

INTERNATIONAL BACCALAUREATE TEACHER PROFILE:  
INSIGHTS FROM A CONTINUUM SCHOOL

A MASTER'S THESIS

BY

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ANKARA



International Baccalaureate Teacher Profile: Insights from a Continuum School

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International Baccalaureate Teacher Profile: Insights from a Continuum School

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July 2020

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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## **ABSTRACT**

### **INTERNATIONAL BACCALAURETAE TEACHER PROFILE: INSIGHTS FROM A CONTINUUM SCHOOL**

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Through a case study research design in an International Baccalaureate continuum school, this study explored teachers' perceived profile attributes using qualitative and quantitative research methods. First, 83 teachers participated in a questionnaire that consisted of two parts. The results were analyzed and accordingly an interview was implemented with six teachers out of 83 participants. In the first part of the questionnaire, the majority of IB teachers in the case reported to be an inquirer teacher. However, in the second part of the questionnaire, teachers indicated they were capable of being knowledgeable more than the other attributes. These differences and other aspects of the questionnaire were discussed with selected interviewees to deepen the understanding in the case. The results of the study gave insights into International Baccalaureate teachers' profile and teaching practices in relation to reflections about the International Baccalaureate Learner Profile. In light of these insights, the study provides suggestions for International Baccalaureate teachers, educators, administrators, and recruiters.

*Keywords:* International Baccalaureate, learner profile attributes, effective teacher, IB teacher profile

## ÖZET

Uluslararası Bakalorya Öğretmen Profili: Bir Süreç Okulundan İçgörüler

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Ağustos 2020

Bu çalışma bir Uluslararası Bakalorya (UB) süreç okulunda çalışan öğretmenlerin profil özelliklerini vaka analizi çerçevesinde nicel ve nitel araştırma yöntemleri kullanılarak araştırmayı amaçlamıştır. Araştırmada ilk olarak, 83 katılımcı iki kısımdan oluşan bir ankete katılmıştır. Elde edilen verilerin analize doğrultusunda 83 öğretmen arasından gönüllü olan altı katılımcı ile mülakat yapılmıştır. Araştırma sorularını cevaplayabilmek için nicel ve nitel veriler eş zamanlı olarak analiz edilmiştir.

Araştırma sonuçları UB öğretmenlerinin profili, öğretim uygulamaları ve UB öğrenen profil özelliklerinin öğretmenler tarafından nasıl yorumladığına ilişkin öngörüler sunmuştur. Araştırma bulguları doğrultusunda UB öğretmenlerinin etkili UB öğretmeni profil özelliğinin sorgulayan olduğu açığa çıkmıştır. Ancak Uluslararası Bakalorya Öğrenen Profili Anketi sonuçları, söz konusu süreç okulundaki öğretmenlerin birçoğunun bilgili özelliğine yetkin olduğunu ortaya çıkarmıştır. Katılımcıların yetkin olduğunu ifade ettiği profil özelliği ve veriler doğrultusunda açığa çıkan profil özellikleri arasındaki farkı derinlemesine incelemek için mülakatlar gerçekleştirilmiştir. Çalışma sonucunda ortaya çıkan içgörüler UB öğretmenleri, eğitimcileri ve idarecileri için değerli öneriler sunmaktadır.

*Anahtar kelimeler:* Uluslararası Bakalorya, öğrenen profili, etkili öğretmen, Uluslararası Bakalorya öğretmen profili

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## **CHAPTER 1: INTRODUCTION**

### **Introduction**

The study provides insights into a group of teachers' attributes within the context of international education. The International Baccalaureate (IB) will be specifically used to explore the case with three programmes of IB namely the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP). The study uses the IB learner profile (IBLP) attributes, which are defined by the IB Organization, as a starting point to gain insights about teacher profile attributes working at an IB continuum school.

The following sections of this chapter include information on the background, problem, and purpose of the study. It also presents research questions and the significance of the study with related definitions.

### **Background**

#### **International education**

The way societies deal with the rapid developments and changes in information and communication technology is key to the role of education system and specifically schools in a new global economy (Wylie, 2011). Darling-Hammond (2008) emphasized the role of schools,

Today's schools face enormous challenges. In response to an increasingly complex society and a rapidly changing, technology-based economy, schools are being asked to educate the most diverse student body in our history to higher academic standards than ever before. (p. 91)

It is very important to educate the individuals who live in our ever-changing world and the task of schools is critical in this respect. Global changes in social, economic, and political aspects require innovations in education as well. This paves the way for the necessity of international education to prepare students living in a global society.

International education could have two connotations: the first one is to offer international understanding to individuals and the second one is to educate individuals to be world citizenship (Sylvester, 2015). Global citizenship emerges as a way of preparing students for future in a global economy and infusing students with the idea of responsibility towards global issues and concerns (Roberts, 2015).

International education has improved in its mission as a result of the demands of the era. According to Belle-Isle (1991),

The new mission of international education is to respond to the intellectual and emotional needs of the world, bearing in mind the intellectual and cultural mobility not only of individual but, most of all, of thought – which is the product of diverse cultures brought closer together through tremendous and unexpected developments in science and technology. (p. 28)

Even though Belle-Isle's expression dates to 1991, it is still relevant for the purpose of international education today since similar versions of its definition have continued to appear in the literature. UNESCO (The United Nations Educational, Scientific and Cultural Organization) gives the purposes of international education as establishing a peaceful environment, giving students conflict resolution skills and creating a sense of respect for cultural heritage along with the intercultural understanding of global issue (UNESCO, 1996).

