



**STONEHILL**  
INTERNATIONAL SCHOOL

An Embassy Group Education Initiative

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# THE STONEHILL NEWSLETTER

The IB Learner Profile - Thinkers,  
Caring and Balanced

Volume 10, Issue 1, December 2020



INDIVIDUAL EXCELLENCE.  
COLLECTIVE PROGRESS.  
**Experience IB, The Stonehill Way**



## The IB Learner Profile – Thinkers, Caring & Balanced

Greetings!

Welcome to our first Triannual Newsletter for the academic year 2020 - 2021. The focus this year is on the International Baccalaureate (IB) Learner Profile. The Learner Profile is made up of ten attributes - Thinkers, Caring, Balanced, Inquirers, Risk takers, Reflective, Communicators, Knowledgeable, Principled and Open minded. They outline the aspirations of internationally minded students engaged in the IB programmes.



In this edition, we look at three of the ten attributes - Thinkers, Caring and Balanced. These attributes describe a broad range of human capacities and responsibilities that go beyond academic success. At Stonehill, they imply a commitment to help all members of our community learn to respect themselves, others and the world around them.

At Stonehill, our values and beliefs are an embodiment of the IB Learner Profile. We provide an inclusive and caring learning environment where our relationships are founded on empathy and respect. We share our understandings and apply knowledge to real-life situations where we encourage our students to think, reflect and take risks in their learning. We understand that balance is essential for a healthy and fulfilling life.

Let's explore how these IB Learner Profile attributes are incorporated into teaching and learning across PYP, MYP, DP and Boarding at Stonehill.

Sincerely,

**Brian Brumsickle**  
**Head of School**

## Perspectives from the Primary School

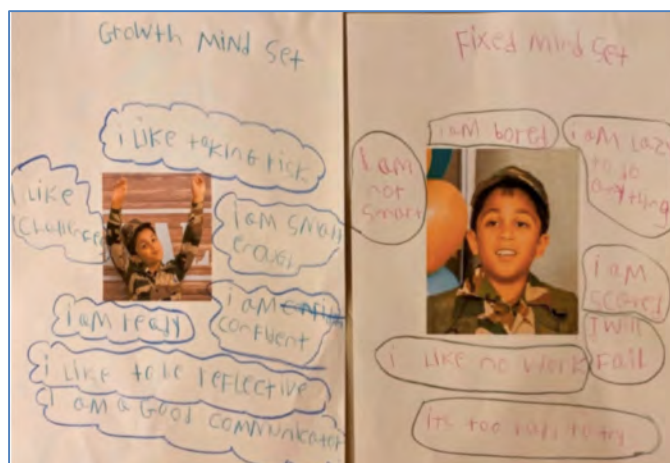
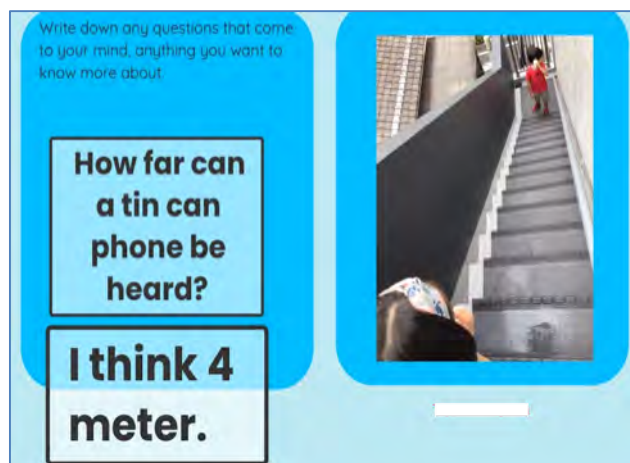
### The IB Learner Profile

When the Primary Years Programme (PYP) was being developed by a group of international teachers, they discussed the attributes of someone who was internationally minded. This led to the Learner Profile (LP). In addition to the profile, they also developed a set of attitudes that worked alongside it to better enhance the attributes of learners. The LP was adopted by the Middle Years Programme (MYP) and the Diploma Program (DP) around 2005. In the LP review, a group of us worked to rewrite the LP descriptors to include the PYP attitudes. Now the International Baccalaureate (IB) continuum of programmes pays homage to the LP with the infused PYP attitudes as a way to build international mindedness in all our students.



