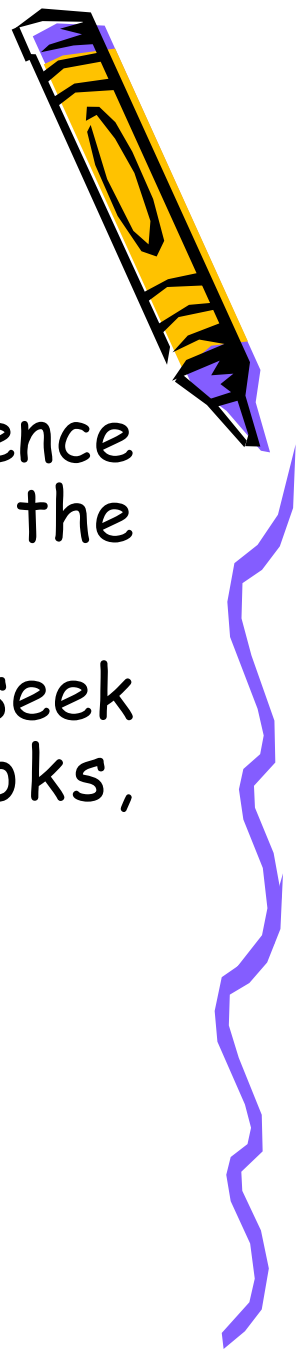


Suggestions:

- They need to hear us ask why things look or happen in this way and not in another
- They need to see us actively seeking information from books and other sources
- They need to hear and see us interacting with other people and appreciate how we can learn from others



# Supporting the development of the attribute "Inquirer"

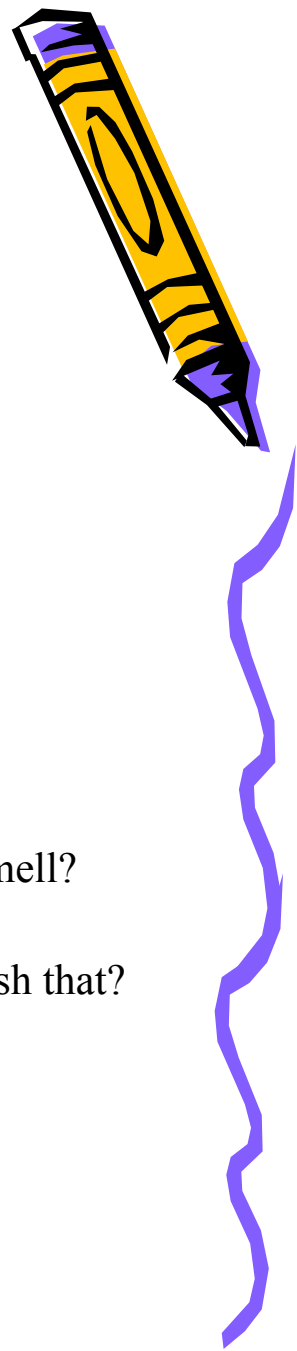


Suggestions:

- They also need to be given the confidence to ask us and others questions on the world around them
- They need to be encouraged to seek information for themselves (books, Internet, documentaries, etc.)
- We can ask probing questions



# Questions parents could ask to foster inquiry:



What does this make you think of?  
In what ways are these different?  
In what ways are these the same?  
What materials did you use?  
What would happen if you ...  
What might you try instead?  
Tell me about your ...?

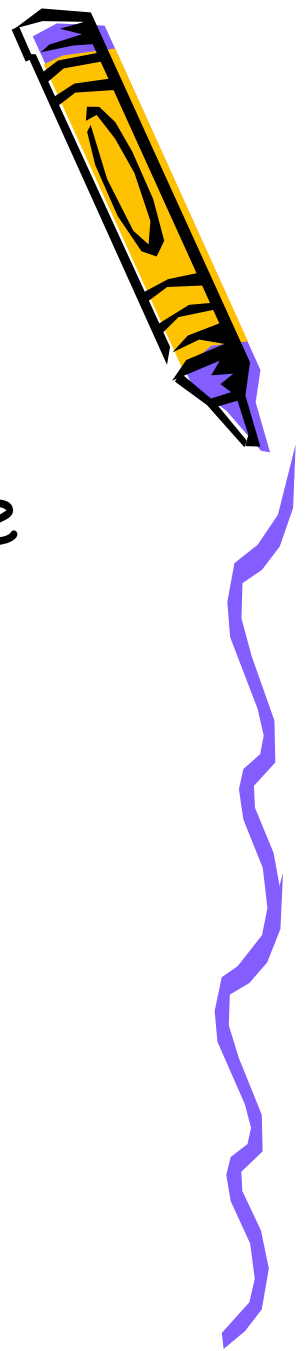
Is there anything else you could do/use?  
How do you know?  
What are some different things you could try?  
What is it made of?  
Show me what you could do with it?

