

The IBO Learner Profile as a model of lifelong learning and for information literacy in the library:

Compiled and edited by I.H. Skirrow May 2006

IBO Learner Profile [pub. IBO 2006]	Learner Profile in the Library [descriptor dev. by Yvonne Barrett, Singapore]	Key Student indicators [dev. Nassau PYP Librarians Workshop Feb 2005*]	IBO Transdisciplinary Skills, the Information skills process & Supported Library Actions [dev. Vienna PYP Librarians Workshop Feb 2003* and Yvonne Barrett July 2006]
<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 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 	<p><u>Research skills:</u></p> <p>Define [ISP = Information Skills Process] What do I really want to find out?</p> <p>Formulating questions:</p> <ul style="list-style-type: none"> - What do I already know? Recall known information - Brainstorming - Word banks - Concept mapping - Questioning skills & techniques (open ended questions) - What do I need to find out? - develop focus questions - Identify & interpret key words, questions & ideas in a task <p>Observing: ???</p> <p>Planning:</p> <ul style="list-style-type: none"> - outlines -concept mapping - propose & discuss search strategy - determine how the task is to be completed - clarify subsections of the topic, using keywords and related terms - establish goals and priorities - establish a time line and action plan - delegate duties, plan, set goals, organise, take action (group work, collaborative)

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Inquirer contd:			Locate [ISP] Where can I find the information? Collecting data: <ul style="list-style-type: none">-Dewey Decimal Classification DDC- use of the OPAC to find resources at increasingly sophisticated levels- be aware of various types of resources- e-resources e.g. internet, intranet, CD-ROMs- becomes familiar with limited number of appropriate search engines using modelled techniques- uses simple and combined terms to search Inquiry and Internet sources- chooses broader or narrower terms to refine search results- reference material e.g. encyclopaedias, atlases- chart work to aide visual learners- sticky note Q & A- KWL charts & similar- graphic organisers- scanning & skimming skills & techniques- selects materials by scanning table of contents, assessing readability, presentation and quality of illustrations- pre-judges the relative worth of resources in terms of purpose- uses information from the wider community- uses range of equipment to access information e.g. telephone, fax, computer, scanner, digital camera using modelled techniques
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<p>Inquirer contd:</p>			<p>Select [ISP] What information do I really need to use?</p> <p>Recording data</p> <ul style="list-style-type: none"> - uses pictures, objects, live specimens to extract information - <i>records relevant information using modelled examples by:</i> arranging ideas, events and facts in sequence from oral, pictorial and written sources - constructs sentences using identified key words - lists keys words under main ideas - is aware of people with specialist knowledge as a primary resource - <i>Note taking skills as age appropriate:</i> - uses appropriate note-taking templates and strategies using modelled examples e.g. concept mapping, main idea, list making, clustering notes under sub-headings - Summarise information e.g. Paragraph summarisation strategy - recognises when a statement is a generalisation - understands that different accounts of the same event may vary <p>Organise [ISP] How can I best use this information?</p> <p>Organising data:</p> <ul style="list-style-type: none"> - categorise information according to specified criteria - learn that charts, diagrams, recipes, news recounts & documentaries present information in different ways - graphic organisers, research matrix - use of Word processing and typing skills (<i>see Knowledgeable profile</i>) <p>Present [ISP] How can I present this information?</p> <p>Presenting research findings:</p> <ul style="list-style-type: none"> - Bibliographic skills appropriate to year level. - bibliography for each Profile trait - oral reports - examine and report on findings
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Inquirer contd:			Assess [ISP] What did I learn from this? <ul style="list-style-type: none">- express opinion about a certain topic- discuss how they could improve their research next time- identify alternative strategies and sources to use for future research
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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. Students build 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, -synthesises and creates new thoughts, -charts information, -constructs own meaning, -can problem solve, -formulates searchable and productive questions, -has time management skills 	<p><u>Thinking skills:</u></p> <p>Define [ISP] What do I really want to find out?</p> <p>Acquisition of knowledge:</p> <ul style="list-style-type: none"> -develop student's thinking skills - help students focus and clarify their questions. - talk about a topic they have hear or seen - discuss alternative ways of finding answers to their questions - clarify thinking through asking questions, rephrasing & restating ideas and issues <p>Locate [ISP] Where can I find the information?</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - of material learned - uses community resources to satisfy information needs e.g. Government agencies, public libraries - understands limitations of reference books e.g. old atlases, encyclopaedias, bias, international publications - aware of fact, opinion, propaganda, bias and points of view in information - aware of strategies to assess the value of internet sites. <p>Select [ISP] What information do I really need to use?</p> <p>Application:</p> <ul style="list-style-type: none"> - extrapolate information from a variety of resources - selects main idea and supporting details - makes inferences from gathered information - time management - problem solving

