Aarhus International School
School-Wide Behaviour Policy

International Baccalaureate (IB) Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

https://ibo.org/about-the-ib/mission/

Contents

Purpose of the Handbook

International schools strive to meet the needs of families from a variety of cultures and backgrounds. Families have different expectations of school depending on their prior experience, as do teachers. The purpose of this handbook is to provide the teaching staff, parents and students of AIS with a uniform understanding and a clear description of the school-wide approach to behaviour. Goals, behavioural expectations, teacher and staff responsibilities, strategies for acknowledgment, preventative measures, procedures for handling infractions of behavioural expectations and specific routines are all clearly defined to align staff and student expectations and promote the positive behaviours we want to see in our students at AIS. The school-wide behaviour policy is intended to meet and further our school's mission and is directly linked to the values of AIS:

Our Mission	*Our Values*
AIS provides a high-quality international education, which enables students to become socially and environmentally responsible citizens, enthusiastic inquirers, and lifelong learners in a challenging and nurturing environment.	Responsible Caring Respectful

Statement on Behaviour

This behaviour policy reflects the core values of **AIS: Responsible, Caring, and Respectful.** Our expectation is that all members of the AIS community are role models and promote the positive development of these core values, as well as the **IB's Learner Profile** (See Appendix A: The Learner Profile). Students in both the Primary Years Programme (PYP) and the Middle Years Programme (MYP) at AIS are expected, over time and with guidance, to develop the relevant **Approaches to Learning (ATL) Skills** (see Appendix B: Approaches to Learning (ATL)), which contribute to the holistic development of each AIS and IB student.

All member of the AIS School Community are partners in **promoting positive and healthy student behaviour** and our behavioural approach is seen as a joint effort by the extended school community.

We focus first and foremost on reinforcing positive student behaviours and recognizing and celebrating student successes in order to create an environment with a culture and positive tone at the school. *First, the positive* is to be noticed, recognized, and reinforced. Then, if and when necessary, appropriate measures of response will be followed to ensure that we are addressing student behaviour which does not meet the expectations we have at AIS.

AIS Statement on Bullying & Cyberbullying

AIS defines bullying in alignment with UNESCO's International Bureau of Education and UNICEF.

RMC: UNESCO in 2023 issued a new, <u>unified</u> definition of bullying, including cyberbullying, which reads as follows:

"*School bullying is a damaging social process that is characterized by an imbalance of power driven by social (societal) and institutional norms. It is often repeated and manifests as unwanted interpersonal behaviour among students or school personnel that causes physical, social, and emotional harm to the targeted individuals or groups, and the wider school community.*"

(UNESCO, 2023)

Furthermore, AIS defines cyberbullying in alignment with UNICEF, who developed this definition through work with international cyberbullying and child protection experts. *Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering, or shaming those who are targeted.* Examples are not limited to, but may include things like:

- spreading lies about or posting embarrassing photos or videos of someone on social media
- sending hurtful, abusive or threatening messages, images or videos via messaging platforms
- impersonating someone and sending mean messages to others on their behalf or through fake accounts
- engaging in sexual harassment or bullying using generative AI tools. [RMC: New]

Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse."
(UNICEF, 2025)

All Members of the AIS community are expected to treat everyone with consideration, kindness, and respect and in alignment with school values. We urge that the term "bullying" is not used lightly. Cases of alleged bullying and cyberbullying will be investigated with the utmost care and will be handled on a case-by-case basis. Aarhus International School will act in accordance with this Behaviour Policy and the school wide Anti-Bullying Strategy.

The Learner Profile

According to the IB "The attributes of the Learner Profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.

The learner profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

The development and demonstration of these attributes are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them" ("From Principles to Practice, 2018, IBO).

It is on this basis that we use the Learner Profile at AIS as a foundation for our behavioural expectations, across the PYP & MYP.

For a more detailed description of the learner profile see Appendix A: The Learner Profile.

