

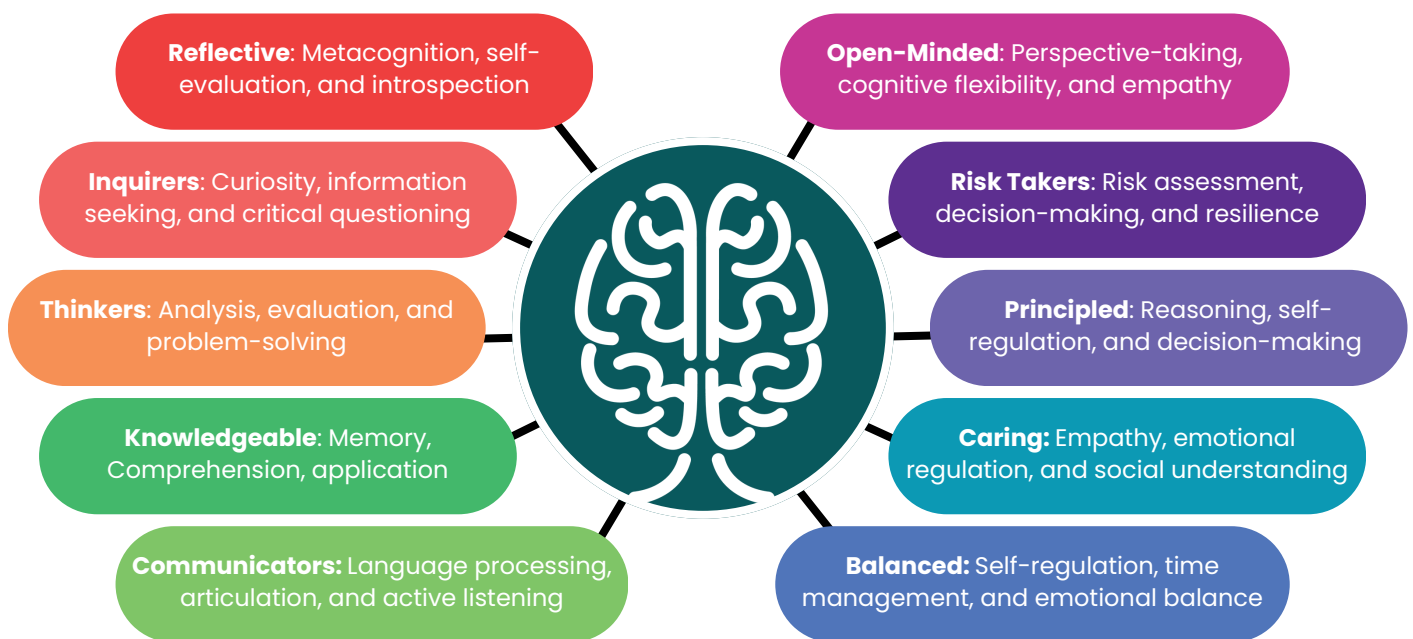
The IB Learner Profile and Essential Cognitive Processes

The International Baccalaureate Programme is renowned for its holistic approach, including the Learner Profile: featuring the attributes needed by students to become well-rounded, globally minded individuals.

These attributes can be understood not as skills to be taught, but as processes in the brain. Underpinning the Learner Profile are cognitive functions such as critical thinking, processing and reflecting. One's **cognitive capacity** determines one's learning, and therefore the degree to which the Learner Profile is achievable. Furthermore, it is cognitive processes which, through neuroeducation approaches, can be strengthened.

At the Heart of the IB Learner Profile Is The Brain

Enhancing the cognitive processes within the IB Learner Profile equips students with a strong brain, and the competence and confidence to make a positive impact in the world.



The Future of Learning: Neuroeducation

Striving for these attributes can be enriched through the application of **neuroplasticity**. Through harnessing our brain's remarkable capacity to improve, effective cognitive programs can strengthen the very cognitive processes that underlie the Learner Profile.

IB educators can fundamentally optimize how the Learner Profile is cultivated, and equip their students with the tools and experiences so essential in the world of academic learning and beyond. Utilizing a cognitive approach marks a school's commitment to developing the mental frameworks required to navigate a complex and dynamic world.



An In Depth View of the Cognitive Processes Within The IB Learner Profile

The brain is central to everything we do, and determines how students learn and interact with the world. Examining how key cognitive processes align with the IB Learner Profile provides valuable insight into how cognitive development can maximize IB objectives.

Learner Profile Attribute	Cognitive Processes	Cognitive Processes In Context of the IB Curriculum
Reflective	Metacognition, self-evaluation, and introspection	Assess learning experiences, identify areas for improvement, and adapt strategies for continuous growth.
Inquirers	Curiosity, information seeking, and critical questioning	Generate questions, seek out information, and investigate topics thoroughly. Engage deeply with content and pursue knowledge independently.
Thinkers	Analysis, evaluation, and problem-solving	Assess situations, form reasoned judgments, and address challenges effectively. Evaluate evidence and solve problems creatively.
Knowledgeable	Memory, Comprehension, application	Evaluating ethical implications and adhering to personal and societal standards. Make decisions based on integrity and adhering to personal and societal values.
Communicators	Language processing, articulation, and active listening	Articulate thoughts clearly and understand others' ideas. Processing language, structure coherent arguments, and engage in meaningful dialogue.
Open-Minded	Perspective-taking, cognitive flexibility, and empathy	Understand information deeply for application across various contexts. Making connections and leveraging information in meaningful ways.
Risk Takers	Risk assessment, decision-making, and resilience	Evaluate potential risks and benefits, make informed decisions, and demonstrate resilience. Face uncertainties and challenges with adaptability.
Principled	Reasoning, self-regulation, and decision-making	Make decisions based on moral principles and self-control, which requires evaluating ethical implications and adhering to personal and societal standards.
Caring	Empathy, emotional regulation, and social understanding	Recognizing and responding to needs and emotions of others, understanding social cues and managing one's own emotions to support others effectively.
Balanced	Self-regulation, time management, and emotional balance	Manage academic, personal, and social responsibilities, through maintaining emotional and psychological balance. Maintaining healthy equilibrium between responsibilities.

“Arrowsmith Program is a great opportunity for development of many of our students. For all of them, it gave talented young people and students a different way of learning. It was a breakthrough for their learning, knowledge and self-esteem.”

Eloísa López Martín, Director, SEK International School, El Castillo, Madrid, Spain