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<p>Thinker contd:</p>			<ul style="list-style-type: none"> -compare different ways information is presented in, e.g. TV documentaries, news bulletins, encyclopaedias & newspapers - detects bias and stereotyping <p>Organise [ISP] How can I best use this information?</p> <p>Analysis:</p> <ul style="list-style-type: none"> - changing variables in story - students classifying sources on Units i.e. water - science 500's, folktales 300's, poetry 800's - predicting stories, devising alternative endings - uses a number of sources to check accuracy & validity of information - reviews & adjusts the structure/form of the information, where necessary, in the light of the purpose of the task - engages in reflective thinking to analyse and clarify a problem - proposes a solution to a set problem based on prior knowledge and new information which: <p>Organises ideas and information logically</p> <p>Makes simple generalisations and draws simple conclusions</p> <p>Verifies results of experiments using modelled examples</p> <p>Categorises information according to a framework of heading and subheadings using modelled examples</p> <p>Selectively cuts and pastes information from an electronic source and writes into own words</p> <p>To quote a source</p> <p>To make notes</p> <p>Makes notes using modelled techniques e.g. written bulleted points, note-taking template etc.</p>
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Thinker contd:			<p>Present [ISP] How can I present this information? Synthesis:</p> <ul style="list-style-type: none">- talks about what they have found from their data collection <p>Assess [ISP] What did I learn from this? Evaluation:</p> <ul style="list-style-type: none">- evaluate websites- evaluation of information provided; -support reading with comprehension- identify alternative strategies & sources to use for future research- peer review of research presentation <p>Dialectical thought:</p> <ul style="list-style-type: none">-learning to make choices- analyse and evaluate various viewpoints- identifies questions and issues arising from decisions and actions <p>Metacognition:</p> <ul style="list-style-type: none">-making connections with real life- literature discussions/book clubs -- students compare themselves to a character
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<p>Communicators</p> <p>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>Communication skills:</u></p> <p>Listening:</p> <ul style="list-style-type: none"> - listen to picture books and longer literary texts of various genres -book sharing opportunities & encourage book recommendations/reviews - Literature circles - audio stories - storytelling <p>Speaking:</p> <ul style="list-style-type: none"> -oral presentations of their research - debates - group work / peer discussion/ presentations in the library - book-talks, acting out stories - comment on events in stories and empathise with characters in stories - express an opinion about a character’s actions and speculate on their own behaviour in a similar situation - student book club/ sharing book reviews -sharing knowledge of other resources - students will be able to discuss what has been read, reflect on and talk about the feelings and motivations of the characters in a story - encourage self-expression, opinions, predicting - Literature circles - Readers theatre - storytelling

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<p>Communicator contd:</p>			<p>Reading:</p> <ul style="list-style-type: none"> - select and use a variety of library resources for enjoyment and information. - encourage and create opportunities for foreign language reading in mother tongue. - reading stories in other languages - not native - Literature circles - Student book club - encourage lunchtime recreational reading - explore rhymes, poems, chants, songs, stories & other literary texts. - explore stereotyping in texts including cultural, character and gender stereotyping - use blurb-book jacket summary to select books - predict content of a text using features as cover, title, illustrations and photos - recognise and use a variety of international book awards as standards of excellence in selecting books <p>Writing:</p> <ul style="list-style-type: none"> - using ICT technology to record data and present research findings - power point presentations; - book reports - construct literary texts such as poems and stories - construct timelines and story maps to represent event sequences or organisation of information in texts - newsletters from classroom to home <p>Non-verbal communication: (Visual)</p> <ul style="list-style-type: none"> - use tools such as previewing book jacket and parts of books, skimming and five-finger test for selecting books -display research timeline/programme (Visual) -displaying classroom work in posters in library - taking library displays out to the school
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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, -internalises then defends ideas, -is comfortable with recommending, -is receptive /experiments with other genre, -challenges own reading level, -takes on new roles 	<p><u>Communication skills:</u></p> <p>Listening:</p> <p>Speaking:</p> <ul style="list-style-type: none"> -encourage bold viewpoints - learn to take opposite viewpoints to own - offering opinions - ongoing written debate / circle time <p>Reading:</p> <ul style="list-style-type: none"> - student to look for books they want in upper school library. -encourage student to expand their reading choices – choose books outside of familiar areas <p>Writing:</p> <p>Non-verbal communication:</p> <p><u>Research skills:</u></p> <p>Define [ISP] What do I really want to find out?</p> <p>Formulating questions:</p> <ul style="list-style-type: none"> - Questioning skills & techniques (open ended questions) - What do I need to find out? - develop focus questions - encourage student to continue formulating and refining research questions. <p>Observing: ???</p>

