The Relationship of Middle Years Programme (MYP) Teachers' Beliefs and Practice to the International Baccalaureate (IB) Learner Profile

Executive Summary

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Introduction

The International Baccalaureate (IB) Learner Profile is a statement of values, or learner outcomes, derived from the IB mission statement for the purpose of promoting international mindedness in students (IB learner profile, (n.d.); Wells, 2011). Although the inclusion of these attributes in the teaching and learning processes is required in all IB educational programs, the methods and means of inculcating these values are not explicit. Given the implicit nature of this element of the curriculum and the way teacher beliefs mediate curriculum, further research into the relationship of the IB Learner Profile to teachers' beliefs and practice is warranted.

Previous literature on teachers' beliefs and values in education, specifically within IB programmes, establishes the need for inquiry. Pajares (1992) concluded that teachers' implicit educational beliefs are often established early in life, tend to be deeply entrenched, and may affect their instructional practice. Calling for continued study of the relation between beliefs and practice, Milson & Mehlig (2002) suggested that personal educational background may impact teachers' self-efficacy beliefs regarding the implementation of values education. Wells (2011) cited the need to investigate what IB teachers' value and the relevance of the Learner Profile. Lineham (2013) also called for research into why teachers utilize the IB mission statement in their work with students because "the emphasis that each subject teacher places on the mission statement is open to the individual preference of that teacher" (p.274). *The IB Learner Profile in review* (April 2013) encourages "further reflection on how to assess the impact of the learner profile on IB World Schools and IB learners that sensitively accounts for a broad variety of educational contexts, a wide range of human development and multiple interpretations of key attitudes/values/dispositions" (p.14).

Given the calls for further inquiry on both the impact of the IB Learner Profile and the IB Middle Years Programme (MYP), the purpose of this qualitative case study is to describe five MYP teachers' beliefs and practice related to the values in the IB Learner Profile within a private middle school in Dallas, Texas. Within this research, beliefs are generally defined as "teacher attitudes about education – about schooling, teaching, learning, and students" (Pajares, 1992, p.316). In this study, I focused on

understanding individual teachers' beliefs about specific values featured in the IB Learner Profile and about the how teachers guide the teaching of dispositions in addition to subject-specific content.

Research Questions

I used the following research questions to frame this inquiry:

- How do teachers' beliefs relate to values (or attitudes) espoused by the IB Learner Profile?
- How are IB values reflected in teachers' practice?

Literature Review

The desired outcomes of international education exist on a continuum ranging from pragmatic, globalist credentials to idealistic, progressive global citizenship. IB merges both of these traditions in its programmes, seeking to develop knowledge and skills as well as non-cognitive character traits as set forth in the IB Learner Profile, "a set of learning outcomes for the 21st century" (IB learner profile, (n.d.)).

Researchers' interpretations of this IB Learner Profile vary. Walker (2007) asserted that all the IB Learner Profile attributes can be categorized as promoting "critical minds" or "compassionate hearts" (p.410). International Baccalaureate's (2012) literature review of the IB Learner Profile designated four categories: the cognitive, the conative, the affective, and social. However, in IB's (2013) *21st century international mindedness,* Singh & Qi divided the values of the IB Learner Profile into three key areas: international mindedness (communicator, open-minded, knowledgeable), "cognitive competence (inquirers, thinkers and reflective practitioners), and disposition (principled, caring, risk-takers, and balanced)" (p.2).

Hayden and Wong (1997), in their study of the IB Diploma Programme graduates, suggested that the IB is an academic program that can support the development of an international outlook, but that "the formal curriculum is only a part of a wider context in which informal interaction and personal contact in a multicultural context are crucial components" (p.359). Large scale mixed methods research conducted for the IB (March 2013) by Bergeron & Dean showed teachers' common belief in "global or international perspective, sense of social responsibility, and holistic education" (p.3). Bunnell (2011) suggested the need for more inquiry into the IB MYP programme in general, as IB-related research often focuses on the Diploma Programme.

Further research needs to address teachers' beliefs about the values of the IB Leaner Profile (Lineham, 2013; Wells 2011) and the ways in which teachers translate these attitudes in their practice. The learner profile is a key element of the IB standards as schools are expected to develop international mindedness and the Learner Profile throughout the school. Teaching and learning, collaborative planning and reflection, and the written curriculum must address the learner profile attributes.

The MYP, in particular, gives teachers freedom in the development of conceptual and interdisciplinary strategies to promote IB principles and address the curriculum. Stobie (2007) explained that MYP teachers are required to employ "creative professionalism" (p.149). The implementation of the Learner Profile is perhaps the least structured area of the curriculum. Snowball (2007) stated, "In practice, it is often left to the individual teacher to implement modifications, largely dependent on the extent of his or her own international mindedness, experience, and access to appropriate resources" (p.253). Rapoport (2009) asserts that teachers need explicit support and tools to teach global citizenship.