Preventative Measures & Frameworks to Foster Student Success

Early Years, PYP1-3

In the Early Years/PYP1-3, defining behavioural expectations and helping our youngest students learn *how* to be in school, is an imperative developmental task which requires consistency in approach. Ensuring that appropriate training of teaching staff, teaching assistants and ASA staff involved with the Early Years Programme is essential to maintaining expectations across settings. Underpinning our behavioural expectations in PYP1-3 is the Learner Profile, as well as on ongoing focus on following through on Essential Agreements. PYP1-3/Early Years Essential Agreements are created collaboratively by PYP students and teachers at the start of each school year; these agreements are regularly revisited throughout the year and are especially important when new students join the group. It is also important to ensure that for PYP1-3 students, there are clear and reasonable expectations and that appropriate personnel can intervene regarding repeated or ongoing behaviours.

Providing our young students with positive feedback and verbal coaching regarding their behaviour is an important facet. Teaching staff and assistants support students by: (1) giving them a gentle prompt/reminder, (2) asking if they need help or assistance, and (3) providing them with a break and a chance to re-set in order to meet expectations and follow the essential agreements. There is an overall focus in the Early Years on giving students the opportunity to make appropriate choices, and on giving them the time to do so. A regular practice in the Early Years is highlighting examples of positive successes and desired behaviour, celebrating these things and positively reinforcing behaviours that live up to the school and classroom essential agreements. Whenever possible, visual cues and supports should be used to help our Early Years students understand and respond to behavioural situations.

Primary Years Programme, PYP4-8

We expect all stakeholders to support the development of positive student behaviour, and we view this as a partnership between the school and the home. Teachers and parents are both expected to contribute to creating a caring and supportive environment, where the child feels safe and able to reflect on their behaviour, both the positive and negative.

At school, teachers and all AIS staff members are responsible for consistently teaching, modelling and acknowledging each of the behavioural expectations, essential agreements, and the Learner Profile throughout the year. Teachers and staff are also responsible for following the agreed upon procedures for behavioural infractions, when necessary.

PYP parents at AIS are expected to be open-minded and supportive of the policies put in place by the school. We value an open and honest dialogue with parents, and we expect partnership in celebrating student successes and addressing any potential problem behaviours.

PYP students at AIS are expected to have an active voice in creating and following through on Classroom Essential Agreements. We expect students to take positive action to

contribute to a safe, positive, and nurturing school community. We expect students to be reflective and willing to learn and grow in all areas of their lives. As students learn and grow in these dispositions, they increasingly develop student agency.

Adult consistency and clear routines and expectations are key factors in securing an environment in which students can thrive and learn most effectively.

Establishing universally known and understood systems of behaviour removes uncertainty about school expectations from mundane areas of school life, which reduces anxiety, creates a framework of social norms, and reduces the need for reflection and reinvention of what is and is not acceptable conduct and behaviour. This in turn saves time and effort that would otherwise be expended in repetitive instruction.

The ATL Skills in the PYP

The Approaches to Learning (ATL) skills are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process (IBO 2017).

States of Mind

At AIS we believe that supporting development of the ATL Skills, specifically the skillset within the Self-Management skills, called "States of Mind," and the skillset within the "Social Skills" called "Interpersonal relationships, social and emotional intelligence," can assist students as they strive to meet the behavioural expectations of AIS, but also to display ongoing, and consistent positive behaviour. In the PYP, focus is placed on intentionally guiding students to develop in these areas, and as they do so, provide consistent feedback and guidance on behaviour, both individual and collective.

States of mind: Using strategies that manage state of mind

Mindfulness
- Use strategies to support concentration and overcome distractions.
- Be aware of body–mind connections.

Perseverance
- Demonstrate persistence.
- Use strategies to remove barriers.

Emotional management
- Take responsibility for one's own actions.
- Use strategies to prevent and eliminate bullying.
- Use strategies to reduce stress and anxiety.
- Manage anger and resolve conflict.

Self-motivation
- Practise positive thinking and language that reinforces self-motivation.

Resilience
- Manage setbacks.

- Work through adversity.
- Work through disappointment.
- Work through change.

Interpersonal relationships, social and emotional intelligence: Developing positive interpersonal relationships and collaboration

Interpersonal Relationships
- Practise empathy and care for others.
- Listen closely to others' perspectives and to instructions.
- Be respectful to others.
- Learn cooperatively in a group: being courteous, sharing, taking turns.
- Help others to succeed.
- Build consensus and negotiate effectively.
- Make fair and equitable decisions.
- Encourage others to contribute.
- Take on a variety of roles in group learning.
- Advocate for one's own rights and needs, and those of others.