The term international education is operationally defined as “an approach to education that pursues the dual priorities of meeting the educational needs of internationally-mobile families and developing a global perspective in students” (Cambridge & Thompson, 2001, p. 5).

International education can be used interchangeably with international mindedness since it is accepted as the product of international education (Hill, 2015). Roberts (2013) replaced “education for a better world” with international mindedness. He suggested that education can create a better world by teaching these skills, “living on earth in a way that recognizes people and planet – the environment, including other species; the ability to make sound ethical judgments; the ability to take effective action” (quoted in Hill, 2015, p. 36). Hill agreed that these points are also the outcome of international education and international mindedness.

It is important to note that implementing international education in the schools could be possible through the existing education system, curriculum, teacher perception and practices in the classroom. Cambridge (2011) summarized how to implement an international point of view within curriculum and teaching practices,

The internationalist approach to the practice of international education is founded upon international relations, with aspirations for the promotion of peace and understanding between nations. It embraces a progressive, person-centered existential and experiential educational philosophy that values the moral development of the individual and recognizes the importance of service to the community and the development of a sense of responsible citizenship. Internationalist international education celebrates cultural diversity and promotes an internationally minded outlook. (p. 131)

The International Baccalaureate (IB) is a body of international education, and it provides an international point of view through its curriculum for all levels in schools. The IB embraces the features of international education mentioned above. The next session gives detailed information of the IB with all aspects of it.

### **The International Baccalaureate organization and learner profile**

The International Baccalaureate (IB) started its journey with the purpose of “creating a better world through education” in 1968 in Geneva (International Baccalaureate Organization [IBO], 2018). With this aim, the IB first introduced its Diploma Programme (DP) in 1962 with the philosophy, structure, content, and pedagogy. DP was followed by Middle Years Programme (MYP), Primary Years Programme (PYP) and Career-related Programme (CP) in 1994, 1997 and 2012, respectively. All three programmes were introduced in response to the recommendations by international conferences and needs of students (IBO, 2017).

According to recent sources, IB is offered in 5,284 schools in 158 countries through 7002 programmes individually or as a continuum. Its popularity has increased by 37.9% between 2015 and 2019 (IBO, 2019). The schools in Turkey introduced IB in 1994 and currently there are 76 IB programmes offered individually or as a continuum in the country. The spread of IB in Turkey requires comprehension of its implementation and evaluation in terms of teachers, students, and administrator.

IB programmes are accepted as a framework (PYP-MYP) and curricula (DP-CP) to promote international education. They have aimed to improve students both cognitively and emotionally using “progressive pedagogical approaches” (Wright &

Lee, 2014, p. 201), which focuses on learning based on students' whole person education. This idea is thoroughly compatible with the mission statement of IB,

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. (IBO, 2018)

The IB mission statement clearly refers to the importance of physical, intellectual, emotional, and ethical aspects to create a world class education (UNESCO, 1974).

From this perspective, IBO created IB Learner Profile attributes as a sense of continuum across three programmes, PYP, MYP and DP. Through these programmes, the features of a global citizen with intercultural understanding could be nurtured individuals (Van Oord, 2008). The IB aims to grow individuals who have an IB Learner Profile consisting of 10 attributes. Those attributes are related to not only knowledge and skills but also attitudes and values in affective domains (Saxton & Hill, 2014). IB Learner Profile (IBLP) combines the pragmatic and ethical values that are the purpose of international education to grow global citizens (Wells, 2011).

The descriptors of the LP attributes have been closely associated with international mindedness in terms of global engagement. Fabian (2014) emphasizes that IB focuses "much more on concepts and the development of the skills needed to deal with global issues" that are "essential to a deep understanding that may help students tackle these issues locally, nationally or globally" (as cited in Roberts, 2015). Baker and Kanan (2005) suggests that international mindedness consists of three elements:

awareness of other cultures, cultural tolerance, and universal connection.

Accordingly, IBLP encompasses these components through the mission of IB programs and aiming to grow individuals achieving IB learner profile who “recognize their common humanity and shared guardianship of the planet; help to create a better and more peaceful world” (IB, 2013).

The Learner Profile and the attributes are provided in Table 1. It was set mainly for students; however, its attributes are also valuable for teachers, parents, and administration in the International Baccalaureate community (Hill, 2012). In the version of IBLP, the descriptors are presented using “we” rather than “they.” This shows that IB emphasizes the importance of IBLP attributes for the community not only for the students. Thus, it is important for stakeholders in the community to infuse the LP attributes into schools inside and outside the classrooms. Regarding the integration and practice of IBLP, IBO leaves how to put the concepts into practice to the schools and institutions (Bunnell, 2011; Hill, 2015; Wells, 2011).

Table 1  
IBLP attributes and their descriptors

| LP attributes | Descriptions                                                                                                                                                                                                 |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inquirers     | We develop our natural 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 analyze 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.             |

Table 1  
IBLP attributes and their descriptors (cont'd)

|             |                                                                                                                                                                                                                                                            |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 experience.                                              |
| Caring      | We show empathy, compassion and respect. We have 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 challenge 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.                                                                         |

*Note:* International Baccalaureate Organization (IBO, 2013)

The understanding and implementation of IBLP and its attributes are critical for the stakeholders of the schools including teachers, administrators and even parents.

However, as Stronge and Tucker (2003) pointed out teachers can be regarded most important factor in the school and without their effectiveness it is hard to expect an improvement within the school (as cited in Stronge, 2012). Teacher effectiveness includes not only teaching but also providing a learning environment in which learning is facilitated as well as modelling the outcomes they want to develop (Allal, 2010; Muller, 2012).