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Risk-taker contd:			<p>Planning:</p> <ul style="list-style-type: none">- propose & discuss search strategy- individual choice of topic that might be one where resources unavailable in library- delegate duties, plan, set goals, organise, take action (group work, collaborative); change group roles (e.g. recorder, reporter etc.) <p>Locate [ISP] Where can I find the information?</p> <p>Collecting data:</p> <ul style="list-style-type: none">- use of the ICT to find resources at increasingly sophisticated levels- e-resources e.g. internet, intranet, CD-ROMs- making use of all available resources including human resources- use of primary resources- interview techniques <p>Select [ISP] What information do I really need to use?</p> <p>Recording data</p> <ul style="list-style-type: none">- Using ICT to develop note taking skills – such as Inspiration. CMAP <p>Organise [ISP] How can I best use this information?</p> <p>Organising data:</p> <ul style="list-style-type: none">- categorise information according to specified criteria- learn that charts, diagrams, recipes, news recounts & documentaries present information in different ways- Research matrix- graphic organisers
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Risk-taker contd:			Present [ISP] How can I present this information? Presenting research findings: <ul style="list-style-type: none">- oral reports- examine and report on findings- presentations to the grade above and below Assess [ISP] What did I learn from this? <ul style="list-style-type: none">- express opinion about a certain topic- discuss how they could improve their research next time- identify alternative strategies and sources to use for future research
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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, organise 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, -uses all relevant information sources and is not dependent on only one source e.g. internet - organises information -communicates to, and helps others find information 	<p><u>Research skills:</u></p> <p>Define [ISP] What do I really want to find out?</p> <p>Formulating questions:</p> <ul style="list-style-type: none"> - Questioning skills & techniques (open ended questions) - What do I need to find out? - find out prior knowledge - use their existing knowledge as starting point – recall known information - develop focus questions <p>Observing: ???</p> <p>Planning:</p> <ul style="list-style-type: none"> - propose & discuss search strategy - delegate duties, plan, set goals, organise, take action (group work, collaborative); change group roles (e.g. recorder, reporter etc.) - outlines - concept mapping <p>Locate [ISP] Where can I find the information?</p> <p>Collecting data:</p> <ul style="list-style-type: none"> -identify the parts of a book - use cover and title to indicate contents - identify author and illustrator - be aware of different areas of the library; - teach them how the library is organised -differentiate between fiction and non-fiction - understand that topics are grouped together