While many view the inclusion of non-cognitive traits as essential to international education (Hokanson & Karlson, 2013), debate remains as to how this moral education should be implemented. Rasanen (2007) emphasized the importance of this "hidden curriculum" (p.67), but suggested teachers utilize explicit activities like "excursions, guests from other cultures" and language studies. Thompson (1998) asserted that these attitudes of international mindedness are "caught not taught," referring to the fact that they emerge out of interaction with others in the school (p.287). By contrast Lineham (2013) claimed "[u]sing an academic subject as a vehicle to develop a second skill or trait is best done explicitly" (p.274). Munro (2007) suggested that "students learn the values first in relation to specific 'concrete' concepts and topics and then gradually abstract and generalize them" (p.115). Sampatkumar (2007) similarly proposed that values must be integrated into the lessons and assignments. Other models of teacher practice in moral education stressed the importance of promoting dialogue, opportunities for practice, and recognition of the positive motivation of the student, in addition to modeling dispositions and developing relationships (Berkowitz & Bustamante, 2013; Noddings, 1995; Noddings 2010).

The review of the IB Learner Profile in 2012 led to new publications that continue to explore the role of the IB Learner Profile. In pre-publication teacher support documents for IB's redesign of MYP, "The Next Chapter," IB presented an outline for schools to address the IB Learner Profile: creating learning opportunities for students to develop intrapersonal and interpersonal skills, engaging in goal-setting and reflection as part of the pursuit of inquiry, focusing on personal and cultural as well as academic development, and promoting knowledge and attitudes leading to ethical decisions and action

(International Baccalaureate, December 2013). A webpage to support teacher implementation of the IB Learner Profile, Middle Years Programme (MYP) in Action (2013, October 22) revealed a template for documenting the use of the Learner Profile in the curriculum and professional development and gives limited examples of ways to put theory into practice with the disclaimer that application is not universal. IB (2013) put forth multiple models derived from IB documents that can "act as guides for debating 21st century international mindedness as part of the process of interpreting them in order to test their applicability to particular classrooms" (p.44).

Assessment of international-mindedness, particularly non-cognitive traits, is an extension of the debate regarding how to address these traits. Stobie (2007) recommended that "assessment should include meaningful ways to record and measure non-tested components of the curriculum" (p.150). Skelton (2007) advocated the formation of more specific developmental goals for international mindedness for teachers to use as targets in instruction rather than reliance on ideal outcomes. In International Baccalaureate's (2013) *21st century international mindedness,* Singh & Qi presented a scaffolding achievements model that illustrates a progression of international mindedness through knowledge, consciousness, disposition, and action; however, they still cite a need for more research on effective assessment of international mindedness.

Methodology

Epistemology

An epistemology is a theory of knowledge, or an understanding of what can be known and how it can be known (Crotty, 2013). In this approach, I began with a constructionist epistemology, positing that individuals participate in the construction of meaning within a social context. In constructionism, "culture is seen as the source rather than the result of human behavior" (Crotty, 2013). Based on this foundation, I relied heavily on methods like interviewing that reveal these situated personal interpretations, or multiple perspectives.

Theoretical Perspective

I used a symbolic interactionist perspective to guide the selection of methodology and methods. Within the interpretivist tradition, symbolic interactionism's roots in pragmatic philosophy align with this study's focus on how "the authentic meaning of ideas and values is linked to their outcomes and therefore to the practices in with they are embedded" (Crotty, 1998, p.73).

The use of a symbolic interactionist approach to the research focused the investigation on the individual's perceptions as they are shaped by the specific historical, social, and cultural experiences that the individual encounters (Crotty, 2013; Patton, 2002). Through the interaction of the individual with various subsets of people in society, the individual determines what he or she thinks about the world and how he or she perceives his/her role within the world. Schwandt (2013) writes: "communication is symbolic because we communicate through language and other symbols and in communicating create significant symbols" (p. 284). Particular attention was given to the use of language, metaphor, and symbol in conveying understandings of the IB Learner Profile through the processes of data collection and analysis.

Methodological Framework

Qualitative methods suit the topic of beliefs, values, and the transmission of culture. Pajares (1992) refers to beliefs as a "messy" construct. The multiple variables that shape the teacher's own beliefs as

well as actual practice make the holistic approach of case study an appropriate research design (Merriam, 2009). The definition of the case as a system bounded by space and time is the initial step of this methodology (Creswell, 2013; Merriam, 2009). In the current study, I focused on five IB middle school teachers at one private school in Dallas, TX, in the spring trimester of the 2013-2014 school year.

As the intent of this study was to understand the specific issue of teachers' beliefs and practice in relation to the IB Learner Profile and the selection of site and participants supported that aim, this case study is instrumental (Creswell, 2013; Merriam, 2009). This study includes a description of each individual's exploration of experiences and beliefs while providing a larger context for natural generalization (Creswell, 2013; Merriam, 2009). To further these ends, consistent with case study methodology, multiple types of data were gathered including interviews, observations, and word clouds (Creswell, 2013).

Site and Participants

Unique Site – Private IB MYP Middle School in Dallas, TX

PE Teacher	Visual Arts Teacher	Humanities Teacher	Sciences Teacher	Language B Teacher
• Bald began teaching at the school four years ago upon completion of a Kinesiology degree at Texas A&M. He has worked with students in 1st to 8th grade as Physical Education teacher and coach, utilizing the MYP framework in 6th to 8th grade.	• Earthling has spent ten years at this school teaching Visual Arts to middle schoolers, turning to teaching after a career in fashion merchandising. She has had eight years of experience with the MYP program.	• Trish started at the school and with MYP this year, having previously taught in public high schools for eight years. The Global Studies course has allowed her to draw on her background in history and anthropology.	• Geology Rocks has been in education for 37 years, teaching science to students from 4th grade through college in public and private settings. She became acquainted with the MYP when she came to this school three years ago.	• Casey has taught Mandarin Chinese at this school for four years, using the MYP framework with those in 6th to 8th. She has been involved in education for 13 years.