### **Need for effective teachers in IB**

The 21<sup>st</sup> century brings diversity, challenges, the necessity of global citizenship and intercultural respect (Griffiths & Arnove, 2015; Robertson & Dale, 2015). In such a complicated and challenging period, teachers have the responsibility to be aware of these changes and adapt themselves according to a 21<sup>st</sup> century teaching and learning process (Doherty, 2013; Fitzgerald, 2015; Kenway & Fahey, 2014). Thus, the underlying meaning of the teacher as *caregiver* has altered due to the conditions of the age as well (Allan, 2011). This setting requires a demand for teachers who are well prepared to be able to teach in an international context (van Werven, 2015).

In addition to pedagogical content knowledge and subject matter knowledge (Shulman, 1986, 1987), teachers need to have some other qualities to lead students to be a world citizen. At this point, teacher effectiveness has different dimensions including a spectrum of both cognitive and affective skills (Rotherham & Willingham, 2010; Shulman, 2008; Stronge, Ward, & Grant, 2011).

In an international education context, teachers are expected to develop some context specific qualities. Van Werven (2015) listed these qualities as being interculturally sensitive and open-minded to diversity and being flexible. Another important quality for teachers is their communication skills; effective teachers have healthy relationship with their students and this relationship stimulates student learning (Cornelius-White, 2007; Hamre et al., 2013; van Tartwijk, 2015; Wubbels et al., 2014).

The International Baccalaureate Continuum (IBC) aims to connect students and all stakeholders of schools across the IB learner profile attributes. Thus, the development of these attributes in students by teacher might be critical to fulfill the mission of the IBO. At this point, it is seen that implementation of IBLP attributes inside and outside the classroom is left to teachers and school policy.

### **Problem**

The IB is a worldwide organization that aims to cultivate international minded students. Achieving this aim depends on school policy, the integration of the IB curriculum into national curriculum and the implementation of LP attributes in the school. In this respect, teachers and educators have to create an environment in which learning is facilitated and certain attributes are developed (Erickson, 2012). This role can be possible through teaching and modelling at the same time (Allal, 2010; Pritchard, 2013).

The IB provides a framework of key ideas with learner profile attributes and leaves it to schools to define how to implement them successfully (Hill, 2015). There have been many studies regarding the IB in general including the place of the IB in international education or the impact of the IB education on students' academic success. Specifically, there is a considerable amount of research about teachers' perception, understanding, implementation and evaluation of IB learner profile attributes and teaching practices accordingly.

Although there is a great deal research about effective teacher qualities and their teaching practices in general, very few studies have investigated IB teachers' perceptions of attributes necessary for effective teaching in IB.

### **Purpose**

The purpose of this study is to explore IB teachers' perceived profile attributes in a continuum school. Through a case study research design, qualitative and quantitative methods were employed to gain insights into effective teacher qualities and the IB learner profile attributes. These findings were used analyze teachers' perceptions of the IB profile attributes and their teaching practices.

### **Research questions**

1. When asked about IB learner profile attributes needed for an effective IB teacher, which one is most often selected by teachers within a continuum school?
  - a) What reasons do teachers provide for their most selected learning profile attribute?
  - b) How do teachers report they demonstrate the LP attribute as a part of teacher profile while teaching?
  - c) Do teachers report that any of the LP attribute serve as a basis for the other profile attributes?
2. In which of the four learner profile attributes – inquirer, open-minded, caring, knowledgeable – do teachers indicate they are most capable?
  - a) To what extent do the responses of PYP, MYP, and DP teachers differ?

- b) What reasons do teachers provide for any differences of capabilities based on PYP, MYP and DP?
3. How do teachers explain any difference between their choice for IB profile needed for effective teaching and their perception for the IB teacher profile in which they feel most capable?

### **Significance**

This study aims to contribute to the IB literature in terms of IB teacher qualities and their practices. The results of the study can be used to enable teachers to reflect on their teaching practices. Additionally, teachers' profile might influence students and help them to develop international mindedness. Having information about their profile guide teachers' practices and lead them to be more effective.

Regarding IB literature, it would be valuable to gain information about how teacher profile differs across IB programmes. The International Baccalaureate Organization (IBO) can improve its communication about what teachers need to become an effective IB school. The findings can be beneficial for the administrators for the recruitment processes for IB schools.

### **Definition of key terms**

**Effective teaching:** Stronge (2007) describes this concept in the following four statements also known as the "Four Cs":

- The effective teacher *cares* deeply.
- The effective teacher recognizes *complexity*.
- The effective teacher *communicates* clearly.

- The effective teacher serves *conscientiously*.

**International Baccalaureate Continuum** stands for all levels offered in the IB Programme: PYP (Primary Years Programme), MYP (Middle Years Programme), and the IBDP (IB Diploma Programme) (IBO, 2016).

**International Baccalaureate Learner Profile** is the International Baccalaureate mission statement translated into a set of learning outcomes for the 21st century. The Learner Profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose (IBO, 2013). The IB Learner Profile consists of ten attributes defined by the IBO (See Table 1).

**Teacher profile:** The term teacher profile refers to certain attributes of teachers that are projected in their teaching practices. These attributes are defined by the researcher combining common elements between IBLP attributes and effective teacher qualities based on related literature.

## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

### **Introduction**

This review of the literature consists of three parts. Part I portrays an overview discussion of International Baccalaureate Organization (IBO) and International Baccalaureate Learner Profile (IBLP) through studies about their understanding and implementation. Part II includes a review of the literature that delves into educational theories that are linked to IB Learner Profile attributes and their impact on students' academic outcomes and emotional wellbeing. This part provides the framework behind IB Learner Profile using related educational theories. Finally, in Part III, the review shows related literature regarding effective teacher descriptors including qualities, characteristics, competencies, dispositions, and skills. The conclusion of the chapter provides the conceptual framework for this study. The conceptual framework incorporates Bullock's (2011) framework for IB Learner Profile and Stronge's (2007) framework for effective teacher qualities. Figure 1 illustrates how this framework was developed based on the literature review conducted in Parts II and III. It also shows how Part I was used to guide the literature review in Part II.

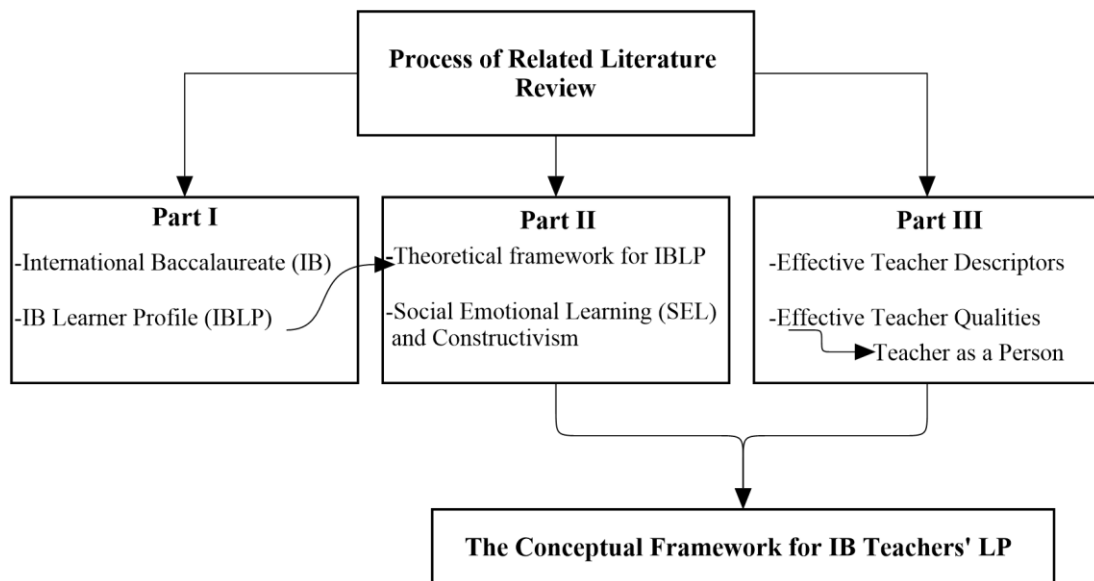


Figure 1. The organization scheme of the chapter 2

### **Part I: International Baccalaureate and learner profile**

The International Baccalaureate Organization (IBO) strives for students' whole person development through combining pragmatic and ethical purposes of international education (Philips, 2002). With this perspective, the IBO shaped its mission statement around the idea of international mindedness by which students have global awareness and become responsible citizens; the idea also values students' academic achievement (Hill, 2015).

Research into the IB has mostly focused on students and its growing programs. Many studies regarding IB are related to the impact of PYP, MYP and DP on students' academic success in their future lives (Saavedra, 2011). In a recent study, Hill and Saxton (2014) refer to a variety of research studies on the influence of IBDP on students' higher education success. The findings from Hill and Saxton suggested that students who have completed IBDP are more prepared for the college courses and

are more successful in terms of their GPA scores. Another case study by Saavedra, Lavore and Ivich (2016) showed that students and educators are in favor of IBDP due to its benefits for college preparation. A study carried out in Turkey explored the impact of IBDP on university preparation of students. The researchers compared students who were taught through only national curriculum and who were taught through national curriculum and IBPD in terms of their academic performances and skills. Accordingly, IBDP students were found to be more successful in terms of their CPGAs scores (Ateşkan, Sagun, & Onur, 2015).

In addition to studies on the correlation between the IB and students' academic success, some studies indicate that a desirable outcome of IB education is the development of 21<sup>st</sup> century skills. Wright and Lee (2014) carried out a multi-site case study in China to explore whether the IB Diploma Program (IBDP) offers students 21<sup>st</sup> century skills. They found that the IBDP provides students with the opportunity to improve their cognitive and non-cognitive skills within the skills required for social domain and work life through three components of the IBDP namely Extended Essay (EE), Creativity-Activity-Service (CAS) and Theory of Knowledge (TOK). The IB education can enable learners to acquire 21<sup>st</sup> century skills through a set of attributes, which constitute the IB learner profile. The IB learner profile attributes are the key to IB because these attributes lead the students to be world citizens, devoting themselves to improve academically, socially, emotionally, and personally (IBO, 2019). Wells (2011) draws on IB mission statement and implies that IB “is not only concerned with preparing students for university, but rather aims to provide young people with an education which will also lead to greater understanding between peoples and a more peaceful world” (p. 175).

Learner Profile attributes, therefore, serve as tools to implement the IB mission.

Despite this value placed on the IB learner profiles, there have been limited studies about IBLP attributes; in particular about the role the IBLP may play on developing students' attitudes, values and affective domains (Wells, 2011).

To facilitate an exploration of the practical benefits of the IBLP, a better understanding of their theoretical basis is needed. So far, a limited number of studies have undertaken this task. In one study, Wells (2011) shared some theoretical accounts of the relationship between IB learner profile and value education. His review aimed to promote value acquisition through the curriculum encourage the discussion of values with the lens of IBLP attributes. Another attempt was made by Oord (2013) to critically analyze IB learner profile attributes within the moral and character education. Accordingly, Learner Profile can be regarded as the combination of knowledge and virtue because it desires students to be caring and respectful individuals and at the same time it includes certain attitudes and patterns of behaviors.