Social and Emotional Intelligence
- Be aware of own and others' emotions.
- Manage anger and resolve conflict.
- Be self and socially aware.
- Be aware of own and others' impact as a member of a learning group.

"The ATL and sub-skills," IBO, 2019

Recognition for exemplary behaviour

Teachers and staff will acknowledge students who exhibit ***exceptional for them*** Learner Profile and Responsible, Caring, Respectful behaviours. This will be done through a variety of mediums and forums, which can include: positive verbal feedback and recognition, public recognition in the classroom setting and at internal PYP assemblies, on the information screens and positive notes and anecdotes shared with parents. Providing direct and positive feedback directly to students, in the moment, aims to reinforce and encourage ongoing positive behaviour. Sharing positive successes with parents and teachers also celebrates and focuses on the positive behaviours that students are displaying.

We are currently in the planning stages of a new PYP-wide initiative called "Pr**AIS**e Assemblies." As a part of our internal PYP assemblies this idea of "pr**AIS**e" will allow for a forum to promote the IB Learner Profile, to focus on development of the ATL Skills, and to provide a sense of community within our PYP. These assemblies will be an extension of the curriculum presented by homeroom teachers in the homeroom lessons, and the assemblies will aim to provide a shared experience and community for students and teachers to actively focus on important developmental issues, and to celebrate positive behaviour and student action.

Classroom Level

Essential Agreements are to be created by each individual class at the beginning of the school year to reflect the specific expectations within each classroom setting. These agreements are created by students at the beginning of each year, with the teacher and provide the framework for expected student behaviour. There are also essential agreements for a variety of areas within the school, including the mudroom, Atrium, assemblies and playground. These broader, school-wide agreements provide the foundation of the expectations at AIS and at all times refer back to the values of the school.

Individual

Individual students are also given ongoing guidance by teachers and staff members at AIS to provide consistency and meet the needs of each student. We expect parent participation and support in this process and in helping us approach and meet the needs of the individual child. In some cases, it is necessary to provide a targeted and individualised plan to help provide ongoing monitoring and feedback on student behaviour. When necessary, this process is typically done in collaboration with the student (when appropriate, based on situation and age), the parents, the classroom teacher, the school counsellor, and a member of the school administration.

Middle Years Programme (MYP)

For Students and Families

We take learning seriously at AIS. Therefore, we expect students to exemplify the Learner Profile attributes. All class essential agreements formed at the beginning of the year are centred around the Learner Profile. Specific examples of expectations for MYP students are listed in the Learner Profile chart in Appendix A: The Learner Profile.

Recognition for exemplary behaviour

Teachers and staff acknowledge students who exhibit exceptional for them Learner Profile behaviours:

- Giving attention first to students exemplifying the Learner Profile
- Praising students who go over and above
- Recognition boards in subject rooms and in the MYP building
- Recognition at assembly
- Displaying exemplary work by students
- Praise messages sent home to families
- Commendations on Toddle
- Awesomeness of the Week

AIS Culture

Our school values are Responsible, Caring and Respectful. We have strong routines and expectations which embed these values into all our interactions. It is our role as adults to model calm, consistent leadership.

Routines in PYP and MYP

Adult consistency is a key part of securing an environment in which students can thrive and learn most effectively.

Establishing universally known and understood systems of behaviours removes uncertainty about school expectations from mundane areas of school life, which reduces anxiety, creates a framework for social norms, and reduces the need for reflection and reinvention of what is accepted and in not acceptable behaviour. This is turn saves time and effort that would otherwise be expended in repetitive instruction.

Arriving at school

PYP students who arrive before 7:50 and are signed up for MAC or ASA, will remain in morning supervision until the start of lessons. At 8:00, classroom doors open for all arriving students, and lessons begin promptly at 8:00. Homeroom teachers take the register, give announcements, and have a short homeroom block in the mornings to set the tone for the day and share any important messages. The first lesson of the day begins at 8:15. If students are consistently late, a message will be communicated to the parents.

MYP students arrive and are expected to be on time for the registration lesson at 8:00. Homeroom teachers take the register, give daily announcements, and follow the plan of

different activities prepared to start off each day. Students then transition to their first lesson of the day, which begins promptly at 8:15.