Figure 1. Site and participants for case study.

Data Collection

Observation

On the continuum of possible engagement, my role as observer was closest to 'observer as participant' because I did not engage in activity with the group. In this way, my role aligned with Merriam's (2009) description of observer as participant: "The researcher's observer activities are known to the group; participation in the group is definitely secondary to the role of information gatherer" (p.124). However, I naturally have access to the site and participants in my role as an administrator at the school, and, as this is typical interaction for me, I am not an 'outsider' (Creswell, 2013; Merriam, 2009).

My notes included a diagram of the classroom documenting any materials relevant to the IB learner profile. Notes on instruction and interaction with students were taken using the IB learner profile characteristics as a classifying framework (Appendix A).

Interviews

Informal, one-on-one, semi-structured interviews (Merriam, 2009) were conducted in the teachers' classrooms during planning periods to allow for a confidential and referential setting. Approximately fifteen questions were asked, and interviews lasted from 45 to 75 minutes (Appendix B). Interviews were audio-recorded using Audacity and transcribed using Microsoft Word for data analysis.

Documents

During the interview process, participants were asked to create a word cloud using the characteristics of the IB Learner Profile using Tagxedo.com. To facilitate the process, I entered the list of Learner Profile terms. All participants were told that they could add word to or remove words from the list. I explained how to use the program, focusing on emphasizing words, choosing color theme and font, and selecting a shape for the product. Upon completion of the word cloud, the interview process resumed with the participant's analysis of the word cloud, with questions relating the visual arrangement of terms (Merriam, 2009).

Data Analysis

First-cycle coding

Coding initially was guided by *a priori* codes with the goal of discovering *in vivo* codes to convey the language used by the participants (Creswell, 2013; Miles, Huberman & Saldaña, 2014; Yin, 2014). Supporting the use of portraiture to shape the representation of each case, the development of emergent themes and *in vivo* codes was developed based on analysis of repetition, metaphor, rituals, data triangulation, and dissonance (Lawrence-Lightfoot & Davis, 1997). *In vivo* coding is supported by the symbolic interactionist framework which considers the importance of the language and symbolic tools people use and their effect on outcomes (Crotty, 2013; Patton, 2002).

Second-Cycle Coding

Pattern matching was guided by propositions informed by literature review and *in vivo* codes. This process included taking a large number of codes and looking for patterns. A matrix display was used to "organize the vast array of condensed material into an "at-a-glance" format for reflection, verification, conclusion drawing, and other analytic acts" (Miles, M.B., Huberman, A.M., & Saldaña, J., 2014, p.91).

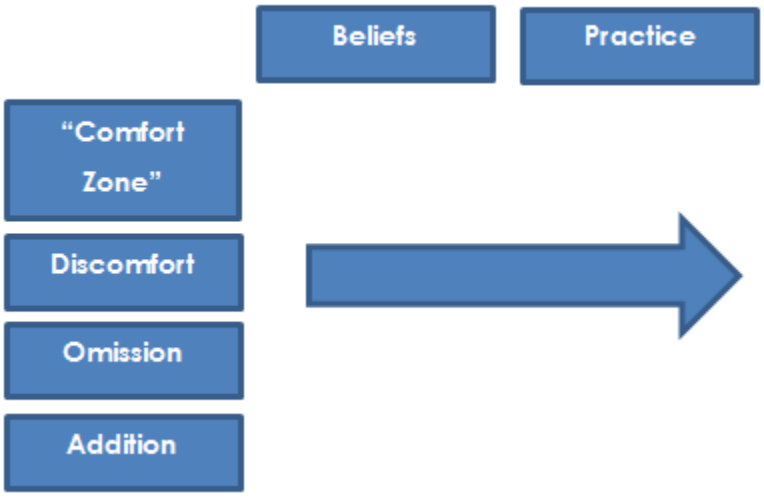

Figure 2. Second Cycle Matrix. Using the *in vivo* codes from the first cycle, this matrix focuses on how beliefs translate into practice.

In vivo codes are indicated by the use of quotation marks on the rows (Miles, M.B., Huberman, A.M., & Saldaña, J., 2014). A separate row considered omission. "[I]t can be appropriate to note that something did not occur when the observer's basic knowledge of and experience with the phenomenon suggests that the absence of some particular activity or factor is noteworthy" (Patton, 2002, pp.295-296.) The organization of the matrix allowed for exploration of the alignment between beliefs and practice, as indicated by the arrow in *Figure 1*. Information from each participant was entered in the same matrix format to identify similarities and differences and determine if the patterns should be considered replications or contrasting (Creswell, 2013; Yin, 2014).

Representation

The accurate representation of the participants' perspectives will be based on data triangulation using observations, interviews, and word clouds, a technique appropriate to "an interpretive-constructivist perspective"(Creswell, 2013; Merriam, 2009, p.216). Narrative portraiture will be the primary form of representation (Appendix C), allowing for detail and "rich, thick description" that increases transferability (Merriam, 2009, p.227). The inclusion of cases from different perspectives and disciplines will support the transferability of the study, allowing more points of connection for the audience.

Once I had written the narratives, each participant reviewed his or her individual representation. This process of "respondent validation" took place with the researcher and each participant at the school site, lasting between five and ten minutes (Merriam, 2009). Based on participant comments, no actions were taken by the researcher, and the debriefing process supports the faithful representation of participants' perspectives.