One researcher who is known for examining the theoretical basis of the IB Learner Profile is Bullock (2011). She drew connections between educational theories and Learner Profile attributes. Other researchers have used her systematic literature review about IB Learner Profile for theoretical rationale for IBLP (Walker, Lee, & Bryant, 2016). Bullock's review and its connection to the current study are further discussed in Part II.

## Part II: Theoretical review for the IB learner profile attributes

This part of the literature review features the study conducted by Bullock (2011).

The purpose of Bullock's study was to explore underlying educational theories for IB Learner Profile. Doing this, she considered the idea that IB is improving students personally, socially, emotionally and intellectually which "addresses the very broadest development of the whole person at the cognitive and affective levels" (Hare, 2010, p. 3, as cited in Bullock, 2011).

In her review, she grouped IB Learner Profile attributes based on their indicators.

The grouping consists of four dimensions including intellectual, personal, emotional, and social growth. These themes are associated with related educational theories to link them to IB Learner Profile attributes. The summary of the classification is given in Figure 2 below.

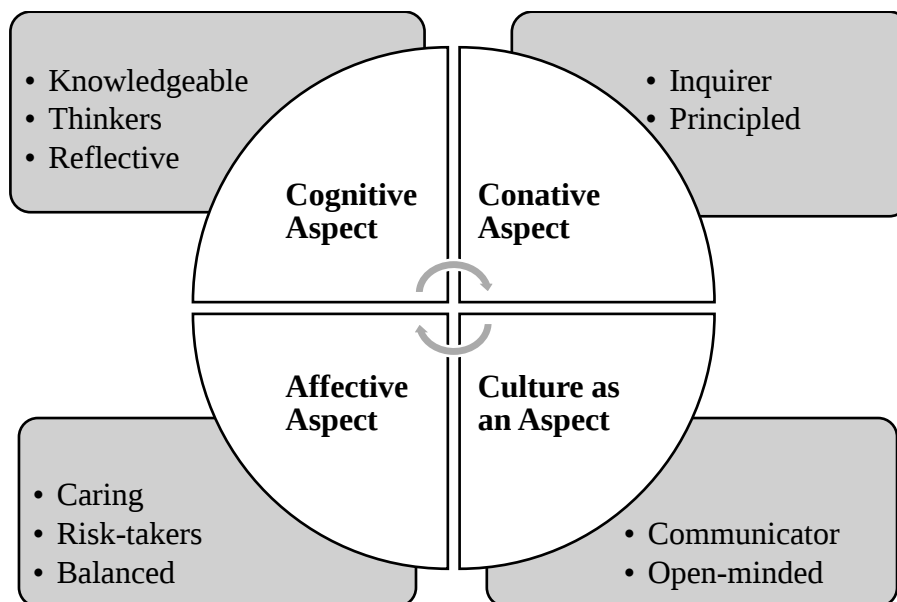


Figure 2. Bullock's classification of IBLP depending on learning theories and models (Walker et al., 2016)

Bullock (2011) approached these themes through a lens of various theories and models of learning. She divided the profile attributes into four theoretical based aspects: Cognitive, Conative, Culture, and Affective. Each of these is discussed further below.

For cognitive aspect of learning she started her review mentioning behaviorist theory and how it was challenged by constructivism. She mainly referred to the theories regarding how knowledge is acquired and what affects the learning process. In her review, the fundamental theory is constructivism in which learners are actively participating their own learning process. Bullock (2011) stated, “learning occurs when experiences are embraced and internalized through thinking and reflection to extend knowledge, ideas and skills” (p. 7). IB learner profile attributes which were linked to cognitive aspect of learning are knowledgeable, thinker and reflective.

Bullock referred to several motivation theories and emphasized the importance of conation because it “connects knowledge and emotion with proactive behavior” (2011, p. 9). The conative aspect of her framework implies that drive is a form of motivation. Effective learning occurs when learner’s drive and endeavor come together. For this reason, setting goal, getting feedback and personal reflection are regarded as key factors to learning process. She gleaned from the review that motivation to learn is formed through both social interaction with teacher and one’s own emotional competences like self-efficacy and resilience. Inquirer and principled are associated with the conative aspect of learning in Bullock’s review.

The cultural aspect emphasizes importance of having a school culture in effective learning. According to Bullock, “the customary social and learning interactions, which are frequently set by unwritten rules, give a school its character as ‘nurturing’, ‘academic’, ‘inclusive’ and so on” (2011, p. 15). An effective school offers a culture of communication, openness to change and high expectations from learners that are closely associated with communicators and open-minded as IB learner profile attributes.

Finally, the affective aspect is comprised of the learner’s personal emotions, habits, and beliefs support learning process. Bullock reviewed the importance of emotional skills including self-awareness, managing, and recognizing one’s own emotions and resilience. At the end of the review, she matched caring, risk-takers and balanced with these emotional competencies.

Bullock focused on several theories and models of learning to explore theoretical basis for IBLP. Using Bullock’s framework in relation to the research questions of the current study, the theories of Social and Emotional Learning (SEL) and Constructivism were found to be most apropos. For this reason, the next sections explore these theories further, based on studies conducted about SEL and Constructivism.