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Knowledgeable contd:			<ul style="list-style-type: none"> - use shelf letters to locate fiction - use first three letters of an author's name to locate fiction - use Dewey decimal classification system to locate appropriate resources - know alphabetical order - use subject index books - use index - use table of contents - use glossaries - use OPAC enquiry – uses author, title, subject, keyword access in inquiry to identify the shelf label of a resource - operate borrowing procedures - be aware of information sources outside the library - offer different ways to access information e.g. online resources; primary sources; magazines, newspapers. - scavenger hunts; hot lists -how to find the information they want - how to extract specific information from texts – skimming & scanning techniques - locates reference materials - uses specialist reference tools – atlas, telephone book, encyclopaedia, thesaurus, dictionary, reference CD ROM - use encyclopaedia by volume, index, keywords - use of the ICT to find resources at increasingly sophisticated levels - e-resources e.g. internet, intranet, CD-ROMs, email as a communication tool and information source - participates in on-line projects to locate, contribute and gather information - use of primary resources as a source of information e.g. First hand experience, people, concrete objects - use of secondary resources as source of information e.g. book, pictures, AV materials, magazines,
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<p>Knowledgeable contd:</p>			<p>newspapers - interview techniques</p> <p>Select [ISP] What information do I really need to use? Recording data - use of 'front-loading' strategies e.g. ??? - decide if information is fact or fiction - assess the usefulness of information sources - skim for information - find key points and main ideas - devise a system for recording information - take notes - discriminate between opinion and fact - record sources of information - decide what to do about discrepancies and bias - Using ICT to develop note taking skills – such as Inspiration. CMAP - graphic organisers</p> <p>Organise [ISP] How can I best use this information? Organising data: - classify books by genre - illustrate stories - retell stories sequentially - select relevant information - combine information from different sources - categorise information according to specified criteria - use appropriate subtitles - learn that charts, diagrams, recipes, news recounts & documentaries present information in different ways - build flow charts - construct time lines - label diagrams - compile charts - review the purpose of the task - determine if enough information has been located</p>
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<p>Knowledgeable contd:</p>			<ul style="list-style-type: none"> - extends the use of Word Processing skills (as age appropriate) by: Entering and editing text Justifying text Changing text – font/colour, bold/italic/underline Resizing text Changing text alignment Highlighting text Saving Printing Using line spacing Using tab function Understanding the difference between Cut and Copy Copying selected text Cuts and pastes text Making notes directly from screen Practicing keyboard drills e.g. hand and finger placement Using spell checker Using columns Changing page orientation (Landscape/portrait) Changing size of page, e.g. 75% view Inserting graphics Manipulating graphics e.g. resizing Using lists/bullets Creating and inserting simple tables Wrapping text around graphics Formatting text appropriate to text type Create computer generated organisational strategies, e.g. Low charts, time lines using modelled examples
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<p>Knowledgeable contd:</p>			<p>Present [ISP] How can I present this information? Presenting research findings:</p> <ul style="list-style-type: none"> - identify the requirements of different forms of presentations - consider the nature of the audience in the selection of appropriate presentation - prepare the presentation - Bibliographic skills appropriate to year level. - bibliography for each Profile trait - oral reports -having students explain library rules /OPAC - uses Paint/Draw and multimedia - constructs multimedia presentations adding video and sound as age appropriate skill - extends desktop publishing skills - is aware of Web page structure (Year 6 - 7) <p>Assess [ISP] What did I learn from this?</p> <ul style="list-style-type: none"> - express opinion about a certain topic - discuss how they could improve their research next time - identify alternative strategies and sources to use for future research - develops concept of peer evaluation by giving and receiving feedback - uses a variety of evaluative strategies using modelled examples to assess and review learning strengths and weaknesses, e.g. Learning logs, reflective journals - evaluates understanding and implementation of the set task criteria using modelled examples
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<p>Knowledgeable contd:</p>			<p><u>Communication skills:</u></p> <p>Listening:</p> <ul style="list-style-type: none"> - inviting authors, illustrators, story tellers/ singers <p>Speaking:</p> <ul style="list-style-type: none"> -encourage bold viewpoints - learn to take opposite viewpoints to own - offering opinions - ongoing written debate / circle time <p>Reading:</p> <ul style="list-style-type: none"> -independent reading - unit on ‘reading for pleasure’ - brief presentation followed by a ‘Reading Café’. - student to look for books they want in upper school library. - reads a wide range of fiction and non fiction texts <p>Writing:</p> <p>Non-verbal communication:</p> <ul style="list-style-type: none"> -making the students interested by having up-to-date books and resources <p><u>Self-management skills:</u></p> <p>Organisation:</p> <ul style="list-style-type: none"> - aware of layout of library - learns borrowing procedures of school resources <p>Time management:</p> <p>Codes of behaviour:</p> <p>Informed choices:</p>
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<p style="text-align: center;">IBO Learner Profile [pub. IBO 2006]</p>	<p style="text-align: center;">Learner Profile in the Library [descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;">Key Student indicators [dev. Nassau PYP Librarians Workshop Feb 2005*]</p>	<p style="text-align: center;">Transdisciplinary Skills & Supported Library Activities [dev. Vienna PYP Librarians Workshop Feb 2003* and Yvonne Barrett July 2006]</p>
<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 academic honesty in their studies.</p>	<p><u>The student:</u></p> <ul style="list-style-type: none"> -accepts responsibility for behaviour -accepts responsibility for resources, -accepts responsibility for environment -accepts responsibility for sharing --accepts responsibility for School's Acceptable Use Computer /Internet Policy -Understands and enacts age specific principles of the IBO Academic Honesty Policy 	<p><u>Social skills:</u></p> <p>Accepting responsibility:</p> <ul style="list-style-type: none"> - conscious about caring for resources - know library rules - copyright & ethics of copying - academic honesty: plagiarism, bibliography - returning books; replacing lost books - providing structures for lost books replacement that encourage kids to take responsibility (i.e. making money at home to buy suitable replacement) - Primary School bibliography standards & knowing grade level expectations - observes netiquette conventions when communicating electronically using modelled techniques <p>Respecting others:</p> <ul style="list-style-type: none"> - teach them other rules such as morals through the fables - incorporate holidays which promote principled individuals (Martin Luther King) <p>Cooperating:</p> <p>Resolving conflict:</p> <ul style="list-style-type: none"> - addressing bullying - zero bullying in library <p>Group decision making:</p> <ul style="list-style-type: none"> - group work/ discussions <p>Adopting a variety of group roles:</p>