Arriving at lessons after transitions

PYP students are expected to promptly report to lessons after morning break and lunchtime. If they arrive regularly late for lessons, parents will be informed.

MYP Students may wait outside their classroom no more than five minutes before the lesson starts.

Assembly

PYP- Students should arrive in good time with their class and assigned teacher and follow the steps down into the Atrium. Each class has an assigned area where they should proceed to on arrival and they should sit quietly until the assembly begins. Homeroom or specialist teachers should sit with their class.

MYP-Homeroom classes arrive in the agreed upon location for the assembly at 08:05 on assembly days. They line up with their class and wait to be called to sit down.

In lessons

Students are expected to leave social chat until breaks and after school and keep their conversations on the topic of the lesson.

Students are not allowed chewing gum/bubble gum.

Teachers will have seating plans for the students, if their classroom is set up with desks. Teachers will assign groups in most situations.

MYP5 students

MYP 5 have some privileges and routines which are different these are:

1. MYP 5 students are not required to wear the AIS school uniform. They must adhere to a dress code that requires them to dress in a 'smart casual' manner which is appropriate for school. Students will be addressed individually if they fail to comply to this expectation.
2. MYP 5 students are allowed off-site during their lunch breaks (11:45-12:45). This gives students the opportunity to go within the local vicinity to get their lunch. Students must take responsibility for ensuring that they are back in their classrooms by 12:45
3. If MYP 5 students purchase food from outside of school, they must eat this in the school canteen (atrium). Students are not allowed to go and buy food for other MYP students.

Prevention of problems with behaviour

Homeroom essential agreements will be posted in the entrance and homeroom classrooms.

Subject essential agreements & room expectations will be negotiated and explained.

Specific praise using the Learner Profile for students doing the right thing and acknowledging those students first (for example: "Thank you for being a risk taker, and putting your hand up to answer").

Saying what to do, rather than what not to do (for example: "Finish your conversations and look this way" rather than "Shh").

Break and lunchtime routines

PYP students

Where can students be?	What can students do?
Break (9.45-10.15) Playground 1 (swings, trampoline...) PYP4-6 students Playground 2 (games area) PYP6-8 students Playground 3 (basketball...) PYP6-8 students Field PYP 7-8 students Mini field PYP6 students Walking route around the field PYP7 and 8 students only)	**Break** Play and socialise outside Games and socialise outside Basketball, games and socialise outside Ball games Ball games (maximum of 6 students) Get exercise and have a brain break
Lunch (11.45-12.15) **Recess** (12.15-12.45) Atrium PYP6-8 students PYP4 and 5 classrooms PYP4& 5 students Playground 1 (swings, trampoline...) PYP4-6 students Playground 2 (games area) PYP6-8 students Playground 3 (basketball...) PYP6-8 students Field PYP7-8 students Mini field PYP6 students Walking route around the field PYP7 and 8	**Lunch** Eat lunch Eat lunch Play and socialise outside Games and socialise outside Basketball, games and socialise outside Ball games Ball games (maximum of 6 students) Get exercise and have a brain break

MYP students

Where can students be?	What can students do?
Break Atrium Library MYP Playground Field Walking route around the field	**Break** Eat morning snack and play board games in the atrium Read, browse and borrow books Play and socialise outside Play ball games Get exercise and have a brain break
Lunch Atrium Library Catch Up Field MYP Playground Walking route around the field	**Lunch** Eat lunch and play board games Read, browse and borrow books Catch up on work Ball games Play and socialise outside Get exercise and have a brain break

Uniform and Dress Code

At AIS, a school uniform must be worn by students from 08:00-15:00 Monday-Thursday while indoors. This consists of an AIS logo top (t-shirt, polo shirt, sweater or hoodie) and blue or black trousers or skirt.

Furthermore, students expected to be representatives for Aarhus International School, both on campus and during school trips.

Students will hang up their non-uniform tops (jackets, sweatshirts, etc.) outside their homeroom classroom or in the Mudroom (PYP 4-6) before they enter their lessons.

Homeroom teachers in MYP will send students who are out of uniform to the office to collect spare uniform items. In PYP 7-8 the Homeroom teacher has extra uniforms available in the class and the students are asked to change into these. They bring home the loaned items, wash them and return them as soon as possible.

