

The Learner Profile

as envisioned by



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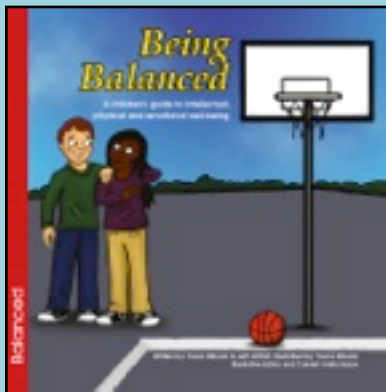
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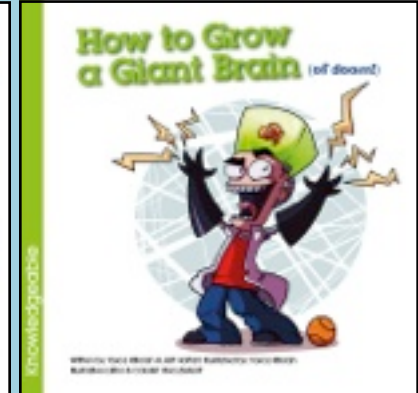
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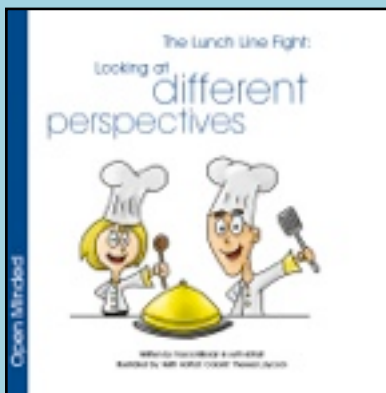
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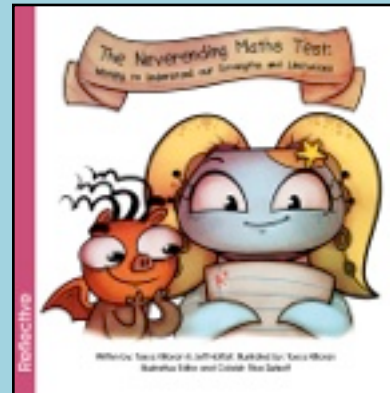
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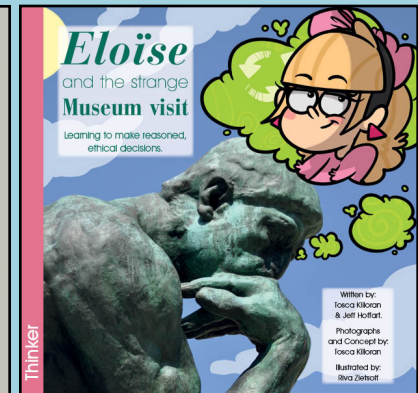
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Driving Education
Forward through
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Changemakers

Developing problem-
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Entrepreneurs



Character
Education

Expanding
beyond learning,
to Becoming



Student
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Giving kids' ideas
the attention they
deserve



The Power of
Community

Collaborating with
like-minded people
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The Learner Profile



Some suggestions for Thinking Routines to engage students with the Learner Profiles...

Generate, Sort, Connect, Elaborate: A routine for organizing one's understanding of a topic through concept mapping



Select a profile for which you want to map your understanding.

Generate a list of ideas and initial thoughts that come to mind when you think about this particular profile.

Sort your ideas according to how central or tangential they are. Place central ideas near the center and more tangential ideas toward the outside of the page.

Connect your ideas by drawing connecting lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.

Elaborate on any of the ideas/thoughts you have written so far by adding new ideas that expand, extend, or add to your initial ideas.

Continue generating, connecting, and elaborating new ideas until you feel you have a good representation of your understanding.

True for Who? A routine for exploring truth claims from different perspectives



Discuss: What kind of situation was the claim made in? (Who made it? What were people's interests and goals? What was at stake?)