What does it look like?  
What does it remind you of?  
What does it feel like?  
What can you do next time?  
What can you tell me about it?  
Tell me what happened.  
What could you do instead?  
How are you going to do that?  
What do you feel, see, hear, taste, smell?  
How did you do that?  
What will you do next after you finish that?



# 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.



# Making the IB Connection at Home



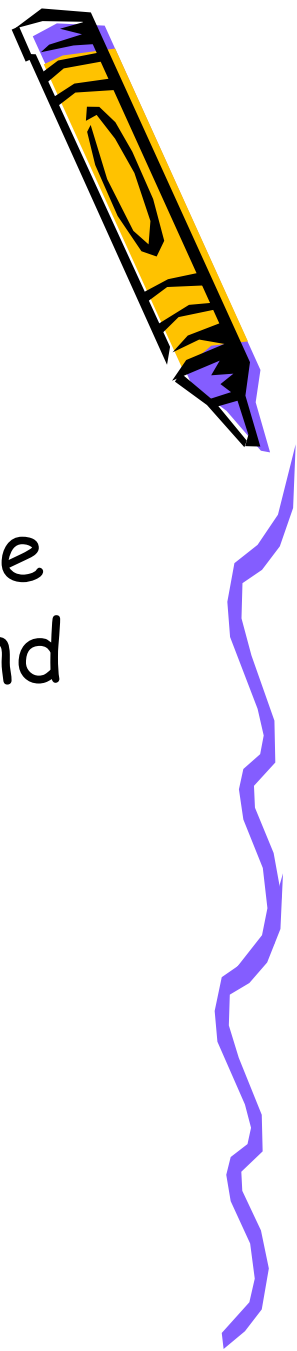
- Play age-appropriate trivia games
- Read to your child at a reading level a bit higher than their reading level, from a broad range of topics
- Visit the local museums, zoos, parks, etc.
- Check out foreign language instructional materials from the library and learn some words together





# Reflective

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



# Making the IB Connection at Home

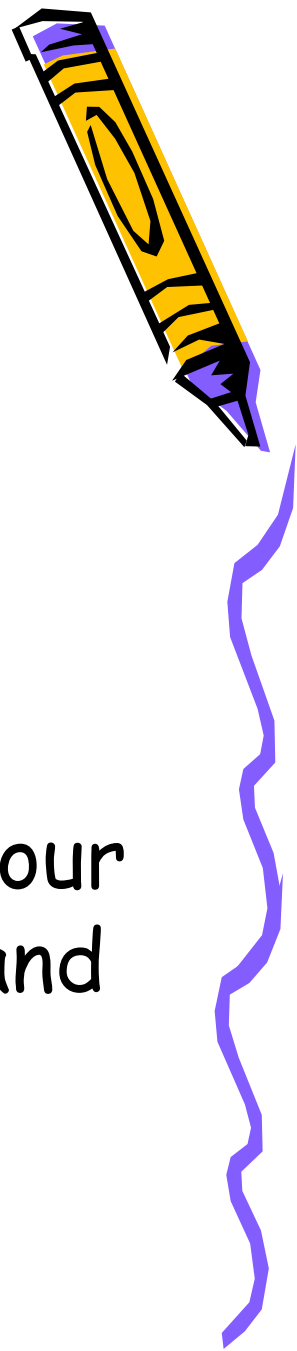


- After an experience ask your child what went well, what he/ she liked the most during that experience, what the strong points were ...  
(2) Then, ask him/her to talk or write about the weak points / what went wrong and why (3) Ask him/ her to write how he/she felt before, during and after the experience. (4) Finally, ask your child to think of what will allow him/her to perform better next time. What new strategies she/he needs to adopt, what new learning he/she needs etc.