For more extensive information, please read our uniform policy, available on the school webpage.

Use of Technological Devices, Including Mobile Phones

Students are allowed and encouraged to use technology at school to positively impact their learning. Students should only be using technology during the school day and under the direction and guidance of their teacher, during academic lessons.

Laptops and Tablets

Students must turn off their notifications from the device they are doing their schoolwork on.

Students may be given permission to listen to music on pre-prepared playlists, but they may not use video sites such as YouTube for this.

Students may not use messaging apps during lessons.

Students may not play games on their devices during lessons. If they have no more work to do, they can do homework or read their reading book.

For more specific details, please see our Educational Technology Policy.

Primary Years Programme (PYP)

When not in use, any devices including iPads and tablets, laptop computers and phones, must be kept in a student's backpack or cubby within the classroom. Phones and tablets should be turned off or kept on silent during the school day.

If a student is using technology without direct permission from a teacher, the device may be removed from the student and kept by the teacher until the end of the day. If students are found using technology in an inappropriate way (i.e. Playing games, accessing unofficial websites or Apps, etc.), the teacher will communicate this information directly to parents and a behaviour note will be posted on Toddle. Repeated infractions with technology will result in follow-up with the parents and further behavioural response, as warranted.

Middle Years Programme (MYP)

Mobile Phones

Mobile phones will be handed in by each MYP student, every morning during morning registration (8:00-8:15).

The phones will be placed in the homeroom class's phone tray, where the student's name is indicated. The teacher will then lock the tray inside a designated room.

If students use their mobile phone at any point during the school day, the member of staff will take it and lock it in the mobile phone cupboard until the end of the school day. The student may collect it at 15.00.

Below are the guidelines for handling behavior that does not meet expectations and results in a more formal consequence.

Level	Types of behaviour	Personnel	Actions	Documentation & Follow-Up
Low	- Low level classroom disruption, - Low level defiance (arguing, work or instructions refusal) - Low level conflicts - Littering - Inappropriate device use - Devices used inside at break times – repeated - Breach of dress code - repeated	Duty Teacher, Homeroom or Subject Teacher	Toddle Behaviour Note + Discussion between student+ teacher	Documented on Toddle and teacher who writes the behaviour note marks incident as resolved.
Medium	- Repeated (weekly or in every lesson) behaviours from above category - Repeated aggressive behaviour or overly aggressive behaviour - Lying, cheating, academic dishonesty - Repeated or serious inappropriate use of technology	Duty Teacher, Homeroom Teacher and Principal	Toddle Behaviour Note, and teacher contacts parents by phone or email. MYP: possible weekly report.	Documented on Toddle. Student completes reflection sheet with Principal, who uploads reflection sheet and marks incident as resolved.
High	- Harassment, teasing, taunting (physical or verbal, digital), - Discriminatory language - Stealing - Substance Abuse	Duty Teacher, Homeroom Teacher plus Principal.	Toddle Behaviour Note and conversation with homeroom teacher, parents and/or Principal. Consequences as agreed in meeting.	Documented on Toddle. Student completes reflection sheet with Principal, who uploads reflection sheet and marks incident as resolved after documenting conversation with parents.
Very High	- Physical violence - Repeated incidents of discriminatory language	Principal plus Head of School	Toddle Behaviour Note and immediate face-	Documented on Toddle. A behaviour contract

Level	Types of behaviour	Personnel	Actions	Documentation & Follow-Up
	• Bullying (see definition above in this document)* • Any action that could put any members of the school community in danger or lead to psychological harm		to-face meeting with parents, Head of School and Principal. Consequences as agreed in meeting. Behaviour contracts will be used.	is filled in and Principal uploads to Toddle and marks incident as resolved.

Direct Referral to Principal and/or Head of School

At any stage of this process, if a serious behaviour warrants a more immediate response from the school, an immediate intervention from a Principal or Head of School will occur. This would result in a meeting between the student, their parents or legal guardians and the school. The Head of School or Principal will notify parents of this meeting, and this level of intervention may involve the creation of a contract or plan to put measures into place for improvement. All agreements will be documented in Toddle and will involve a follow up meeting to check on progress and decide on the next steps.

At this level of intervention, students may also be asked to reflect away from school for an agreed upon period of time, if necessary.

