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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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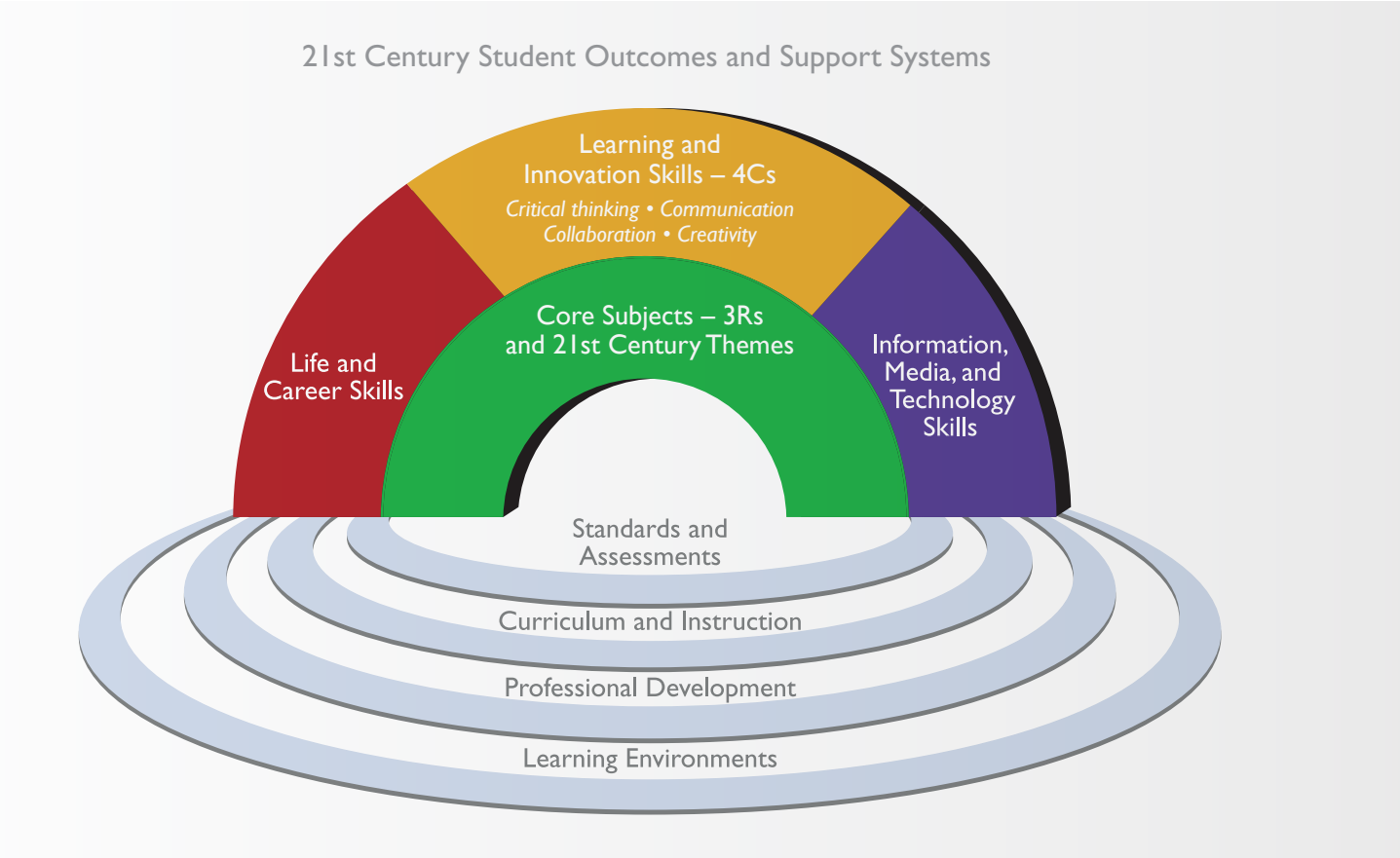
Partnership for 21st Century Skills

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.



