

**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

<p align="center"><b>IBO Learner Profile</b></p> <p align="center">[pub. IBO 2006]</p>	<p align="center"><b>Learner Profile in the Library</b></p> <p align="center">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p align="center"><b>Key Student indicators</b></p> <p align="center">[dev. Nassau PYP Librarians Workshop Feb 2005*]</p>	<p align="center"><b>Supported by example Library Activities</b></p> <p align="center">[dev. Vienna PYP Librarians Workshop Feb 2003*]</p>
<p><b>Inquirers</b></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><b><u>The student:</u></b></p> <ul style="list-style-type: none"> <li><b>-asks questions,</b></li> <li><b>-is task orientated,</b></li> <li><b>-is purposeful,</b></li> <li><b>-shows curiosity,</b></li> <li><b>-uses variety of resources,</b></li> <li><b>-raises new questions</b></li> </ul>	<ul style="list-style-type: none"> <li>-teaching information literacy skills strategies [eg as defined in the school's Library Teaching Guidelines]</li> <li>- library skills</li> <li>- research skills</li> <li>- learning about Dewey Decimal Classification DDC</li> <li>-learning the use of the OPAC to find resources at increasingly sophisticated levels</li> <li>-learn about e-resources e.g. internet, intranet, CD-Roms</li> <li>-use of reference material e.g. encyclopaedias, atlases</li> <li>-tempt with interactive displays</li> <li>-foster interest in books</li> <li>-reading extracts to stimulate interest</li> <li>-beginning each lesson by asking children to share what they are busy reading, &amp; getting rest of class to ask questions</li> <li>-questioning all the time</li> <li>-brainstorming questions</li> <li>-chart work to aide visual learners</li> <li>-sticky note Q &amp; A</li> <li>-KWL charts &amp; similar</li> <li>-bibliography for each Profile trait</li> <li>-encouraging lots of questioning and then finding the answers.</li> <li>-modelling 'finding answers' for the students</li> <li>-by being enthusiastic ourselves</li> <li>-making the environment interesting</li> </ul>

\* The content of these IBO 'In co-operation' workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005*]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003*]</p>
<p><b>Thinkers</b></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><b><u>The student:</u></b></p> <ul style="list-style-type: none"> <li><b>-can apply new information,</b></li> <li><b>-synthesises and creates new thoughts,</b></li> <li><b>-charts information,</b></li> <li><b>-constructs own meaning,</b></li> <li><b>-can problem solve,</b></li> <li><b>-formulates searchable and productive questions,</b></li> <li><b>-has time management skills</b></li> </ul>	<ul style="list-style-type: none"> <li>-develop student's thinking skills e.g. evaluate the information provided; how new the information is; etc.</li> <li>-support reading with comprehension</li> <li>-learning to make choices/ evaluating source</li> <li>-making connections with real life</li> <li>-time management</li> <li>-students classifying class sources on units i.e. water - science 500's, folktales 300's, poetry 800's</li> <li>-predicting stories, devising alternative endings</li> <li>-helping students focus and clarify their questions.</li> <li>-having literature discussions and asking students to compare themselves to a character</li> <li>-problem solving,</li> <li>-open discussion</li> <li>-changing variables in book story</li> <li>-becoming independent users</li> <li>-extrapolate information from a variety of resources</li> <li>-learning the Dewey System</li> <li>-evaluating websites</li> </ul>