### Thinkers

*"Learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB learners contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking 'why?'" (IB, 2010)*





## Caring

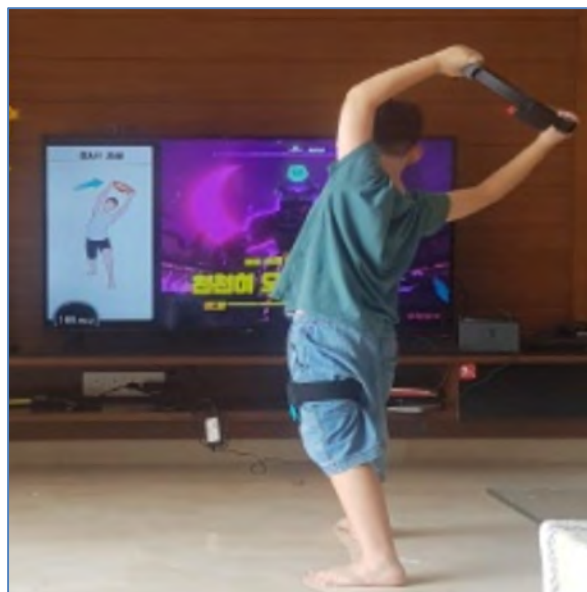
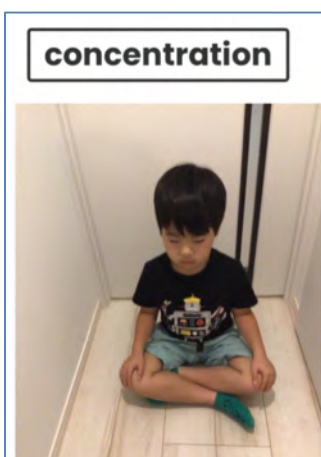
"Learners show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB learners tell us they bring this commitment to community and others, to their activities and leadership roles at university, and carry it throughout their lives." (IB, 2010)



Make a card for someone and tell them why you love them ✓	Create a small poster telling others how to be kind ✓	Write a kindness poem and share it with the class ✓
Pick up ten bits of rubbish and put them in the bin ✓	Write your own idea say thank you to my little sister because when I'm bored she plays with me. ✓	Write a compliment for someone and leave it for them to find ✓
Cheer someone up by telling them a joke ✓	Ask someone at home how you can help them ✓	WRITE A LETTER TO A FRIEND TELLING THEM THREE THINGS YOU LIKE ABOUT THEM ✓
Ask a member of your family to tell you about their day ✓	Write down three things you are proud of about yourself	Write your own idea say i love you to the whole family

## Balanced

"Learners understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB learners are active participants in a wide range of aspects of campus life, as well as focusing on their academic development." (IB, 2010)



**Karen Crooke**  
Primary School Principal

## Primary Years Programme Focus

The learner profile attributes of thinker, caring and balanced across Stonehill's PYP Programme of Inquiry.