### **SEL and constructivism as umbrella learning models for Bullock’s review**

It is important to extensively examine research associating students’ academic success and emotional well-being with the implementation of SEL programs in schools. Social and emotional learning programs offer students and adults learn how

to manage their emotions and have healthy relationships with the surrounding people (Collaborative for Academic, Social, and Emotional Learning, 2019). In order to increase students' academic and personal success, SEL has a role for students and teachers because "direct intervention in the psychological determinants of learning promises the most effective avenues of reform which supports providing social and emotional learning in school" (Wang, Haertel, & Walberg, 1993, p. 210).

There are many studies investigating the impact of SEL on students. Durlak et al. (2011) conducted a meta-analysis of SEL programs in schools and found out that teaching social and emotional skills led to a positive change in students' attitude towards themselves, others, and school. The researchers indicated that the behavior change contributed to the improvement in academic performance as well.

Research shows that SEL has positive effects on academic performance, benefits physical health, improves citizenship, is demanded by employers, is essential for lifelong success and reduces the risk of maladjustment, failed relationships, interpersonal violence, and substance abuse (Elias et al., 1997; Zins, Weissberg, Wang, & Walberg, 2004). In several studies, SEL programs have claimed to prevent behavioral problems in schools, as they provide conditions for positive learning experiences. In a recent study investigating the direct and indirect relationship between social and emotional skills and academic achievement, Panayitou (2019) found that SEL skills "act as a protective factor and set the precedent for later positive developmental outcomes" (p. 201).

Another commonly referred to learning theory in Bullock's review is constructivism. She grounded especially two groups in the review on this theory: Cognitive aspect of learning and culture as an aspect of learning. Cognitive constructivism (von Glasersfeld, 1996) was the basis for the former one in the review. Social constructivism (Vygotsky, 1978) was benefitted for the latter to emphasize the importance of interaction among the individuals and their environment for effective learning.

Constructivism emphasizes the learner as active participants, meaning-makers, and problem solvers of the learning process (Berryman, 1991; Brooks & Brooks, 1993; Marzano, 1992). They are actively in the process with "their past, attitudes, values, cultures and beliefs in the classroom" (Powell & Kalina, 2009). Powell and Kalina (2009) indicate that teachers should be aware of this theory and integrate methods and strategies related to constructivism into their teaching practices to make classrooms more effective.

As learner develops layers of meaning derived from past life experience and observation, the target of school is to contribute students' meaning making process. (Newmann & Associates, 1996). Schools may engage students to act as experts in researching to be able to build their own knowledge. With constructivist learning and teaching methods, including cognitive and social learning, students may acquire the habit of asking questions and making sense of the responses (Glatthorn et al., 2016). Additionally, it provides individuals with social and emotional competencies that can be critical in interdisciplinary studies, university life, and work life (Krahenbuhl, 2016; Matthews, 2003).

## **IB from the lens of SEL and constructivism**

There are few studies investigating the relationship between SEL programs and International Baccalaureate. Cooker, Bailey, Stevenson and Joseph (2016) carried out a study to investigate how social and emotional well-being is understood and implemented in IB world schools. Accordingly, the researchers found that,

IB World School leaders and teachers view students secure, comfortable, happy, resilient, and who get along well with others, as showing social and emotional wellbeing. It is understood that such factors are intrinsically related to academic success, and there is a cyclical relationship between social and emotional well-being and academic success, with one contributing to the other. (Cooke et al., 2016, p. 58)

Another study has shown a positive correlation between participation in IB and general attitudes toward learning (Wilkinson & Hayden, 2010), which could be regarded as an aspect of SEL. Several studies revealed a direct relation between IB and emotional, psychological, and social well-being (Foust, Hertberg-Davis, & Callahan, 2009; Shaughnessy, Suldo, Hardest, & Schaffer, 2006; Tan & Bibby, 2011).

As for the relationship between IB and constructivist theory, constructivism promotes academic honesty, addresses human commonalities as well as diversity, ensures language development, uses a range and variety of teaching strategies, and allows for reflection and development of the IB learner profile attributes (IBO, 2019). There are a few studies that looked at IB in relation to the theory of constructivism. Sieve (2018) explored teachers' experiences who utilized constructivist pedagogies in their classroom activities in IBDP context. The findings of the study revealed that the reason of why teachers preferred to use constructivist

model of teaching practices is the commonalities between the philosophies between IBDP and Constructivism.

### **Part III: Studies on effective teacher descriptors**

As noted in the review thus far, there have been limited studies about the IB Learner Profile attributes. Those that have been conducted have focused on student learning and development. A theoretical framework, especially aspects of Social Emotional Learning and of Constructivism, is important to guide examination further examinations of IBLP. Part of the mission of the IB is for students to develop these LP. Teachers play an important role in helping develop the LP of students; however, the literature has limited studies that investigated the role of teachers in implementing LP in their classrooms. One notable exception is the study by Poole (2017), who learned teachers' understanding can vary depending on their background and identity. The case study focused on one teacher to showcase how experiences, understanding and culture are likely to regulate the implementation of IB Learner Profile by teachers.

A guiding question for the current study is how LP may be exhibited by effective IB teachers as part of their perceived profile and practice. Although there is a lack of studies that address this question, there have been many studies that have examined the role of teachers in student learning in general. Therefore, in this part of the review some of these studies that are most relevant to the theories related to IBLP are reviewed. The work of one researcher is featured, as it contributes to the conceptual framework that was developed to guide the current study.