\* The content of these IBO 'In co-operation' workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005*]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003*]</p>
<p><b>Communicators</b></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><b><u>The student:</u></b></p> <ul style="list-style-type: none"> <li><b>-consults and listens to others,</b></li> <li><b>-collaborates,</b></li> <li><b>-shares ideas,</b></li> <li><b>-expresses in appropriate format,</b></li> <li><b>-knows how to ask for help when needed</b></li> <li><b>-makes recommendations</b></li> </ul>	<ul style="list-style-type: none"> <li>-book sharing opportunities</li> <li>-encourage book recommendations/reviews</li> <li>-have oral presentations of their research.</li> <li>-display research timeline/programme</li> <li>-encourage and create opportunities for foreign language reading.</li> <li>-debates</li> <li>-using technology to present product e.g. timelines</li> <li>-newsletters from classroom to home</li> <li>-presentations of work by students</li> <li>-sharing their findings &amp; information e.g. power point presentations, /book report</li> <li>-displaying classroom work in posters in library</li> <li>-taking library displays out to the school</li> <li>-group work / peer discussion/ presentations in the library</li> <li>-book-talks, acting out stories</li> <li>-oral presentation/ book club/ sharing book reviews</li> <li>-sharing knowledge of other resources</li> <li>-reading stories in other languages - not native</li> <li>-encourage self-expression, opinions, predicting</li> </ul>

\* The content of these IBO 'In co-operation' workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005*]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003*]</p>
<p><b>Risk-takers</b></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><b><u>The student:</u></b></p> <p><b>-learns beyond surroundings,</b></p> <p><b>-internalises then defends ideas,</b></p> <p><b>-is comfortable with recommending,</b></p> <p><b>-is receptive /experiments with other genre,</b></p> <p><b>-challenges own reading level,</b></p> <p><b>-takes on new roles</b></p>	<ul style="list-style-type: none"> <li>-encourage bold viewpoints</li> <li>-learn to take opposite viewpoints to own</li> <li>-take courage</li> <li>-articulate library policy * model not knowing the answer to encourage questioning</li> <li>-predicts what might happen next, e.g. prepare a little drama and encourage them to predict what might happen next.</li> <li>-choosing books outside of familiar areas</li> <li>-offering opinions - ongoing written debate / circle time</li> <li>-allow students to look for books they want in upper school library.</li> <li>-encourage student to continue refining their research questions.</li> <li>-encourage students to expand their reading choices</li> <li>-making the environment a safe place</li> <li>-encouraging, praise then</li> <li>-encouraging use of all resources</li> <li>-change group roles (e.g. recorder, reporter etc.)</li> <li>-presentations to the grade above and below</li> <li>-choosing your own topic that might be one resources unavailable in library</li> </ul>

\* The content of these IBO 'In co-operation' workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005*]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003*]</p>
<p><b>Knowledgeable</b></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><b><u>The student:</u></b></p> <p><b>-knows where to find information</b></p> <p><b>-is aware of what is available,</b></p> <p><b>-uses all relevant information sources and is not dependent on only one source e.g. internet</b></p> <p><b>-helps others find information</b></p>	<ul style="list-style-type: none"> <li>-use of ‘front-loading’ strategies</li> <li>-find out prior knowledge - use their existing knowledge as starting point</li> <li>-Research which uses a variety of sources and skills for specific activities</li> <li>-teach them how the library is organised</li> <li>-how to find the information they want</li> <li>-how to extract specific info. from texts</li> <li>-independent reading; background knowledge : not in isolation eg.: do a unit on ‘reading for pleasure’ - do a brief presentation followed by a ‘Reading Café’.</li> <li>- classify books by genre;</li> <li>- exercises in using OPAC</li> <li>- handout of “parts of a book”</li> <li>-teaching relevant library skills</li> <li>-inviting story tellers/ singers</li> <li>-making the students interested by having up-to-date books and resources</li> <li>-displaying books in attractive manner.</li> <li>-making use of all available human resources</li> <li>-scavenger hunts for info.</li> <li>-offering different ways to access info.</li> <li>-library research - fiction and non-fiction</li> <li>-having students explain library rules /OPAC etc.</li> <li>-using information to make decisions</li> </ul>