Thinker	Caring	Balanced
		
<b>P1-8 How we organize ourselves: Individuals and communities respond to challenges by adopting an innovation mind-set.</b> By using our skills, knowledge and understanding creatively I can solve problems and overcome challenges.	<b>P1/2 Sharing the planet: Communities work when people work together.</b> I treat others with respect, kindness and empathy.	<b>P1/2 Who we are: Self-care contributes to wellbeing.</b> I value the importance of physical and mental selfcare.
<b>P3 Sharing the planet: Living things adapt to meet their needs within different environments.</b> I know my actions make a difference and I look for ways to solve problems.	<b>P3 Who we are: Communities create a sense of belonging.</b> I make choices that have a positive impact on others in my learning community and beyond.	<b>P3 How we express ourselves: Exploration through tinkering, designing and engineering spark new discoveries.</b> I know that play helps me to learn and contributes to well-being.
<b>P4 How the world works: Noticing and analysing patterns help us interpret cycles within our environment.</b> I synthesize new understandings by finding unique characteristics; seeing relationships and connections.	<b>P4 Who we are: Understanding self helps build relationships.</b> I have the capacity to place myself in the positions of others and understand their feelings.	<b>P4 How we express ourselves: Creativity extends the ability to express ideas.</b> I inspire and encourage others to use their skills and talents to make the world a better place.
<b>P5 How the world works: People apply their understanding of forces and mechanics to solve problems efficiently.</b> I use creative and critical thinking skills to analyse and take responsible action on complex problems.	<b>P5 Sharing the planet: Living things need to adapt in order to survive.</b> I care about people, plants, animals, the Earth and show commitment to look after the environment.	<b>P5 Who we are: Personal well-being depends on a complex balance of interconnected factors.</b> I recognize the factors that contribute to developing and maintaining a balanced, healthy lifestyle.
<b>P6 Where we are in place and time: Evidence from the past connects to present day societies.</b> I use my personal morals and ethics to inform my decision making and evaluate decisions that others have made.	<b>P6 Sharing the planet: Water sustainability depends on effective conservation and distribution processes.</b> I make meaningful choices and inspire others to care for the environment and take action.	<b>P6 Who we are: The healthy interactions between human body systems contribute to well-being.</b> I understand the value of intellectual, physical and emotional balance to achieve well-being.
<b>P7 How we express ourselves: Creativity through media skills amplifies communication.</b> I do not shy away from challenging questions and, once I know the answer, follow up by asking "why?"	<b>P7 Who we are: Being unique humans depends on how we experience our rights and roles.</b> I go out of my way to be kind and supportive of others and encourage them to grow.	<b>P7 Sharing the planet: Conservation validates human dependence on resources.</b> I understand my responsibility towards the Earth by managing the conflict between living things and the environment.

<p><b>P8 Where we are in place and time:</b> Technological innovations foster connections between local and global communities. I think about the ways the world has changed and propose and evaluate a variety of solutions to the current problems.</p>	<p><b>P8 Sharing the planet:</b> The understanding of inequalities within communities and the world empowers us to take action. I act to make a positive difference in the lives of others and the world around me.</p>	<p><b>P8 Who we are:</b> Transformative stages experienced throughout life help to develop one's sense of self. I embrace the necessary changes to develop one's sense of self and have strategies to help maintain my personal well-being.</p>
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### ***Some thoughts from students in P3 (Aged 5 and 6)***

#### ***Caring***

*On being thoughtful - "I helped my mum tidy my clothes when our maid was sick." - Atharv*

*On being kind - "When my brother doesn't know the words, I help him."- Kimaya*

#### ***Thinker***

*"I think you need to be able to have different ideas to be able to do the challenge in a different way, other than one." Dhruhan*

*"I think I need thinking skills because I need to know if I'm doing it right. I need inquiry skills because I need to ask myself questions ... how thinking skills connect with this is that I will answer these questions. This is the skill I think I need." Anonymous*

*"I need thinking skills to organize and plan." - Ashwathi*

#### ***Balanced***

*"I need to make sure I share my time among lots of activities. It's good to learn to do different things." - Anonymous*

#### ***The Primary Team***

## **Perspectives from the Secondary School**

### ***The Importance of Thinking***

Very often in education, we use terms that are so broad in meaning that it's almost impossible to say something relevant using such terminology. The verb 'learn' can refer to so many different mental and physical experiences in a person's life that it's very difficult to come up with a useful definition for what 'learning' looks like. The verb 'think' falls into the same trap. We are constantly 'thinking' about things, but the range of experiences that fall under this umbrella term can range from deciding which foot to put forward next during a walk all the way to a deep philosophical reflection on the nature of the universe.