Findings

Figure 3.Bald's word cloud. This figure illustrates Bald's interpretation of the IB Learner Profile.

IB Learner Profile - Real Life

Bald, Physical Education Teacher

"What are they going to do with that? How are they going to use that to be better members of society? So I try to incorporate these terms into lessons, using them when I'm teaching the kids. How can this look in real life? How can you be a risk taker in real life? What you do to show that you care for somebody? Because I think that's ultimately what we do."

*Figure 4.*Earthling's word cloud. This figure illustrates Earthling's interpretation of the IB Learner Profile.

IB Learner Profile – Signposts for Journey

Earthling, Visual Arts Teacher

"Those little signs along the journey that I need to think about: How I am getting across that it is important to have principles? How am I modeling that in my own work here?" For Earthling, the Learner Profile guides her work with the students as well as what the students should be looking for. *"I'm looking to find where I want to go on that path and these are like little signs that tell me what is going to be important."*

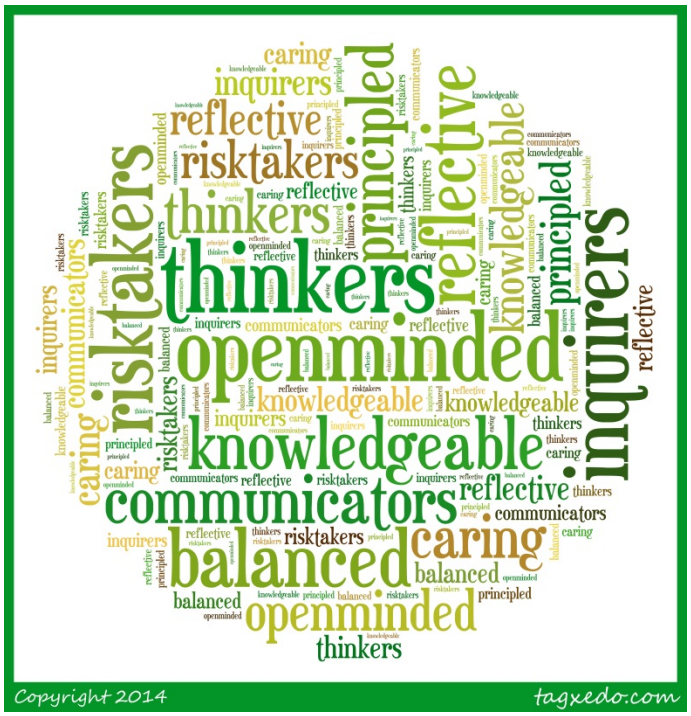

*Figure 5.*Trish's word cloud. This figure illustrates Trish's interpretation of the IB Learner Profile.

IB Learner Profile – Guide toward Goals

Trish, Humanities Teacher

"The learner profile is a really good guide on the goals that we really want to see from our students… There are some other things I have to cover other than just content." Elaborating, Trish explained that the Learner Profile heightens her awareness of what individual students need: for some "being able to keep them in a way sort of constantly stimulated" while others, she notes, "respond much more to the informal, personal moments." She clarified, "It's not just limited to what I consider the term to be but also what the term is to the students and a kind of interesting challenge for me."

Figure 6. Geology Rocks' word cloud. This figure illustrates Geology Rocks' interpretation of the IB Learner Profile.

IB Learner Profile – Love

Geology Rocks, Sciences Teacher

The Learner Profile is "the sum total" of what we are trying to achieve with students. She defined the overarching concept of international- mindedness as "that brotherly love - of not only each other, the earth, the nature around us, and everything else - would really represent that IB idea that we are all one and we are respectful and accepting of each other regardless of whether we agree or disagree."

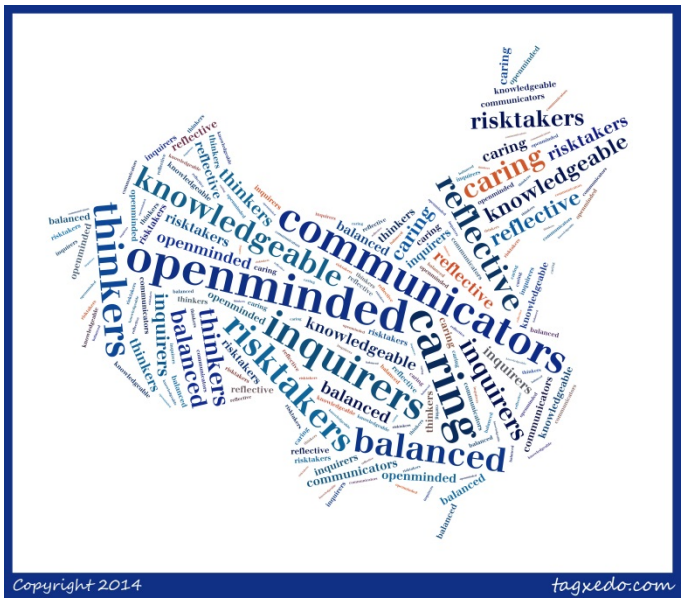

Figure 6. Casey's word cloud. This figure illustrates Casey's interpretation of the IB Learner Profile.

IB Learner Profile – The Big Picture

Casey, Language B Teacher

"I think that's big picture…When you make your lessons, you're not just teaching them Mandarin. You want them to have the big picture. What are the qualities you want them to have?"

