

The IBO Learner Profile: An Information Literacy Model for DP Students/Librarians

IBO Learner Profile	Learner Profile in the Library	Key Student indicators	Supported by example Library Activities
<p>Inquirers</p> <p>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show their independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p>	<p>Students develop information literacy skills that will encourage them to become 'life long learners'. They conduct purposeful, constructive and enthusiastic research.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -asks questions -is task orientated -is purposeful -shows curiosity -uses variety of resources -raises new questions -attention to detail 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> - learn the use of the OPAC to find resources at increasingly sophisticated levels -learn about e-resources e.g. internet, intranet, online databases -use of reference material (e.g. specialized / subject specific encyclopedias) -foster interest in books -reading extracts to stimulate interest -questioning all the time -brainstorming questions <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -Teaches research skills and processes -Teaches location of resources at increasingly sophisticated levels (i.e., online catalog, e-resources such as internet intranet, online databases. -Teaches students to evaluate resources -Encourages questioning and finding answers -Models research strategies -Models enthusiastic inquiry -Makes learning environment interesting & welcoming -Works collaboratively with colleagues to foster inquiry

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<p>Thinkers</p> <p>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p>	<p>Resource-based learning encourages students to become critical thinkers and creative problem solvers, while building a dynamic view of themselves as confident and discerning information users.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -can apply new information, -synthesizes and creates new thoughts, -charts information, -constructs own meaning, -can problem solve, -formulates searchable and productive questions, -has time management skills 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> -become independent users of library resources -learn to make information choices -making connections with real life -develops time management by applying purposeful efficient search skills -extrapolates information from a variety of resources <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -encourage independent, creative problem solving -support reading for comprehension -Teach/facilitate students' skills in evaluation info resources – how accurate, authoritative, up-to-date, relevant it is. -Teach time management by demonstrating purposeful, efficient search skills -Promote open discussion -Provide information from a variety of resources

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<p>Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</p>	<p>In the library students are exposed to a range of visual, written (literary and factual) and oral skills and formats. Students are encouraged to express their own ideas and interpret the ideas of others.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -consults and listens to others, -collaborates, -shares ideas, -expresses in appropriate format, -knows how to ask for help when needed -makes recommendations 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> -give oral presentations of their research. -engage in debates -presentations of work by students -sharing their findings & information (e.g. power point presentations, /book report) -Engages in group work / peer discussion/presentations in the library -book club and other sharing book activities -sharing knowledge of other resources <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -encourage self-expression, opinions, predicting - Provide access to presentation technology - Make provision for group work/peer discussion/ presentations in the library - Share knowledge of other resources -display classroom work in library display research timeline/programme -encourage and create opportunities for foreign language reading. -encourage student book recommendations/reviews

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<p>Risk-takers</p> <p>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</p>	<p>Students are prepared to take risks in learning new information skills and technologies within the library.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -learns beyond surroundings -internalizes then defends ideas -is comfortable with recommending, is receptive to, and experiments with other genre -asks questions -considers non-traditional sources 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> -Choosing books outside of familiar areas -offering opinions - ongoing written debate <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -Encourages students to explore the collections of other libraries (PL, university) -Encourages students to continue refining their research questions. -Makes the environment a safe place that fosters risk taking -Encourages use of a variety of resources -Provides avenues for students to become aware of books outside familiar areas (in various genres) - Provides forums for offering opinions: blogs, wikis, podcasts

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<p>Knowledgeable</p> <p>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p>	<p>Students are exposed to a wide range of information sources, including print (literary and factual), electronic and audiovisual technologies. In the library students develop the capacity to recognise a need for information, to know how and where to find it from these sources, and how to select, organize, evaluate, analyze and communicate it to others.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -knows where to find information -is aware of what is available, -evaluates -uses all relevant information sources and is not dependent on only one source e.g. internet -helps others find information 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> - uses prior knowledge to help assimilate new learning constructs, make new meanings and understanding - uses a variety of sources and skills for specific research activities -knows how to extract specific info. from texts -Engages in independent reading -makes use of all available human resources <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -Makes available up-to-date books and resources -displays books in engaging manner. - Teaches use of a variety of resources & skills for specific research activities - Encourages independent reading through book talks, reviews, blogs, etc.

