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## IB Student Learner Profile

The key to student success in all IB programmes is the IB learner profile—a 10-point summary of the qualities IB students need to develop in order to be truly internationally-minded. The attributes and descriptors of the learner profile define the type of student the IB hopes to develop through its programmes.

As a key cross-programme component, the learner profile is the central tenet of the IB programmes. It is not intended to be a profile of the perfect student but be considered as a roadmap in pursuit of lifelong learning. The learner profile places the student at the heart of IB programmes and focuses attention on the processes and the outcomes of learning.

At its most basic, the learner profile provides a long-term vision of education and is a set of ideals that can inspire, motivate and focus the work of schools and teachers. The learner profile depicts students as:

- Inquirers
- Thinkers
- Principled
- Caring
- Balanced
- Knowledgeable
- Communicators
- Open-minded
- Risk-takers
- Reflective

In an IB student's educational experience, these qualities are developed at increasingly sophisticated yet appropriate levels. The learner profile gives students, parents, and educators a common language for evaluating students' growth in and between programmes.

The three programmes also focus on developing learning skills or "learning how to learn," beginning with inquiry-based learning in the PYP. In the Middle Years Programme, students explore learning skills through approaches to learning, one of the areas of interaction. In the Diploma Programme, students study the theory of knowledge, a course on critical thinking.

## **The PYP, MYP, and Diploma Programmes:**

Require study across a broad range of subjects, drawing on content from cultures around the world;

- Give special emphasis to language acquisition and development;
- Encourage learning across disciplines;
- Focus on developing the skills of learning;
- Include the study of individual subjects and of transdisciplinary areas;
- Give students opportunities for individual and collaborative planning and research; and
- Include a community service component requiring action and reflection.