Discussion of Significant Themes

How do teachers' beliefs relate to values (or attitudes) espoused by the IB Learner Profile?

IB Learner Profile – "The Big Picture"

The metaphors and terms used to define the IB learner profile included "real life" (Bald), "the big picture" (Casey), "signposts" (Earthling), "the sum total" (Geology Rocks) and "guide" (Trish), evoking the idea of a goal, a journey, and completion. These concepts resonate with the IB's explanation of the purpose of the IB Learner Profile, "The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose" (IB learner profile. (n.d.)).

International-mindedness was referred to in discussion as an awareness, tolerance and appreciation of difference, in terms like "different" (Bald) and "open-minded" (Casey). Trish explored these same concepts in relationship to global change and deemed international-mindedness "essential." Earthling and Geology Rocks extended the discussion to include "caring" (Earthling) and "love" (Geology Rocks).

"Filter"- A Subject-Specific Approach

Trish referred to a "global filter" that she used when creating her word cloud. Others drew on their area of teaching when creating their word clouds: Bald chose "blue" as his font color to represent the school colors, Casey selected China as her shape, and Geology Rocks chose "her favorite ocean animal." The teachers also had definite terms in mind that they use with their subject area. For example, Bald felt that he emphasizes communicators, principled and risk-taking when coaching teams, whereas with classes he focuses more on knowledge and open-mindedness. Earthling explained that her focus relates to her subject area, saying, "I think risk-takers is one that is more important in creating something in the arts." Geology Rocks stated that "to be an effective scientist," one must be an inquirer, knowledgeable, a communicator, and open-minded. Trish suggested that 'thinkers 'is important, "especially when you're looking at the typical core classes."

"Comfort Zone" and "Discomfort"

The teachers each indicated that they were comfortable with and regularly referred to some of the ten IB Learner Profile traits, although the characteristics they described were not consistent. While each teacher prioritized them differently, all five teachers indicated that they focus on communicators, open-minded, and risk-takers.

The most dissonance arose around the topics of principled and caring. Bald and Earthling talked at length about caring and principled and how they address those terms with students. Geology Rocks said that she does not often address caring with students although she expressed her care for her students and feels that the meaning of international-mindedness is "love." Trish similarly claimed care was a goal and she looked forward to seeing the students develop that sense. However, she questioned if cultivating care or principles should be the role of the teacher and considered how we would measure success in this case – ideas similar to those Earthling actually discussed in her positive consideration of the terms. Meanwhile, Casey discussed the importance of caring in learning about another culture but did not refer to principled.

Addition and Omission

When creating a word cloud, Bald added two words to the IB Learner Profile: success was linked to being a risk taker, and integrity was tied to the concept of being principled. Earthling included the terms: care for the earth's resources, recycle, sustainability, environmental, which she defined collectively as a "love for Mother Earth," relating to her personal convictions.

Earthling shared events from her childhood and beliefs shared by her mother that rooted the beliefs she had in caring for the environment and enjoying reading. Trish similarly shared how her frequent moves and diverse environments growing up had required her level of flexibility and adaptability that she finds essential for global citizens.

In conversation about their own learning or that of students, in addition to terms reflected in the IB Learner Profile, four teachers referred to the importance of "effort" (Earthling and Casey), also termed as "persistence" (Earthling), "hard work" (Casey) and "determination" and "tenacity" (Geology Rocks).

Bald explained that more guidance in why he needed to work hard in school would have been great, but for him it was all intrinsic motivation.

No participants removed terms from the Learner Profile in their word clouds. Earthling's comment, "I think they're all too connected," was echoed by Bald, Geology Rocks, and Casey, while Trish said that she would remove caring if she had to eliminate one term from the list.

How are IB values reflected in teachers' practice?

	Bald, Physical Education	Earthling, Visual Arts	Trish, Humanities	Geology Rocks, Sciences	Casey, Language B
"Comfort Zone"	Communicators* Risk-takers* Principled* Caring Open-minded Knowledgeable*	Caring* Open-minded Risk-takers* Communicators* Inquirers Reflective* Principled* Thinkers Knowledgeable	Communicators* Thinkers* Knowledgeable* Inquirers* Risk-takers* Open-minded* Balanced	Inquirers* Knowledgeable* Communicators* Open-minded Thinkers* Risk-takers*	Open-minded* Communicators* Caring Thinkers Risk-takers* Reflective
Discomfort	Inquirers Thinkers Balanced	Balanced	Principled Caring	Balanced Caring Reflective Principled	Knowledgeable Inquirers
Omission [1]	Reflective		Reflective		Balanced Principled
Addition[2]	Success Integrity Focus	Persistence "Love of the Earth"* "Love of Reading "	Adaptable	Determination Organization	Effort

Figure 8. Summary of Second Cycle Matrix Analysis for all Teachers. Comfort zone" included terms that the teachers believed in and, often, could express their approach to developing them more clearly. Discomfort implies a difficulty with belief and/or practice.

[1]Omission was drawn from interview discussion only.

[2]Addition includes terms drawn from the word cloud or interview discussion.

While no term was omitted in word clouds when looking at beliefs and practice, significantly less attention was given in talking about beliefs or strategies related to reflective, balanced, thinkers and principled. Reflective was a prominent focus for Earthling, but Bald and Trish did not mention this characteristic in their interviews. Similarly, thinkers was key for both Geology Rocks and Trish, but was not a part of the discussion with Bald. With regards to balanced, Casey said, "I probably need to think of that more," while neither Bald nor Earthling mentioned it. Geology Rocks reflected that balanced is the most difficult to realize for her in her own life.