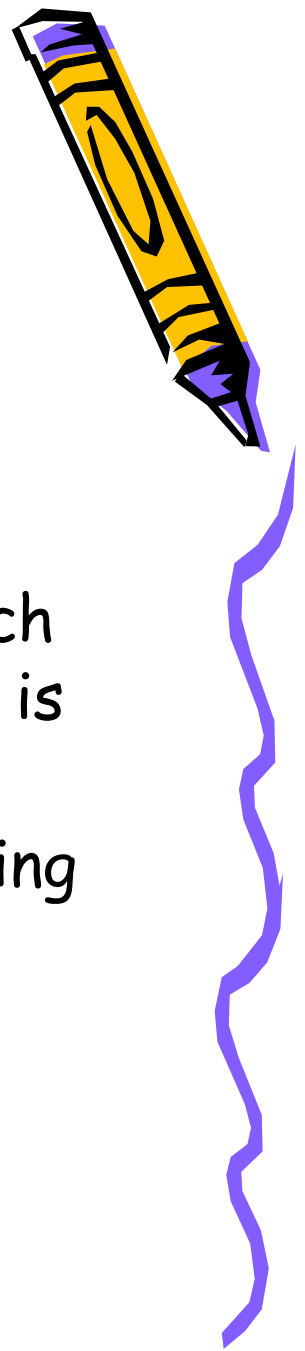
# BALANCED

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.



# Making the IB Connection at Home

- Encourage your child to participate in a wide variety of structured activities.
- Discuss healthy choices with your child and teach them the food groups and what a balanced meal is made up of.
- Emphasize the importance of exercise and staying active.



# Risk-takers

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



# Making the IB Connection at Home



- When your child is feeling uneasy about trying something new encourage them to attempt it and then reflect on the experience: What was hard? What was easy? How did they work to do it? What could they try next time?
- Explain the difference between being a risk-taker by trying new things and doing dangerous things.
- You can use the word courageous in your conversations.



# 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.



# Making the IB Connection at Home



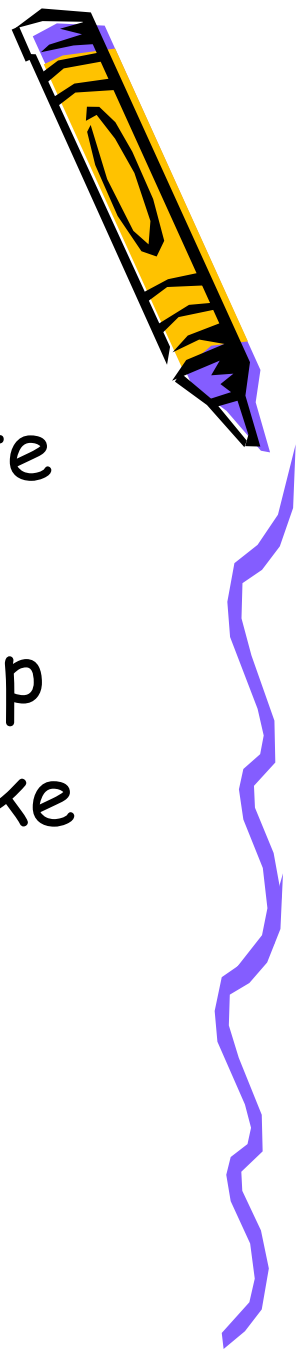
- Model caring behavior for your child.
- Point out to your child when you have noticed them helping others without being asked, using kind words, thinking of others, and doing nice things for others &/or the environment.
- After reading a book consider how the different characters felt and their individual actions. Was someone caring?
  - How do you know?





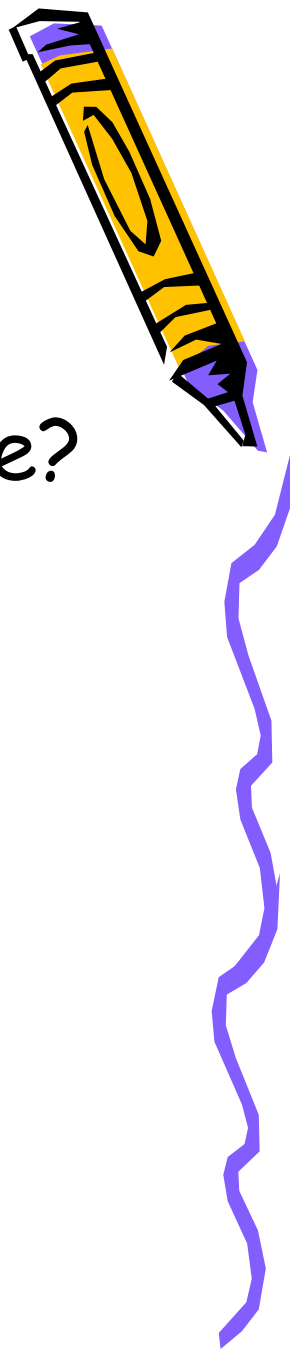
# Closing activity

- Which IB Learner Profile Attribute is your attribute of strength
- Share with the people in your group
- Move to the attribute you would like to develop further



# Action!

- What could action look like at home?
- What should you look for?



# Ticket Out the Door



- Your feedback and comments will help us plan the next parent session !
- Please hand them in as you leave

