**Fostering an IB Learning Environment**

**IB Practice: A4** The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

**PYP Practice: C3.14a** The school provides environments in which students work both independently and collaboratively.

**MYP Practice: C3.14** Teaching and learning fosters a stimulating learning environment based on understanding and respect.

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| **What do I typically do to foster an IB learning environment through the IB Learner Profile?** | |
| The desired result of fostering an IB learning environment through the IB Learner Profile is that students embody the traits to develop understanding of concepts, the world, and themselves. | |
| **Student Evidence**   * Students embody and use learner profile traits when engaging in tasks * Students set goals and reflect on their own development of the learner profile attributes * Students inquire into ideas, issues, and challenges they describe as culturally and socially relevant * Students effectively demonstrate team roles/responsibilities * Students give and receive meaningful feedback and share their thinking * Students use their prior knowledge to connect to new learning experiences * Students follow an action plan to explore a research question or create an authentic product. * Student work demonstrates in-depth and visible thinking, related to conceptual understanding. * Students describe and reflect on their design and/or inquiry process | **Teacher Action**   * Teachers plan to intentionally create learning experiences with explicit integration and modeling of the learner profile * Teachers monitor student development of the learner profile attributes * Teachers identify and connect students’ cultural and social contexts to inform lesson design * Teachers provide opportunities for sharing and listen to student voices, keeping in mind student needs and interest to inform lesson design. * Teachers provide structures for collaboration and/or teaming * Teachers connect skills and experiences to concepts within lesson design * Teachers create opportunities and provide resources and strategies for inquiry, action, and reflection * Teachers encourage students to take responsibility for their own learning |

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| **Possible alignment to Marzano learning map strategies** |
| * Establishing rules and procedures * Recognizing adherence and lack of adherence to rules and procedures * Use engagement strategies when students are not engaged * Establishing and maintaining effective relationships * Communicating high expectations for all students * Managing response rates with question sequence techniques * Organizing student to interact with content |

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| **What do I typically do to foster an IB learning environment through the learner profile?** | | | |
| Learn | Implement | Monitor | Impact |
| Understand how to employ a variety of techniques to foster an IB learning environment | Foster an IB learning environment so that students inquire to develop respect for and understanding of concepts, cultures, and themselves (teacher evidence) | Check for evidence that all students inquire to develop respect for and understanding of concepts, cultures, and themselves in an IB learning environment (student evidence) | Adapt techniques so that all students inquire to develop respect for and understanding of concepts, cultures, and themselves in an IB learning environment (student evidence) |

**Reflection**

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| **What do I typically do to foster an IB learning environment through the development of the learner profile?** | How has fostering an IB learning environment deepened student learning? | What next steps will support you in deepening this practice? |
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**Strategies to foster an IB learning environment**

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