When referring to concepts they felt comfortable with, the teachers conveyed more specific strategies. Bald, Casey, and Earthling talked about observing students and creating opportunities for them to practice these characteristics. Trish, Casey, Earthling, Bald and Geology Rocks talked about explaining concepts initially and then asking for students to ask questions, engaging in dialogue or "guided discussion" (Trish). Teachers spoke specifically about actions they take in their classroom to encourage dialogue, ranging from "mutual respect" (Bald) to "shouting out" (Trish) to "rarely tell[ing] a student that they are wrong" (Geology Rocks), which were evidenced. Bald, Geology Rocks, Trish, and Earthling have used real-life situations and current events to explore these traits with the students. Three of the five had posters communicating the Learner Profile, but the only one who acknowledged them said that she refers to them only occasionally. In general, their strategies with regard to their "comfort zone" reflect previous research supporting more explicit forms of addressing global citizenship and moral education (Lineham, 2013; Munro, 2007; Rasanen, 2007; Sampatkumar, 2007).

With beliefs that teachers referred to less positively, even with discomfort, they each explained their practice as modeling or encouragement. Trish distinguished what occurred "informal[ly]" from "formal instruction and Earthling referred to how she uses "casual interaction" in advisory to address the Learner Profile characteristics. Thompson (1998) has suggested that the implicit approach is, in fact, the most impactful means of addressing international mindedness.

Conclusion

In this inquiry, I considered how MYP teachers' beliefs about the IB Learner Profile relate to their practice. The interviews, observations, and visual documents illustrated that MYP teachers are committed to the IB Learner Profile. However, the significance they attribute to the individual traits within the profile varies according to individual teachers and their perceptions of the terms impacts the methods which they used to address the terms with students. This case study clearly demonstrates that, even when MYP teachers hold similar beliefs about the purpose of the IB Learner Profile, their subject-specific context and personal perspective can impact the traits that they emphasize. Moreover, it is clear that teachers utilize more specific strategies in implementing those traits with which they feel comfortable. As Rapoport (2009) suggested, teachers need more explicit guidance on how to put into effect the characteristics of international mindedness, differentiated according to discipline.

In this study, I surveyed teachers of only certain disciplines and only one of any given discipline. Although the MYP framework takes a balanced and holistic approach to curriculum, a divergence between "core" teachers (Geology Rocks, Trish) and specialty teachers (Bald, Earthling, Casey) suggests some difference based upon discipline taught. Further research could consider multiple teachers of the same discipline or more disciplines. In addition, research across multiple sites or at more typical sites could explore if this emphasis is pervasive or particular to this case.

Another limitation of this study was its duration. A longitudinal study would allow for practice to be observed over time to better articulate the translation of teachers' beliefs into practice. Further studies could investigate the relation of student perceptions to teacher beliefs and practice regarding the IB Learner Profile to determine the efficacy of implicit and explicit approaches.

Teachers in IB programmes would benefit from support in both fully understanding the terms themselves and considering how to help students develop those characteristics. In particular, exploration of the affective or dispositional traits, individually or as a group, is necessary particularly because of the way these qualities distinguish IB education. The IB should also consider additional guidance to teachers as to how to address more personalized or localized values in relation to the Learner Profile.

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Appendix A –IB Learner Profile

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective

Appendix C –Narrative Portraits

1. What is your personal educational background?
2. Tell me about the personal attributes that have been/are important to you in your learning.
3. What is your experience in teaching? Follow up IB, subject
4. What characteristics do you believe students need to be successful in your subject? in life?

   (Follow-Up Questions based on Word Cloud)

   - How did you select this color, font, or shape in your word cloud?
   - How did you choose which terms to emphasize in your word cloud?
5. Suppose a new middle school teacher joined your team, how would you explain the purpose of the IB Learner Profile to them?
6. If you could sum up international mindedness in one word what would it be?
7. Tell me a story about a time when you were addressing the IB Learner Profile and you felt very confident.
8. Tell me a story about a time when you were addressing the IB Learner Profile and you were less confident.
9. Describe the strategies you use to highlight the IB learner profile with the students.
10. Reflecting on this last class, which strategies did you use? Which characteristics were conveyed?
11. If you could remove one of the characteristics from the Learner Profile which would it be and why?
12. Is there anything else you would add?

Appendix C –Narrative Portraits

Bald

"Grab a glove, a partner and start throwing. Give yourselves some room!" Walking around the center of the field, Bald and the coach assisting him spent much of the time in observation, occasionally offering advice. "Challenge your partner!"

After ten minutes, he gathered the group together. Later, in our conversation, he commented on his approach, "When I'm trying to teach them to be knowledgeable about a sport…I bring all the kids in and we set up a few different situations. Put a runner on first base and then we talk about where the forced out is...try to show them different scenarios."

Next, he split the group in two, moving with the boys to the north side of the field for a game. He stopped the play often to ask questions, "teaching them why that just happened and what just happened so that they understand better the next time."