Teacher quality and effective teacher has been the subject of many studies in educational field to sort out the descriptors of effective teachers such as qualities, skills, characteristics competencies or dispositions (Collinson, 1996; Cotton, 1995; Demmon-Berger, 1986; Good & Braphy, 1994; Leithwood, 1990; Wubbels, Lexy, & Brekelmans, 1997). Those studies revealed many features to describe effective teachers including pedagogical skills, classroom management skills, metacognitive skills, instructional skills, and social skills. Rutledge, Harris, and Ingle (2010) referred to teacher characteristics and behaviors as strong teaching skills and subject area knowledge, communication skills and some personal qualities including enthusiasm, caring and interpersonal skills.

Other researchers have examined the relationship between effective teachers and student's academic success and emotional well-being. One of these studies was related to effective teachers' instructional skills and classroom practices. The study used Stronge's (2002, 2007) four dimensions of effective teachers and measured teacher effectiveness depending on students' success (Stronge, Ward & Leslie, 2011). Accordingly, it was stated that teachers who have good instructional delivery skills have measurable impact on students' learning. Also, teachers who create a classroom culture through establishing routines, offering variety of materials for student use, and using time and space effectively were accepted more effective teachers. The study also indicated that respectful, fair, and communicative teachers were more effective. (Stronge, Ward, & Leslie, 2011).

One of the descriptors of teachers that are studied within teacher effectiveness is teacher dispositions. Disposition means "an attributed characteristic of a person

(teacher), one that summarizes the trend of a [person's] teacher's actions in particular contexts" (Katz & Raths, 1985, p. 306). It may include teacher's beliefs, habits, awareness that can be manifested on teacher's knowledge and behaviors (Schussler, 2010). In 2002, Mujis and Reynolds carried out a study on teacher beliefs and behaviors and their impact on students' achievement revealed that especially teacher behaviors have a direct impact on students' academic outcomes. In some studies, dispositions embrace certain personalities, principles, point of views or values (Jung & Rhodes, 2008). Rike and Sharp (2008) found out that effective teachers should have such character-related dispositions as "fairness, being democratic, empathy, enthusiasm, thoughtfulness, and respectfulness" (p. 151). Moreover, a recent study over teachers' experiences, dispositions and their impact on teaching practices showed that teachers' significant life experiences related to their learning environment and personal attributes have a positive influence on their teaching practices (Altan & Lane, 2018).

As a result of analysis of studies carried out on effective teachers and their impacts on student learning, there are several informative frameworks for effective teachers and effective teaching. One of the works is Charlotte Danielson's (2007) Framework for Teaching (FfT). The framework revealed four domains: planning and preparation; the classroom environment; instruction; professional responsibilities (Danielson, 2007). She grounded her framework in empirical studies along with theoretical research. She explained the purpose of the framework; "A framework answers the questions", "What does an effective teacher know?", and "What does an accomplished teacher do in the performance of her duties?" (Danielson, 2007, p. 13).

Accordingly, an effective teacher is expected to demonstrate attributes from these four domains.

Stronge, Gargam, and Hacifazlioglu (2011) conducted a study to determine how teachers' practices affect student learning. They found that effective teacher candidates had strong classroom management, better relationships with students, more assessment of student understanding, and more highly rated instructional delivery.

Given related studies in literature for effective teacher descriptors affecting students' learning, it is clear that not only content or instructional knowledge, but also certain psychological characteristics are needed in classroom to be effective teachers.

According to Stronge (2004), "the foundation upon which teachers base their ability to adapt to changes and successfully navigate the complexities of the classroom comes largely from their personal abilities and experiences" (p. 7). He believes that besides instructional and management processes, teachers' affective, social, and emotional behaviors are key to effectiveness of teachers. With this perspective, he described the features of effective teachers reviewing related research and empirical studies.

### **Stronge's framework for effective teacher qualities**

The current study deals with the personal qualities of effective teachers as well as their instructional and pedagogical skills. In 2007, Stronge created a framework for qualities of effective teacher. This framework evolved out an earlier study he conducted with a team of researchers (Stronge, Tucker, & Hindman, 2004). He

identified six domains as shown in Figure 3 (pre-requisites; the teacher as a person; classroom management and organization; organizing for instruction; implementing instructions; and lastly monitoring student progress and potential). The present study seeks to explore effective teachers' personal qualities to be manifested in their teaching practices. Therefore, the second domain in the framework, Teacher as a Person, is most relevant to the current study. This domain and its six indicators are discussed further in the following section.