21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

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Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessments of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at www.P21.org.

PARTNERSHIP FOR 21ST CENTURY SKILLS

Member Organizations

- American Association of School Librarians
- Adobe Systems Incorporated
- Apple Inc.
- Blackboard
- Cable in the Classroom
- Cengage Learning
- Cisco Systems
- Crayola
- Dell
- Education Networks of America
- ETS
- EF Education
- GlobalScholar
- Houghton Mifflin Harcourt
- Hewlett Packard
- Intel® Corporation
- JA Worldwide
- KnowledgeWorks Foundation
- Learning Point Associates
- LEGO Group
- McGraw-Hill
- Measured Progress
- MHz Networks
- Microsoft Corporation
- National Academy Foundation
- National Education Association
- netTrekker
- Oracle Education Foundation
- Pearson
- PMI Educational Foundation
- Verizon
- Walt Disney Company

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Asia Society

http://asiasociety.org/international-studies-schools-network/graduate-profile

The goal of the Asia Society International Studies Schools Network (ISSN) is that every student graduates and possess the knowledge, skills, and habits of mind necessary to succeed in the 21st century global environment. Our mission is to give every student equal access to an excellent education that prepares them for the new global era.

The following is a profile of the attributes we strive to develop in each ISSN high school graduate.

OUR GRADUATES ARE READY FOR COLLEGE

They:

- Earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college level work across the curriculum.
- Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue.
- Learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society.
- Graduate with all options open for post-secondary education, work and service.

OUR GRADUATES HAVE THE KNOWLEDGE REQUIRED IN THE GLOBAL ERA

They understand:

- Mathematics as a universal way to make sense of the world, solve complex, authentic problems, and communicate their understandings using the symbols, language, and conventions of mathematics.
- Critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems.
- How the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events.
- The history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues.
- Arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions.

OUR GRADUATES ARE SKILLED FOR SUCCESS IN A GLOBAL ENVIRONMENT

They:

- Are “literate for the 21st century” – proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages.
- Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer.
- Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge.
- Make healthy decisions that enhance their physical, mental, and emotional well-being.

OUR GRADUATES ARE CONNECTED TO THE WORLD

They:

- Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork.
- Analyze and evaluate global issues from multiple perspectives.
- Understand how the world's people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.
- Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

HIGHLAND PARK ISD

Profile of the Learner for the Future

Our citizen for the future builds the knowledge, skills, attributes and dispositions to be an accomplished person and lifelong learner.

The Highland Park ISD learner is:

Academically prepared for college & career through

- Mastery & application of a globally competitive, comprehensive, rigorous & content-rich foundational curriculum
- Engagement in the arts
- Research & information literacy
- Competence with technologies

A critical, innovative thinker who

- Is intellectually curious
- Is creative & productive
- Questions assumptions & evaluates evidence
- Identifies, frames & solves complex & multidimensional problems
- Uses reason, analysis & synthesis to make informed predictions & decisions & to draw conclusions

An effective communicator & collaborator who

- Writes & speaks clearly & articulately for varied purposes & audiences
- Listens actively & respectfully to the opinions & perspectives of others
- Offers & accepts constructive criticism & feedback
- Works effectively within diverse teams, both as a contributor & a leader to accomplish a common goal

Motivated, confident & resilient through

- Disciplined management of self, learning, resources & time
- Reflection, self-evaluation & self-advocacy
- A willingness to take risks, persist in the face of challenge & adversity and learn from failure
- A balance of physical, mental & emotional health

A responsible person & engaged citizen who

- Makes ethical decisions & choices
- Is committed to service
- Demonstrates honesty & integrity
- Understands & values democratic ideals

A globally competent person who

- Is empathetic, compassionate & open-minded
- Has a diverse & knowledgeable world view
- Exhibits cross-cultural sensitivity & adaptability
- Communicates effectively in at least one language other than English
- Interprets & responds to global issues with an understanding of how history, geography & economics shape our world