Please note that any reported use of alcohol, smoking, vaping or any form of substance abuse by a student will result in an immediate meeting with the Head of School, Middle School Principal and the parents involved. The school will complete a referral to the Kommune in any cases of illegal substance abuse.

AIS reserves the right to terminate the enrolment of a student in circumstances where the Head of School deems it necessary.

Restorative Conversations

If the teacher-student relationship is at risk of breaking down because of a major issue in class or repeated instances of challenging behaviour, teachers can arrange a restorative conversation with the student involved.

This is a way of getting to the bottom of what has been happening and figuring out a plan to move forward. It is not about forcing an apology. It helps to bring a colleague to keep the conversation productive and on track.

The restorative conversation will be based on the following procedure. The teacher will choose five questions from the following list and ask these questions to the student, in the genuine spirit of inquiry. The teacher will also be encouraged to answer the same questions. For best results, the teacher and student will be encouraged to do something together like going for a walk around our school's walking route or tidy something up

together. This takes the pressure off and allows the student to truly reflect on what has been happening.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

This process will focus on building up the relationship with the student and teacher and setting the stage to move forward.

Appendix A: The Learner Profile

Balanced
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Examples:
- Tablets and laptops only used for schoolwork in lessons
- Mobile phones switched off and in bags in the school buildings
- Students should be outside as much as possible in breaks and lunchtimes.
- Students should have plenty of water and healthy food with them at school each day.
- Students are encouraged to get enough rest at night.
- Engage in a variety of activities to promote personal well-being.

Thinkers
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Examples:
- Take responsibility for actively engaging in lessons
- Ask questions to deepen their understanding
- Meet deadlines for assignments, and let teachers know if there are problems before the due date

Caring
They 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.

Examples:
- Take others' thoughts and feelings into consideration
- Report any unkind behaviour they witness
- Take good care of school and others' property

- Fully participate in taking action to make the world a better place, including the Service and Action programme in MYP
- Respect the feelings of others and try to repair relationships

Reflective
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Examples:
- Attend and participate in conferences
- Read/listen to feedback from teachers
- Accept and provide feedback to peers
- Reflect on each Unit of Inquiry
- Complete Reflection sheets (when required) for behavior
- Engage in reflection discussions led by teachers and school staff

Inquirers
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Examples:
- Be prepared and ready to learn in all lessons
- Complete schoolwork to the best of their ability
- Be willing to ask questions and to actively grow as learners
- Follow their interests and passions

Open-minded
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Examples:
- Treat everyone with courtesy, consideration, and inclusivity
- Listen to differences in opinion respectfully
- Be willing to try new things and learn from others' points of view

Principled
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them

Examples:
- Arrive to school and lessons on time
- Follow the essential agreements of classes and the school
- Follow school uniform agreements
- Be honest and truthful

- Follow principles of academic honesty
- Complete assignments independently and contribute to group work

Risk-takers
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Examples:
- Be supportive of classmates, and self, if they make mistakes and when they take risks
- Be courageous and participate in lessons, even if they are unsure
- Consistently stand up for what is right
- Be willing to try new things

Knowledgeable
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Examples:
- Try their best in all subjects
- Read a range of books from the library
- Ask/answer questions when appropriate
- Apply their learning
- Keep notes and tasks organised, and be ready to use them in class

Communicators
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Examples:
- Listen carefully when people are talking
- Speak respectfully to others
- Communicate confidently in more than one language
- Use a variety of modes of communication to express themselves

Appendix B: Approaches to Learning (ATL)

IB's focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education.

"The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process.

The same five categories of skills span all IB programmes, with the skills then emphasized in developmentally appropriate ways within each programme. The five categories are:

- **thinking skills**—including areas such as critical thinking, creative thinking and ethical thinking
- **research skills**—including skills such as comparing, contrasting, validating and prioritizing information 6 What is an IB education?Approaches to teaching and learning
- **communication skills**—including skills such as written and oral communication, effective listening, and formulating arguments
- **social skills**—including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- **self-management skills**—including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners. Although these skills areas are presented as distinct categories, there are close links and areas of overlap between them, and the categories should be seen as interrelated."

From International Baccalaureate Organization (IBO). 2019. What is an IB Education (pp. 6-7). Cardiff, Wales, United Kingdom. Peterson House.

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