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<p>Principled</p> <p>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p>	<p>In the library students are encouraged to respect the rights of other community members in the sharing of facilities and resources. Students are conscious of following library procedures including use of print and non-print materials.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -accepts responsibility for behavior -accepts responsibility for resources, -accepts responsibility for environment -accepts responsibility for sharing -accepts responsibility for School's Acceptable Use Policy -Understands and enacts age specific principles of the IBO Academic Honesty Policy 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> - cares for all library resources and facilities -understands and abides by copyright & ethics of copying - bears responsibility for plagiarism, returning books; replacing lost books -accepts consequences for failure to follow/comply with guidelines -ethically uses the intellectual property of others -conducts self in a manner that does not interfere with the work of others respects the opinions and rights of others <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -Provides guidelines for responsible use of materials and facility -Teaches copyright guidelines and the ethical use of intellectual property of others. -Promotes/models conduct that does not interfere with the work of others and that respects the opinions and rights of others. -enforces the policies of academic integrity

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<p>Caring They show empathy,, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p>	<p>Students can empathize with the experiences of others who are different from themselves in their reading of literature and research. The library seeks to develop a lifelong love of reading among our students</p>	<p><u>The student:</u> -respects other users of facilities and resources; -‘in’-groups are sensitive to other understandings and ideas; -collaborates and respects others during group work. -shares; -has reading buddies; - recommends books to others; -logs out on computer ready for next user;</p>	<p><u>Student Actions</u> -considers other library users -values all questions by waiting their turn -works as library aide -respects different opinions -respects library staff and helpers -helps peers -displays positive attitudes -respects all library materials and property</p> <p><u>Teacher Librarian Actions</u> - Sets expectations for behavior that respects & considers other library users -Models respect for differing opinions - Exhibits a positive attitude</p>

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<p>Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p>	<p>In the library students are exposed to a wide range of literary and factual texts, media, artifacts, and visuals reflecting different cultures, perspectives and languages. These items extend the students' cultural understandings.</p>	<p><u>The student:</u> -accepts others' ideas and others' points of view -is aware of 'other' language resources and uses them where appropriate -towards a variety of genres -uses a variety of formats -uses visual clues but "doesn't judge a book by its cover"</p>	<p><u>Student Actions</u> Uses communal reading selections for discussing differing insights and sharing ideas able to listen to opposing viewpoints and accept new ideas and cultural viewpoints -examines all aspects of an issue in groups -understands different points of view in non-fiction. <u>Teacher Librarian Actions</u> -Shares multicultural literature through book talks, previews, and displays -Provides other multicultural materials (AV, periodicals, databases, reliable internet sources) -Fosters tolerance -Develops displays & communicates varied cultural focuses (black/ women's history, etc.)</p>

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<p>Balanced</p> <p>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p>	<p>Students are provided with a variety of literature and technologies within the library that contribute to their personal, social and educational growth.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -reads variety of books -uses variety of sources for research -reads for pleasure -is physically and mentally fit -demonstrates good time/ task management skills 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> -reads for pleasure & personal inquiry -reads from a variety of print and online resources that support learning across the IB hexagon -assesses perspective of a source in relation to its context -reads for purpose; evaluates and selects the appropriate resources according to information need -respects the information / reading choices of others <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -Provides balanced collection for all types of reading, including non-fiction on physical activities and work/life balance -Teaches the necessary skills for accessing all types of materials, balancing print, visual, auditory, & electronic. -Demonstrates how to select & evaluate resources appropriate for learner's needs. -Provides intellectually stimulating, recreational materials

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<p>Reflective</p> <p>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p>	<p>In the library students are encouraged to reflect on the importance of literature and information as a way of understanding one's self and others.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -discusses and reflects following presentations -makes connections -thinks about sequencing, predicting -will choose, act, reflect -uses self assessment and group assessment -chooses appropriate reading materials and reading level -helps and supports fellow students 	<p><u>Student Actions</u></p> <ul style="list-style-type: none"> -assessment sheets after a research unit -evaluation then discussion -self reflection of learning & presentation -thinks about ways to improve performance -welcome peer feedback -write book reviews -students share how they found information and how would they do it differently if they did it again. -uses library time efficiently - time management, use of resources-uses library as place for independent study <p><u>Teacher Librarian Actions</u></p> <ul style="list-style-type: none"> -Creates reflection & self-assessment instruments for after research unit -Provides opportunities for students to discuss reading through guided activities (book reviews, collaborative groups, etc.) -Talks with students about ways to improve research performance and reading -Provides opportunities for students to self-select research topics & reading materials.