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<p>Caring</p> <p>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 empathise 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></p> <p>-respects other users of facilities and resources;</p> <p>-‘in’-groups are sensitive to other understandings and ideas;</p> <p>-collaborates and respects others during group work.</p> <p>-shares;</p> <p>-has reading buddies; - recommends books to others;</p> <p>-logs out on computer ready for next user;</p>	<p><u>Social skills:</u></p> <p>Accepting responsibility:</p> <ul style="list-style-type: none"> - book care -library student helpers in primary school -library citizenship/Code of Conduct <p>Respecting others:</p> <ul style="list-style-type: none"> - consideration for other library users - reading for charity - sponsored read -reading for blind onto cassettes - sharing books across grade levels - respectful of all library helpers and staff -reading partners for new students - recognises the need for tolerance and respect for the opinions of peers <p>Cooperating:</p> <ul style="list-style-type: none"> - CAS students volunteering to help in the library - participates in group discussion to propose a solution to a problem <p>Resolving conflict:</p> <ul style="list-style-type: none"> - respectful of different opinions - understands that ideas are more readily accepted if supported by sound reasoning - <p>Group decision making:</p> <ul style="list-style-type: none"> - group activities in the library team work

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Caring contd:			Adopting a variety of group roles: <ul style="list-style-type: none">- Peer tutorials- story sharing older with younger children- -Read-a-thon - a community support/action- reading buddy partnering <u>Self-management skills:</u> Organisation: <ul style="list-style-type: none">- Ugly book decoration project- shelving or repairing books Time management: Codes of behaviour: <ul style="list-style-type: none">- help others & emphasise sharing-positive attitudes-essential agreements- respect for materials Informed choices: <ul style="list-style-type: none">- making the environment a safe place-foster love of books-read to empathise
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<p>Open-minded</p> <p>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 reflecting different cultures, perspectives and languages. These texts extend the students cultural understandings.</p>	<p><u>The student:</u></p> <p>-accepts others’ ideas and others’ points of view;</p> <p>-is aware of ‘other’ language resources and uses them where appropriate,</p> <p>-towards a variety of genres;</p> <p>-uses a variety of formats;</p> <p>-uses visual clues but “doesn’t judge a book by its cover”</p>	<p><u>Communication skills:</u></p> <p>Listening:</p> <p>Speaking:</p> <p>Reading:</p> <ul style="list-style-type: none"> - same book is read to each grade level - each level consider different insights – share ideas sharing multicultural literature -compare and contrast story versions, Venn diagrams -different points of view non-fiction. -provide them with multicultural books Walk Two Moons” perspective -Myths/folktales/providing multicultural materials -children reading books in mother-tongue then explaining it to the children -increasing multicultural resources - - thoughtful collection development - resources form multiple perspectives <p>Writing:</p> <ul style="list-style-type: none"> - provide them with multicultural activities <p>Non-verbal communication:</p>