\* The content of these IBO ‘In co-operation’ workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003]</p>
<p><b>Principled</b></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 VIS community members in the sharing of facilities and resources. Students are conscious of following library procedures especially in relation to computer usage.</p>	<p><b><u>The student:</u></b></p> <ul style="list-style-type: none"> <li><b>-accepts responsibility for behaviour</b></li> <li><b>-accepts responsibility for resources,</b></li> <li><b>-accepts responsibility for environment</b></li> <li><b>-accepts responsibility for sharing</b></li> <li><b>--accepts responsibility for School's Acceptable Use Computer /Internet Policy</b></li> <li><b>-Understands and enacts age specific principles of the IBO Academic Honesty Policy</b></li> </ul>	<ul style="list-style-type: none"> <li>-conscious about caring for resources</li> <li>-students learned 'overdue poem' for presentation</li> <li>-group work/ discussions</li> <li>-implementing in real life not just school</li> <li>-knowing library rules e.g. make them aware of library rules</li> <li>-copyright &amp; ethics of copying</li> <li>-teach them other rules such as morals through the fables</li> <li>- plagiarism, bibliographies, returning books; replacing lost books</li> <li>- providing structures for lost books replacement that encourage kids to take responsibility (i.e. making money at home to buy suitable replacement)</li> <li>- Primary School bibliography standards &amp; knowing grade level expectations</li> <li>-mock trial re J.K. Rowling vs. US writer</li> <li>-addressing bullying - zero bullying in library</li> <li>-honesty with books</li> <li>-incorporate holidays which promote principled individuals ( Martin Luther King)</li> </ul>

\* The content of these IBO 'In co-operation' workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003]</p>
<p><b>Caring</b></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><b><u>The student:</u></b></p> <p><b>-respects other users of facilities and resources;</b></p> <p><b>-‘in’-groups are sensitive to other understandings and ideas;</b></p> <p><b>-collaborates and respects others during group work.</b></p> <p><b>-shares;</b></p> <p><b>-has reading buddies; - recommends books to others;</b></p> <p><b>-logs out on computer ready for next user;</b></p>	<ul style="list-style-type: none"> <li>-book care</li> <li>-consideration for other library users</li> <li>-library citizenship/Code of Conduct</li> <li>-library student helpers in primary school</li> <li>-reading partners for new students /for others</li> <li>-‘Book Aid’ / collecting change</li> <li>-respectful of different opinions</li> <li>-respectful of all library helpers and staff</li> <li>-helping others &amp; emphasising sharing</li> <li>-positive attitudes</li> <li>-essential agreements</li> <li>-reading for charity - sponsored read</li> <li>-reading for blind onto cassettes</li> <li>-sharing books across grade levels</li> <li>-group activities in the library team work</li> <li>-respect for materials</li> <li>-CAS students volunteering to help in the library</li> <li>-shelving or repairing books</li> <li>-story sharing older with younger children</li> <li>-Ugly book decoration project</li> <li>-foster love of books</li> <li>-read to empathise</li> <li>-Read-a-thon - a community support/action</li> <li>-Peer tutorials</li> <li>-reading buddy partnering</li> </ul>

\* The content of these IBO ‘In co-operation’ workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003]</p>
<p><b>Open-minded</b></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><b><u>The student:</u></b></p> <p><b>-accepts others’ ideas and others’ points of view;</b></p> <p><b>-is aware of ‘other’ language resources and uses them where appropriate,</b></p> <p><b>-towards a variety of genres;</b></p> <p><b>-uses a variety of formats;</b></p> <p><b>-uses visual clues but “doesn’t judge a book by its cover”</b></p>	<p>-same book is read to each grade level - each level consider different insights – share ideas</p> <p>-tolerance : to be able to listen to opposing viewpoints - acceptance of new ideas and cultures</p> <p>teach through poster board / character education</p> <p>-examine two sides of an issue by groups</p> <p>-sharing multicultural literature</p> <p>-compare and contrast story versions, Venn diagrams</p> <p>-different points of view non-fiction.</p> <p>-provide them with multicultural books</p> <p>-provide them with multicultural activities</p> <p>-use a variety of resources from different perspectives</p> <p>-”Walk Two Moons” perspective</p> <p>-Myths/folktales/providing multicultural materials</p> <p>-children reading books in mother-tongue then explaining it to the children</p> <p>-increasing multicultural resources</p> <p>-alternative perspectives, points of view</p> <p>- thoughtful collection development - resources form multiple perspectives</p>