Near the end of the class period, he motioned the class inside, to discuss an upcoming test on baseball and softball. "I use knowledgeable, specifically with that class, because they're expected to know the rules and strategies of the game." A girl asked if a topic will be on the test, he said, "Good question," then answered. Later, Bald confirmed, "I always want the kids to know that it's open and to ask questions …so I try to make sure that there's a mutual respect there."

As we talked, he explained how strong study skills and his own expectations guided him to success through public school and college. "Unfortunately it wasn't any teachers that helped me to have that strong sense because that was just kind of a personal thing. That was just my motivation."

When he created his word cloud, his role as a coach guided his choice of color," I was looking for Hawks blue." In thinking about the Learner Profile, Bald's first thoughts were about his experiences coaching basketball and flag football. "I want them to realize…we need to be, a more cohesive unit working together and a lot of that comes with being a good communicator."

"Also, risk-takers. If you're not willing to put yourself out there to try something new then you're not even giving yourself a chance to be successful. Success was one of the words I added in there; wanting the kids to

understand…it has everything to do with playing the game the right way and working to accomplish the team goal."

"Principled, and then I added in integrity,…just goes along with playing the game the right, playing it the way it's meant to be played - positively, showing good sportsmanship, not complaining to the official, not talking back to the coaches, not putting down your teammate who is not as good as you at the game."

Bald illustrated how he addressed caring when bullying was affecting a team, "bringing all of the kids in the locker room and talking to them about what I've been observing, what I've been hearing has been going on, helping them understand that that's not how we act, that we should we care for each other. That's not building us up, that's breaking us down."

IB Learner Profile – Real Life "What are they going to do with that? How are they going to use that to be better members of society? So I try to incorporate these terms into lessons, using them when I'm teaching the kids. How can this look in real life? How can you be a risk taker in real life? What you do to show that you care for somebody? Because I think that's ultimately what we do."

Earthling

Surrounded by an eclectic mix of plants, art supplies, work in progress, and finished pieces, four students sat around a square table, listening to music and talking while using their cutting tools on the wood in front of them. Earthling walked around the periphery, occasionally talking to an individual student. "What do you want to accomplish?" She encouraged them to consider the tools they chose and the affordances of the medium. "Getting them to think for a minute about what's going on, I don't think about that as specifically modeling the learner profile, but I think they [the Learner Profile traits] just come into play on an almost unconscious basis." "Along life's journey, we all hopefully take ownership of having them [the Learner Profile traits] be part of our character, and I think if we set up the right environment they are things [the students] grow into."

In her classes she asks her students to "do your best even if you think you're not going to be good at it, and you may find, if you actually apply yourself, you're enjoying the process - so being open-minded to it, being persistent, and certainly making a legitimate effort to learn." She referred to the importance of being a risk-taker. "When I talk to students about actually creating something that is original, sometimes they stick with the things they've always been successful with because it feels safe so they'll repeat that."

Earthling tries to promote student choice in her work as art teacher and as advisor to a small group of 8th graders. "I don't just tell them to do that. I don't want them just doing it because I tell them to. Here's why I do it and you can make a choice. I want to present it as a choice that you make because it's something that you care about." Her passion for this approach has its roots in the way her own mother gave her opportunities to make her own choices. She recalls, "When I was 16 years old, she was like I want you to go to church but you don't have to go to my church." Earthling's love of the earth is also grounded in her family experience. She recalls hiking at an early age with her mother and learning to leave nothing behind. She described the terms she added to her word cloud, "Certainly for me it's a love of the earth and a respect for its resources. I want [the students] to respect the resources as I try to respect them…definitely I think about it as a love of mother earth."

Her personal beliefs play out in her interaction with the students. "Those are things I think about constantly as my responsibility as a global citizen and I can't help but want to impart. I think as an artist and a human being that's my responsibility to the planet." Earthling defines international mindedness as caring. "They have to have the knowledge about what they can do about it, and then they have to decide for themselves if that is something that they care about."

IB Learner Profile – "Signposts for Our Journey". "Those little signs along the journey that I need to think about: How I am getting across that it is important to have principles? How am I modeling that in my own work here?" For Earthling, the Learner Profile guides her work with the students as well as what the students should be looking for. "I'm looking to find where I want to go on that path and these are like little signs that tell me what is going to be important."

Trish

"What is culture?" Trish asked, standing at the whiteboard at the front of the room, marker in hand. The eleven students sat at desks in traditional rows, but, when she asked the question, no hands raised. Instead, students quickly began calling out answers. Trish said, "When people are speaking out and you have one that's a very strong voice, you're still getting that one or two students who don't traditionally speak out but they'll start to in a soft way." Throughout the class as students watched a documentary, Trish continued the guided discussion. "Particularly with this age group there are some who are very shy about saying the wrong thing…I want to encourage them, if not full on push them on out of their comfort zone…so they can really embrace the things they are getting right or getting close to." "I think the most profound lessons have come with encouraging the kids to become risk takers and to kind of explore things that they're unfamiliar with."

After class, she explained how her own background, growing up in a military family and going to diverse schools opened her up to different perspectives, a goal she has for her students as well. "They also need to understand… the importance of looking at being able to have diversity and the fact of being able to maintain multiple perspectives." She tied the need to inquire about differences and think through processes to the awareness that comes from being open minded. Her internationally minded approach extended to how she created her word cloud. "I liked the different colors of the greens and the browns like you'd find on a physical map…because I just like the idea of being able to constantly emphasize a global setting…in this case a very literal interpretation of the globe."