Brainstorm: Make a list of all the different points of view you could look at this claim from.

Dramatize: Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the viewpoint.

Say: My viewpoint is...

I think this claim is true/false/uncertain because...

What would convince me to change my mind is...

Stand back: Step outside of the circle of viewpoints and take everything into account: What is your conclusion or stance? What new ideas or questions do you have?

Step Inside: Perceive, Know about, Care about: A routine for getting inside viewpoints

Three core questions guide students in this routine:

- What can the person or thing perceive?
- What might the person or thing know about or believe?
- What might the person or thing care about?



Learn more about Harvard Visible Thinking Routines and Project Zero here:



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What will you
become
today?

Inquire

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.



Inquirer



Judge a man by his **questions**,
rather than by his answers.

Voltaire



Thinker

We use critical and creative thinking skills to analyse and take responsible action on complex problems.

We exercise initiative in making reasoned, ethical decisions.



Thinker



“

Nurture
your **mind**
with great
thoughts;

to believe in the
heroic makes
heroes.

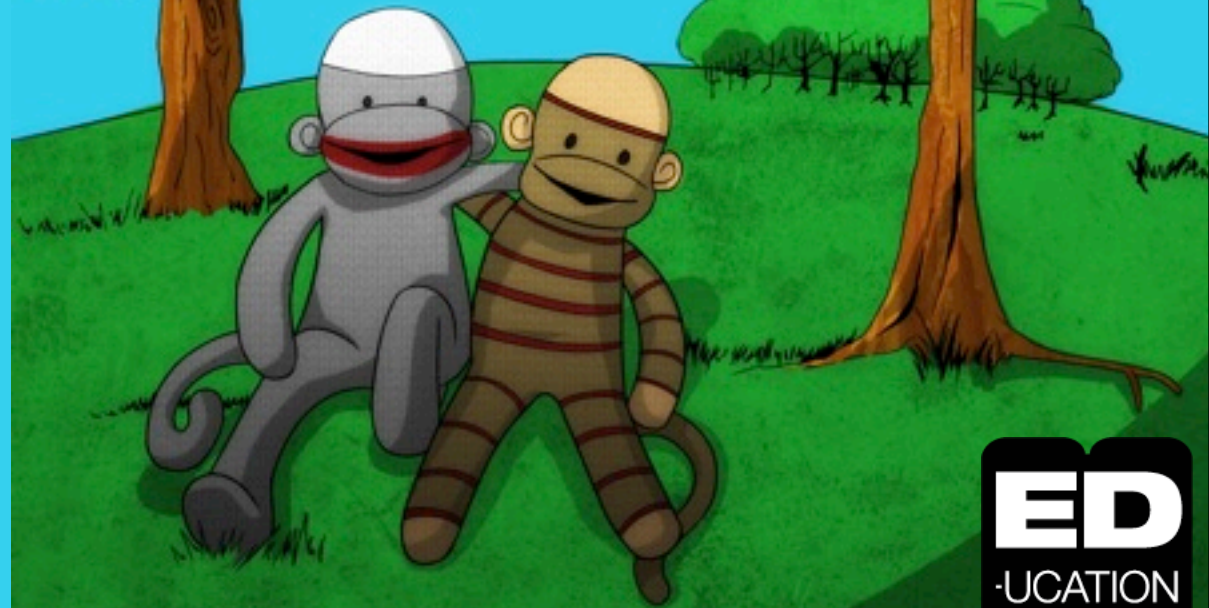
**Benjamin
Disraeli**



Carina

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.



Caring

“

Never believe
that a few
caring
people can't
**change
the world.**

For, indeed, that's all who
ever have.

Margaret Mead



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.

Balanced



The foundation stones for a balanced success are:

honesty, character, integrity, faith, love and loyalty.

Zig Ziglar



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.



Knowledgeable

“

The art and science of
asking questions

is the source of all
knowledge.

Thomas Berger



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.