\* The content of these IBO ‘In co-operation’ workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)



## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003]</p>
<p><b>Balanced</b></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><b><u>The student:</u></b></p> <ul style="list-style-type: none"> <li><b>-reads variety of books,</b></li> <li><b>-uses variety of sources for research;</b></li> <li><b>-reads for pleasure,</b></li> <li><b>-is physically and mentally fit;</b></li> <li><b>demonstrates good time/ task management skills</b></li> </ul>	<ul style="list-style-type: none"> <li>-reading for the pleasure of reading</li> <li>-does all kinds of different things in moderation</li> <li>-tries other roles</li> <li>-visit library once a week</li> <li>-listen to others opinions</li> <li>-evaluates web sites – (criteria needed)</li> <li>-open reading - reading for pleasure</li> <li>-reading in your own language or a new language</li> <li>-visual catalogue</li> <li>-consider entire collection in relation to reading levels, culture, balance of fiction/non-fiction, reference, print vs. electronic</li> <li>-physical facilities - size/age appropriate furniture, lighting</li> <li>-encourage to go outside the library for learning / music, drama, poetry, art, expression in library</li> <li>-use Units of Inquiry for displays</li> </ul>

\* The content of these IBO 'In co-operation' workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

## 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

<p style="text-align: center;"><b>IBO Learner Profile</b></p> <p style="text-align: center;">[pub. IBO 2006]</p>	<p style="text-align: center;"><b>Learner Profile in the Library</b></p> <p style="text-align: center;">[descriptor dev. by Yvonne Barrett, Singapore]</p>	<p style="text-align: center;"><b>Key Student indicators</b></p> <p style="text-align: center;">[dev. Nassau PYP Librarians Workshop Feb 2005]</p>	<p style="text-align: center;"><b>Supported by example Library Activities</b></p> <p style="text-align: center;">[dev. Vienna PYP Librarians Workshop Feb 2003]</p>
<p><b>Reflective</b></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><b>The student:</b></u></p> <ul style="list-style-type: none"> <li><b>-discusses and reflects following presentations,</b></li> <li><b>-makes connections,</b></li> <li><b>-thinks about sequencing, predicting,</b></li> <li><b>-will choose, act, reflect,</b></li> <li><b>-uses self assessment and group assessment,</b></li> <li><b>-chooses appropriate reading materials and reading level</b></li> </ul>	<ul style="list-style-type: none"> <li>-assessment sheets after a research unit</li> <li>-evaluation then discussion</li> <li>-reflect on own learning</li> <li>-provide reflective sheet, after reading then a story</li> <li>-self reflection of presentation</li> <li>-what can you do better</li> <li>-welcome peer feedback</li> <li>-role-playing of story</li> <li>-at the end of unit, review Dewey numbers</li> <li>- OPAC up appended reviews?</li> <li>-submit Amazon list</li> <li>-doing book reviews</li> <li>-students define traits in certain books</li> <li>-critical review of new books</li> <li>-organising a book club</li> <li>-reflect on research process</li> <li>-students share how they found information and how would they do it differently if they did it again.</li> <li>-use of library time - time management, use of resources built into....?</li> <li>-oral written reflections of books</li> <li>-promote book talks, book reviews</li> </ul>

\* The content of these IBO 'In co-operation' workshops was developed by Mrs. I. H. Skirrow in collaboration with Ms. Amanda Aldemir (2003) and Mr. Pete Westwood (2005). All workshop participants contributed to the information in this document and are hereby also acknowledged. As originator of this document I therefore give permission for copying and its use within IBO World schools, but please always acknowledge the source. For further information contact [iskirrow@vis.ac.at](mailto:iskirrow@vis.ac.at)

**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