Students 'think' when they are responding to basic multiple-choice questions in a traditional exam, and remembering and recalling facts is an example of 'thinking'. However, these are not the 'thinking skills' that the IB programmes aim to develop in students. The IB approach is more specific.

When we refer to 'thinkers' in an IB school, we are referring to a student's ability to critically and creatively recognize and approach complex problems, ideally resulting in a reasoned, ethical decision. These are not the thinking skills that you would usually see deployed in a traditional classroom setting.

Without wishing to bombard the reader with more questionable terminology, we are talking here about non-linear thinking, an interdisciplinary approach to real-world problems, synthesizing information from multiple conflicting sources, consuming and processing information critically not mindlessly, and developing the leadership skills to address complex global issues.

One of the biggest challenges facing IB MYP and DP schools is to design assessment tasks that require students to demonstrate such thinking skills. Knowledge-based tasks that require rote memorization simply won't result in students developing the skills described above. Instead, as far as possible, assessment tasks need to be open-ended,

complex, interdisciplinary and collaborative in nature. This, of course, makes grading and assessment in general far more complicated for students and parents to understand; however, it is the right approach if we genuinely believe in the power of education to develop our future leaders. Students often get frustrated when they see questions in assessments that seem unfamiliar to them; however, this approach is at the core of the IB assessment philosophy.

Maths questions that require students to apply their thinking skills in new scenarios, previously unseen English texts that ask students for a personal response, ToK essays that demand an exploration rather than an argument, science lab reports that need students to consider the impact of all of the variables on their results - these are all examples of assessment tasks that are deliberately designed to foster the kind of 'thinking' that IB students need to demonstrate.

Some of the most pleasant experiences in teaching are when we see students discover how to approach a particular problem in a new way. We need to create these kinds of learning experiences as frequently as possible while encouraging students to courageously wade into the murky waters of complex, messy problems that need solutions from bright young 'thinkers'.

**Joe Lumsden**  
**Secondary School Principal**

### Middle Years Programme Focus

***The world belongs to us: Developing Caring and Thinking students in the Middle Years Programme (MYP).***

At Stonehill, our focus is on developing caring and thinking individuals, based on the IB learner profile. There is a close link between these two attributes - 'Thinkers' and 'Caring'.

As thinkers, the students use critical and creative thinking skills to analyse and take responsible action for complex problems. They exercise initiative in making reasoned, ethical decisions about problems they care deeply about. Throughout the MYP, the teachers make sure that the students are exposed to and become aware of the real world. The students then become advocates and champions of various causes they feel deeply compassionate about; whether it is through an investigation in science, through individuals and societies or through the service learning programme.



Our grade 9 students are learning protest poetry and have created a video with powerful imagery on global warming! Watch this video [here](#). It gives you a glimpse of our thinking and caring students.

The Personal Project, a culmination of the MYP, gives students an opportunity to demonstrate the learner profile. Below is an example of a design student who is passionate about creating a sustainable future. A world that does not waste resources. For his personal project, he upcycled wood and created furniture. In his small yet profound way, he saved some trees from being chopped down. A perfect embodiment of caring and thinking.



The MYP is a thinking programme which constantly challenges the students to think. This helps them develop empathy and compassion. The students develop a commitment to service, and they learn to act to make a positive difference in the lives of others and in the world around them.

**Jitendra Pandey**  
**MYP Coordinator**



### A Balanced Approach

*"Life is either a daring adventure or nothing at all."* - Hellen Keller. As we adapt and prioritise the importance of well-being in the current pandemic, we have seen our Stonehill Tigers balance their virtual learning with other online activities extensively, taking on life's daring challenges.

The Learner Profile attributes in the Diploma Programme (DP) have helped sustain social competence, problem-solving skills, self-efficacy and a sense of purpose. It is through embracing uncertainties, seeking strategies to invest in well-being routines and adapting to redesigned pedagogy that our students have proven to be **BALANCED**, an important attribute of the Learner Profile.



The DP students have managed to interact constructively with their online classes, complete their synchronous and asynchronous tasks, online CAS projects, TOK, Extended Essay, Internal Assessments, lab work without labs, college applications and interviews!