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<p>Open-minded contd:</p>			<p><u>Social skills:</u> Accepting responsibility: - Respecting others: - tolerance : to be able to listen to opposing viewpoints - acceptance of new ideas and cultures - alternative perspectives, points of view</p> <p>Cooperating:</p> <p>Resolving conflict: -</p> <p>Group decision making: -</p> <p>Adopting a variety of group roles: -</p> <p><u>Self-management skills:</u> Organisation: -</p> <p>Time management: -</p> <p>Codes of behaviour: -</p> <p>Informed choices: - teach through poster board / character education -examine two sides of an issue by groups use a variety of resources from different perspectives</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>Communication skills:</u></p> <p>Listening:</p> <p>Speaking:</p> <p>Reading:</p> <ul style="list-style-type: none"> - model enthusiasm in reading - read extracts to stimulate interest - read for the pleasure of reading - read in your own language or a new language <p>Writing:</p> <p>Non-verbal communication:</p> <ul style="list-style-type: none"> - making the environment interesting - tempt with interactive displays and use Units of Inquiry for displays - visual catalogue <p><u>Social skills:</u></p> <p>Accepting responsibility:</p> <ul style="list-style-type: none"> - <p>Respecting others:</p> <ul style="list-style-type: none"> - listen to others opinions <p>Cooperating:</p> <p>Resolving conflict:</p> <ul style="list-style-type: none"> -

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Balanced contd:			Group decision making: - Adopting a variety of group roles: <i>-tries other roles ??? too general ?</i> <u>Self-management skills:</u> Organisation: - Time management: - visit library once a week - devises time-management strategy to meet given deadlines using modelled techniques Codes of behaviour: - Informed choices: - develops the ability to have faith in own judgement and point of view - consider entire collection in relation to reading levels, culture, balance of fiction/non-fiction, reference, print vs. electronic - evaluates web sites – (criteria needed) does all kinds of different things in moderation
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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 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 	<p><u>Thinking skills:</u></p> <p>Define [ISP] What do I really want to find out?</p> <p>Acquisition of knowledge:</p> <ul style="list-style-type: none"> -develop student's thinking skills - help students focus and clarify their questions. - talk about a topic they have hear or seen - discuss alternative ways of finding answers to their questions - clarify thinking through asking questions, rephrasing & restating ideas and issues <p>Locate [ISP] Where can I find the information?</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - of material learned - uses community resources to satisfy information needs e.g. Government agencies, public libraries - understands limitations of reference books e.g. old atlases, encyclopaedias, bias, overseas publications - students define traits in certain books - critical review of new books <p>Select [ISP] What information do I really need to use?</p> <p>Application:</p> <ul style="list-style-type: none"> - extrapolate information from a variety of resources - selects main idea and supporting details - makes inferences from gathered information - time management - problem solving -compare different ways information is presented in, e.g. TV documentaries, news bulletins, encyclopaedias

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<p>Reflective contd:</p>			<ul style="list-style-type: none"> & newspapers - detects bias and stereotyping <p>Organise [ISP] Analysis: How can I best use this information?</p> <ul style="list-style-type: none"> - changing variables in story - students classifying sources on Units i.e. water - science 500's, folktales 300's, poetry 800's - predicting stories, devising alternative endings - uses a number of sources to check accuracy & validity of information - reviews & adjusts the structure/form of the information, where necessary, in the light of the purpose of the task <p>Present [ISP] How can I present this information? Synthesis:</p> <ul style="list-style-type: none"> - talks about what they have found from their data collection - oral written reflections of books - promote book talks, book reviews - complete reflective sheet, after reading - role-playing of story <p>Assess[ISP] What did I learn from this? Evaluation:</p> <ul style="list-style-type: none"> - evaluating websites - evaluation of information provided; -support reading with comprehension - identify alternative strategies & sources to use for future research - peer review of research presentation - self reflection of presentation - -what can you do
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Reflective contd:			<p style="margin-left: 20px;">better -</p> <ul style="list-style-type: none"> - group reflection - students share how they found information and how would they do it differently if they did it again. <p>Dialectical thought:</p> <ul style="list-style-type: none"> - learning to make choices - analyse and evaluate various viewpoints - assessment sheets after a research unit - evaluation then discussion - reflect on own learning - reflect on research process <p>Metacognition:</p> <ul style="list-style-type: none"> -making connections with real life - literature discussions/book clubs -- students compare themselves to a character <p><u>Communication skills:</u></p> <p>Listening:</p> <p>Speaking:</p> <p>Reading:</p> <p style="margin-left: 20px;">-</p> <p>Writing:</p> <p>Non-verbal communication:</p>
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			<p><u>Social skills:</u> Accepting responsibility: - Respecting others: - Cooperating: Resolving conflict: - Group decision making: - Adopting a variety of group roles: -</p> <p><u>Self-management skills:</u> Organisation: - reflect on use of resources</p> <p>Time management: - reflect on use of library time - time management,</p> <p>Codes of behaviour: -</p> <p>Informed choices:</p>
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