Eanes ISD Graduate Profile (WHEEL)

http://www.eanesisd.net/aboutdistrict/district-goals/eanes-isd-graduate-profile-wheel

Desired Characteristics of an EANES ISD Graduate

Well-Rounded Person

- Appreciates and participates in the arts and humanities
- Analyzes and adapts to changing environments
- Participates in activities that promote teamwork, leadership, responsibility, respect, and physical and emotional fitness
- Values cultural and linguistic diversity
- Understands personal strengths and areas of growth
- Displays realistic social and emotional self-awareness
- Identifies goals and takes steps towards their achievement
- Motivated to perform at your personal best

Healthy Individual

- Maintains a healthy self-concept
- Cultivates healthy habits and self-discipline
- Accepts responsibility for personal choices, actions, and mistakes
- Fosters resilience to recover and persevere in the face of setbacks
- Applies personal skills to resist negative influences
- Maintains life-long wellness
- Cultivates contentment and balance
- Adapts to change and challenges

Effective Communicator

- Exchanges ideas and information through multiple forms of expression
- Works collaboratively with persons of varied beliefs, interests and backgrounds to build consensus
- Initiates and maintains healthy interpersonal relationships
- Reads and responds to verbal and nonverbal social cues
- Listens actively

Engaged Citizen

- Respects self and others equally
- Exhibits honest and ethical behavior
- Demonstrates integrity
- Exhibits conscientious leadership skills
- Commits to serving the common good
- Understands the interconnected nature of our global community
- Respects differences
- Contributes positively to the community and environment

Life-Long Learner

- Thinks critically and creatively to solve problems effectively
- Performs diligently and capably
- Takes intellectual risks and is passionate about learning
- Understands multiple paths for post- secondary achievement
- Initiates and engages in learning
- Masters a foundation in core academic areas for college success
- Understands world issues and current events
- Develops personal/academic/technical skill sets to adapt to change
- Analyzes and evaluates information sources

Leander ISD

Graduate Profile

Leander ISD students are well prepared to enrich our world and excel in a global society. Each student is challenged, encouraged, and supported to achieve the highest level of knowledge, skills, and character.

Academics

Students are academically prepared for college, career, and life and equipped to achieve their highest potential. Students demonstrate:

- Knowledge, understanding, and application of
  - i. English and language arts,
  - ii. mathematics,
  - iii. science,
  - iv. social studies, and
  - v. U.S. constitutional studies
- Familiarity with a second language

Character Development

Students understand the importance of positive interactions with others as a foundation for living successful lives. Students personify the 10 Ethical Principles:

- Honesty - telling the truth
- Integrity - doing the right thing even when no one is looking
- Promise-keeping - doing what you say you are going to do
- Loyalty - supporting someone or something
- Concern for Others - caring for and helping others
- Law-abidance/Civic duty - obeying rules and laws/making the world a better place
- Respect for Others - being polite and kind to everyone and everything
- Fairness - treating everyone equally
- Pursuit of Excellence - doing everything the best you can; looking for ways to improve
- Accountability - taking responsibility for your actions, and taking pride in what you do right

Communication

Students communicate and collaborate effectively. Students demonstrate:

- Proficiency in written communication
- Proficiency in oral communication, individually and in groups, including speaking, active listening, and constructive dialogue
- Proficiency in preparing and delivering presentations
- Ability to work collaboratively as a team
- Adaptability and flexibility in response to the audience and environment
- Effective use of current technology

Effective, Productive, and Lifelong Learning

Students possess the aptitude, attitude, and skills necessary for the continuous pursuit of knowledge throughout life. Students demonstrate:

- Problem-solving skills
- Creative and critical thinking skills
- Proficiency in accessing, managing, and processing information
- Competency using various learning tools, techniques, and technologies
- Perseverance, resiliency, and self-discipline to successfully set goals, develop action plans, manage time, monitor progress, and evaluate results
- Ability to learn through collaboration
- Ability to reflect and use feedback to continuously improve
- Discerning research skills