Principled and caring present a more of a challenge, Trish said. "So when we're talking about very sensitive, very, I think, important, global issues I want to make sure that I'm keeping my personal thoughts and feelings out of it, and I think it's just a natural thing for me then not want to push the kids into it that way." Although she sees the students exhibit these traits in their discussion and even papers, she also considers the difficulty of evaluating a characteristic like caring. "I don't know what that rubric would look like. I don't know how we would measure that, how we would measure the growth of that." Reflecting on her role as a teacher, Trish said, "It will be interesting to find out if after I've been teaching IB for a couple years to see what I grow and think about. But for right now, that more than anything else, that has not been, previously in my toolbox."

IB Learner Profile – Guide toward Goals "The learner profile is a really good guide on the goals that we really want to see from our students… There are some other things I have to cover other than just content." Elaborating, Trish explained that the Learner Profile heightens her awareness of what individual students need: for some "being able to keep them in a way sort of constantly stimulated" while others she notes "respond[s] much more to the informal, personal moments." She clarified, "It's not just limited to what I consider the term to be but also what the term is to the students and a kind of interesting challenge for me."

Geology Rocks

"What does that tell us?" Geology Rocks prompted the students as they were discussing multiple rocks. One student launched into his interpretation of its origin, and another countered with a divergent opinion. The teacher let the discussion continue for a minute then prodded the conversation in a different direction. Later, the original student concluded, "We can both be right, because really what happened was my thing happened first, then your thing." Geology Rocks disclosed, "I generally will let them debate it out because even if they're totally wrong they're thinking and that's what you want them to do."

After thirty minutes, the ten students paired off to complete a lab. "I pose the question to them but then they have to figure out how they are going to do that, what they're going to need." Some of the students sought her out to ask questions, while others worked independently. "Some are not as risk-taking as others, so they need a little more handholding. Sometimes I will hold their hands, and sometimes I don't." She tries to inspire her students to move further because she thinks there are problems that need to be solved, using real-life examples "in hopes that somebody would have something that they are really passionate about that they would like to do."

Geology Rocks says curiosity is essential to the pursuit of science, and in her word cloud she emphasized inquirers, knowledgeable, communicators, and open-mindedness "because, for me, to be an effective scientist you have to be all of those." Reflecting on her own personal learning attributes, she describes herself as determined and tenacious. "I would get on my teachers' nerves sometimes because they would say something, and I would say, 'Why? Tell me why it is so I can understand.'"

Creating her word cloud, Geology Rocks used the outline of a whale, her favorite ocean animal, and searched for blue tones to evoke the depth of the ocean. She joked that she likes to encourage "depth of understanding." Later, she more seriously considered the challenge of "trying to get them to really understand what being reflective is and how that can help them with deepening their understanding of something."

Talking about caring, she said, "Once in a great while I need to talk with them about how they respond to each other…I hope they know that I care about them, and I hope I model that with them. But as far as working with them directly on that…"

IB Learner Profile – "Love". Geology Rocks explained that the Learner Profile is "the sum total" of what we are trying to achieve with students. She defined the overarching concept of international- mindedness as "that brotherly love - of not only each other, the earth, the nature around us, and everything else - would really represent that IB idea that we are all one and we are respectful and accepting of each other regardless of whether we agree or disagree."

Casey

Nine students sat at three hexagonal tables, while the teacher sat on a stool at the front of the room. They began with translation, from English to Mandarin and Mandarin to English. As she held up cards, she asked them to raise their hands if they knew the answer. In our conversation, she talked about the risk-taking this involves

for the student. She noted my impact on one student in the classroom, "Because you were here, he really tried today…Whenever he raises his hand, I call on him because I really don't see him raise his hand a lot." Casey feels that attitude and effort are essential to learning Mandarin, "If you have a good attitude, no matter the ability, then I think you'll want to learn."

Casey's own education began in public schools in China, focused on the importance of hard work and "a good foundation to build upon each other all this knowledge." But her move to the United States for a Masters' program at Vanderbilt University caused her to reevaluate her educational philosophy. She feels she began learning English all over again through real-life situations, although she had memorized and studied English for years. Speaking of the differences she sees between the two cultures' approaches, Casey says, "Here you can do it according to your personality, and really have freedom also to value students. We're focused on whole child education. The people value differently."

Creating her word cloud, Casey became excited about the outline for China, but our discussion of the cloud centered on the traits she uses most with students, "You have to accept open-mindedness because of the culture. Your caring is being respectful. You communicate."

Casey feels comfortable exploring open-mindedness with students. When they learn things are different, they say, 'Why do we have to do that? Why do the Chinese use that?' Like happy birthday. We use birthday happy. So I have to explain happy birthday sounds natural to you all, but birthday happy sounds natural to us." "I'm going to first explain in English: why we do that, and what's the difference, and why it's important we have to know this even though it's very different from your culture. Then we teach the actual vocabulary and we practice a lot, practice saying it, because we want them to really memorize and really be able to apply this."

Understanding the cultural differences in language is also central to the concept of caring and overall communication. "'Why do we have to learn words for older sister, younger sister, older brother, younger brother? Then I explain why Chinese address that way, because we respect older people." "I think that being a communicator is not only memorizing vocabulary…They have to use these words … You have to get a sense of the language."

IB Learner Profile – "The Big Picture". "I think that's big picture…When you make your lesson, you see not just teach them Mandarin. You want them to have the big picture. What is the quality you want them to have?"