Reflective



Without reflection, we go **blindly** on our way, creating more unintended consequences, and failing to achieve anything useful.

Margaret J. Wheatley



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.



Open Minded

“

Where there is an open mind
there will always be a
frontier.

Charles F. Kettering



Risk Taker

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.



Risk Taker

**Growth means change
and change involves risk,
stepping from the
known to the unknown.
George Shin**



Communicator

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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.



Communicator

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Communication leads to **community**, that is, to **understanding**, intimacy and mutual valuing.



Rollo May

Find more resources @ ed-ucation.ca/communicator

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.



Principled



The principles you live by
create the world
you live in;
if you change the
principles you live by, you
will change your world.

Blaine Lee





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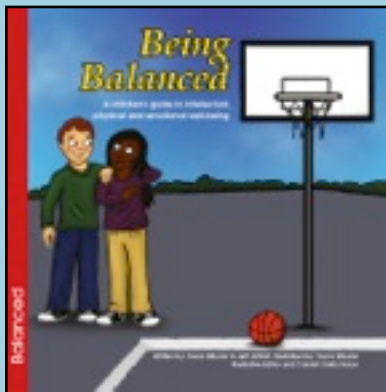


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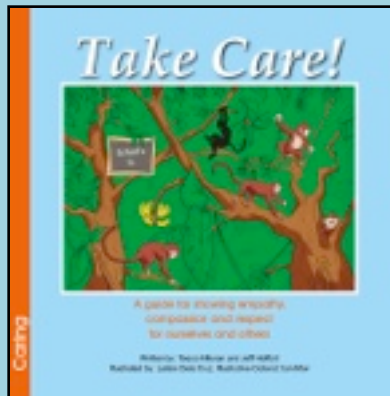
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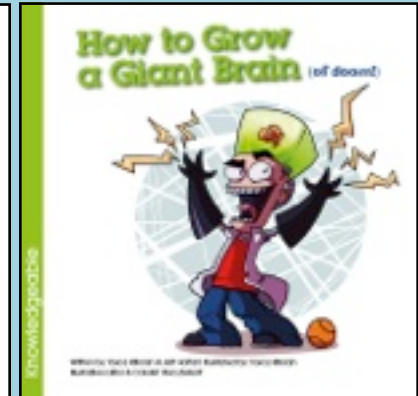
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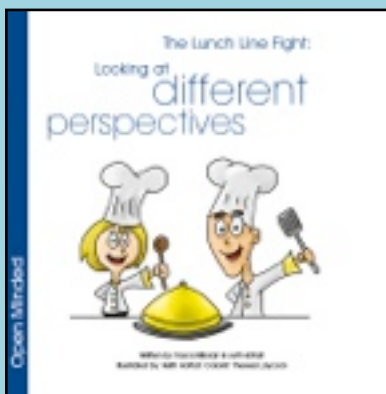
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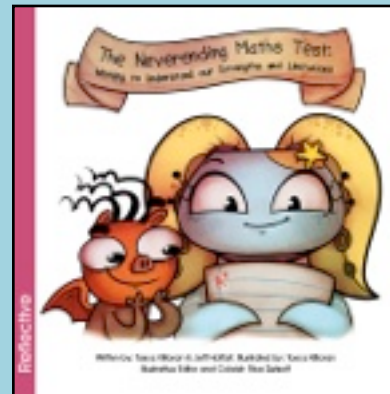
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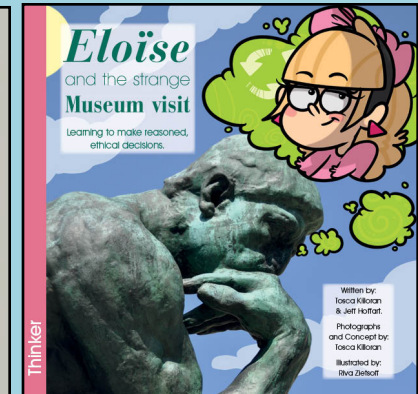
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