### The DP journey so far....

With the onslaught of a global pandemic and virtual learning taking precedence, the students were resilient and resourceful in the face of every challenge. Every classroom dared to experiment, share and innovate without compromising on the IB philosophy. All the subjects balanced the content of the curriculum, kept the learning creative and managed to keep the virtual classes engaging and interactive. For instance, in Mathematics students were seen to demonstrate thinking through creative and critical thinking skills as they displayed proficiency in Investigative tasks, tool kit activities and explorations building on concepts like validity, systems and change. In the Sciences, faculty conducted experiments online and based their IA's on secondary data. The students balanced their experiential learning in CAS through online projects and interactive activities.

Amidst remote learning, the students balanced their college applications, interviews and pursued their hobbies online. To give a break to the regular academic teaching, a circuit breaker was introduced where the students had sessions on team building, talent hunt, Lit fest, Wellness and Science and Maths Olympiad. This is how they balanced their academics with fun filled activities to keep them rejuvenated. The creativity and adaptability is what we celebrate!



**Manpreet Kaur**  
**DP Coordinator**

## Boarding Focus

Stonehill International School is a place where students grow and thrive. Learning never stops in a boarding school environment. Keeping in mind the IB philosophy, the dedicated boarding staff help students take control of their learning and develop skills that can be used in and out of the classroom. These challenges and opportunities help them become critical thinkers and caring and balanced adults - all three qualities that are integral to the IB Learner Profile.

At Stonehill Boarding, the students learn to become creative thinkers through thoughtful and considerate actions. We offer diverse activities ranging from service projects, outdoor education, sports, music and the arts.



Living in a diverse community helps them care for each other. The vertical nature of our Boarding – M1 to D2 does not allow one year to dominate over the other. The senior students tend to take on the role of caring older siblings. They develop strong relationships through mutual understanding and compassion. Each year, returning boarders give a warm welcome to the new students, helping them settle into boarding life.



Vanshika, a D2 student says, “The opportunity to make friends with students from other countries is invaluable. Discussing different beliefs and experiences has taught me to be a more caring and respectful individual. Perhaps the initiative that has most touched me was the continuation of the online peer tutoring, led by a group of D2 boarders, despite the challenges this year. The students collaborate in the evenings and help each other learn better and achieve their best in school.”



Maintaining a balanced lifestyle is another important value we promote in boarding. The boarders are encouraged to balance their academics, social and personal time in art, music, dance and sports. They perform at school events such as the Diwali Mela and the Christmas dinner. Boarding also provides a balance for the students' intellectual, physical and emotional needs.

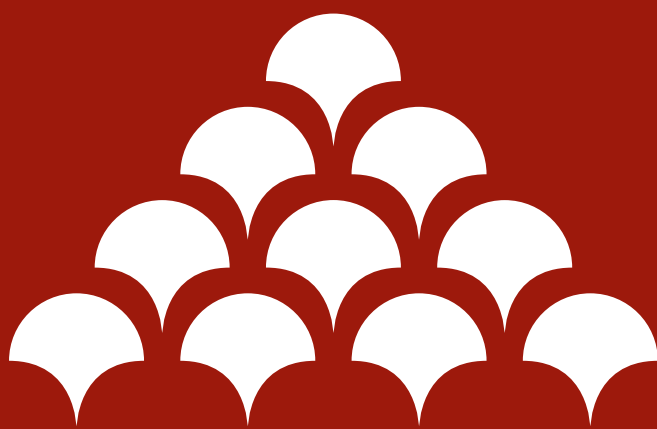


Every year, we acknowledge students who display an outstanding show of the IB Learner Profile by awarding two DP students. This encourages personal responsibility, promotes a positive attitude and helps in developing social skills that are essential life skills.

**Glen Johnson**  
**Head of Boarding**

### Works Cited

“The IB Learner Profile (2010)” <https://www.ibo.org/globalassets/publications/recognition/learnerprofile-en.pdf> - Accessed 10th December, 2020



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