Personal Growth and Expression

Students apply their unique talents for personal growth and fulfillment. Students demonstrate:

- Passion for and ownership of learning
- Self-awareness of skills, interests, aptitudes, and learning styles
- Personal development and expression through artistic, physical, and intellectual disciplines
- Proactive physical wellness
- Understanding of fiscal responsibility
- Awareness of life opportunities in college and career guidance

Social Awareness, Contribution, and Stewardship

Students are active contributors in the community and prepared to participate in our global society. Students demonstrate:

- Contribution and service to community
- Stewardship of resources
- Understanding the benefits of a democratic government, free enterprise and entrepreneurship
- Leadership skills
- Understanding the value of cultural diversity

Forsyth County Schools' LEARNER PROFILE

A Student's Path to Success

Seek Knowledge and Understanding

- Master and integrate core academics: English/language arts, math, social studies and science
- Pursue continuous learning
- Understand personal financial responsibilities and actions

Think Critically and Solve Problems

- Define problems and create solutions
- Apply knowledge and skills to real-world situations
- Reflect on and adapt to an ever-changing world

Listen, Communicate and Interact Effectively

- Communicate responsibly and effectively through reading, writing, listening, and speaking
- Work cooperatively with others
- Develop and maintain positive relationships

Exhibit Strong Personal Qualities

- Identify, pursue, and persist in achieving personal goals
- Exhibit a strong work ethic
- Accept responsibility for personal actions
- Advocate for self and others
- Maintain wellness and balance in life
- Contribute to the well-being of the community

Engage and Compete in a Global Environment

- Prepare for college and career readiness
- Master transformational technologies
- Possess multilingual skills
- Develop awareness of national and world issues and events, and their impact
- Understand and respect one's own culture and other cultures
- Interact productively within various cultures

FORSYTH COUNTY SCHOOLS
Quality Learning and Superior Performance for All

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San Francisco Unified School District

http://www.sfusd.edu/en/about-sfusd/vision-2025/the-graduate-profile.html

Developing Students to Compete and Thrive in the 21st Century World

SFUSD is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years. While the pace and the path toward achieving these outcomes will vary among students and unfold along a set of learning progressions, the goal is for every SFUSD student to possess these capacities by the time they graduate.

Content Knowledge

Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As part of this core learning, SFUSD students will develop global, civil, and environmental literacies, as well as financial, health and media literacies, throughout their schooling.

Career and Life Skills

The knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace. Students will have been exposed to a spectrum of industries and sectors and have experience working and implementing their learning in a variety of real-world settings. Students will know how to create compelling content in a variety of formats—through writing, speaking and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands.

Global, Local and Digital Identity

The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected. Students will be "multilingual," gaining exposure to or fluency in other languages that might range from Spanish and Chinese to sign language and computer coding. They will know how to contribute their voices responsibly in all aspects of daily life, from social media to face-to-face communication. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural and linguistic lines.

Leadership, Empathy and Collaboration

Strong interpersonal skills and the ability to positively influence and collaborate with others. SFUSD students will have the experience and the knowledge to lead others toward

solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their schooling—will be well prepared to lead and collaborate, both inside and outside the workplace.

Creativity

The freedom, confidence and ability to express their unique selves. Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem-solving into their work and how to approach problems and challenges creatively and from multiple perspectives.

Sense of Purpose and Sense of Self

Our graduates will see themselves as filled with purpose and value. Having been nurtured to focus on their capacity to grow intellectually, socially and creatively(sometimes described as having a "growth mindset"), SFUSD graduates will possess the grit to persist in long-term efforts and persevere toward important goals. They will graduate with a strong, healthy sense of self and the confidence that they have a valuable role to play in the world. They will possess self knowledge and self esteem, conduct themselves ethically and with integrity, and know how to reflect on and learn from their experiences.