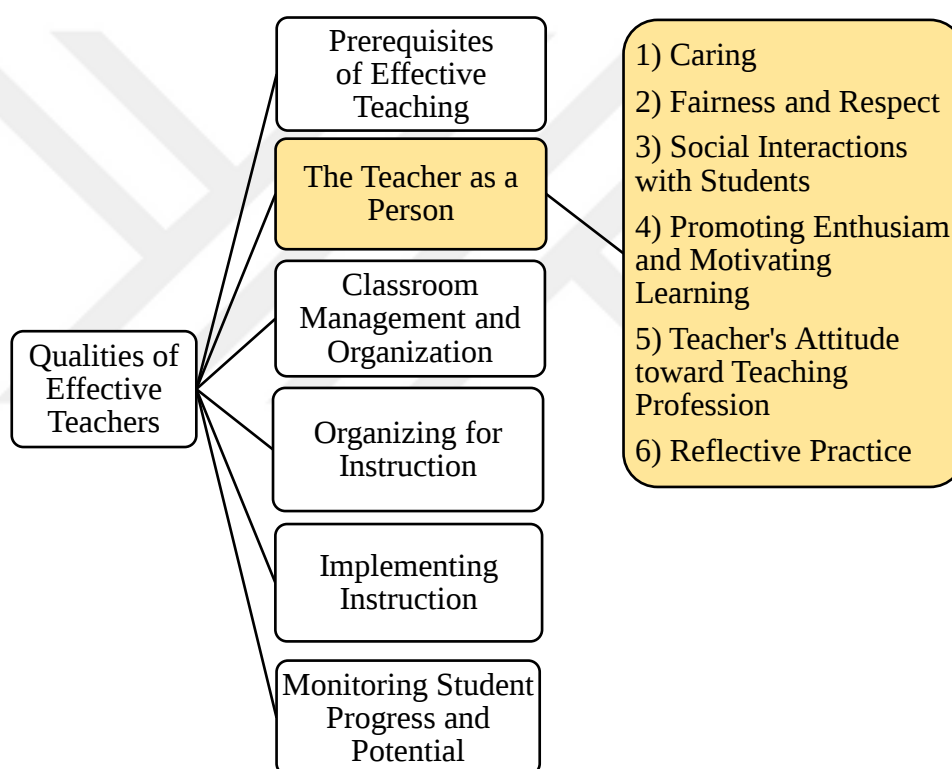


Figure 3. Framework for six domains of effective teachers (Stronge, 2007)

### **Teacher as a person**

The domain, *Teacher as a Person* includes how teachers make students feel inside and outside the classroom (Stronge, Tucker, & Hindman, 2004). Accordingly, the indicators of effective teachers as a person are 1) caring, 2) having fairness and showing respect, 3) having social interactions with students 4) promoting enthusiasm

and motivating learning, 4) developing attitudes toward teaching process and 6) reflective practice. The next paragraphs will explain each of these six indicators in the context of effective teacher qualities as a person.

Based on their review of the literature, Stronge, Tucker, and Hindman (2004) described caring teachers as patient, trustworthy, honest, and courageous people. These teachers listen to their students effectively, understand them, nurture, and offer warmth and encouragement. There are other studies that examined the impact of caring teachers on students' academic, social, and emotional impact. In one of the studies conducted in inner city conditions, the findings revealed that the improvements in teachers' caring and fairness level contributed to the improvements in students' caring and honesty level as well as their academic success in math and reading (Opuni et al., 2012). Additionally, in his educational review Knobloch (2003) provides a close relation between caring teachers and a positive change in students' lives through caring teachers' "teaching competence and intellectual excitement; interpersonal relationships; content alignment and organization; and, connectedness" (p. 49).

The second indicator of an effective teacher as a person is fairness and respect (Stronge, 2007; Stronge et al., 2004). The authors associated these indicators with rapport between teachers and students and credibility of teachers through their consistent behaviors. They maintain that effective teachers practice and model these qualities. Several studies have been carried out to explore the importance of being fair and respectful teacher. In one study, Chory (2007) emphasizes that the perception of students about the fairness of a teacher has an impact on classroom

atmosphere that is significant for interpersonal communication between students and teachers. This may directly affect students' learning, motivation and behavioral tendencies.

Third, according to Stronge (2007), having constructive social interactions with students increases students' self-esteem and belonging idea. They feel themselves as a part of classroom culture and this affects their academic, social, and emotional improvement. In this respect, Jones et al. (2013) review in their article the importance of social and emotional skills for effective teachers. They refer to social/interpersonal skills including being positive, warm, sensitive and having empathy towards students. A number of studies showed that when students have high-quality social interaction with teachers thanks to these attributes, they have better social adjustment and higher academic competence (Mashburn et al., 2008; Pianta, 2003; Raver, Garner, & Smith-Donald, 2007).

The fourth indicator of an effective teacher as a person encapsulates more emotional skills. Teachers' enthusiasm for teaching, learning and their subject area influences their social interaction with the students and students' beliefs about academic achievement (Stronge et al., 2004). The authors come up with this conclusion examining many studies on the relation between high-level motivation in teachers and high-level achievement in students. In 2000, Patrick et al, conducted a study regarding whether teacher enthusiasm influences student motivation and interest. Accordingly, among 13 teacher behaviors including autonomy supportiveness, competence feedback, promoting relevance, caring for students, promoting relatedness, method variation, knowledge of subject, preparedness, clarity of

presentation, promoting student involvement, experiential learning, comfortable, teacher enthusiasm became the strongest predictor for students' intrinsic motivation (Patrick et al., 2000).

Teachers' enthusiasm is one of the factors that affect teachers' ideas about teaching and learning, which brings us to the fifth indicator of effective teacher as a person. At this point, Stronge offers next indicator of effective teachers that is the attitude towards the teaching. This quality in this context refers to the dedication, collaboration, leadership, professional development and reflecting upon instruction (2007). The researcher found that the indicator has a close relationship with the last one namely reflective practice. Stronge et al. (2004) report that effective teachers learn from their experience and they know how to use the experience as a self-evaluation tool.

In summary, teachers who have certain instructional and pedagogical skills positively affect student learning. Moreover, teacher's personal qualities such as caring, reflectiveness, fairness and respectfulness support students' acquisition of these qualities. The views of Bullock and Stronge have implications for better understanding how IB learner profile attributes are supported by teaching dispositions and practice. By integrating their findings along with the reading of related literature, the current study may be able to develop a framework to guide an exploration into how IB learner profile attributes are manifested by teachers.

### **The conceptual framework**

In order to establish the framework, the researcher first analyzed Bullock's four dimensions for IBLP attributes namely knowledgeable, inquirer, caring and open-minded with their indicators. With this perspective, the researcher further attempted to find out the relation of those four attributes with learning and teaching models. The aim of the attempt was to have an idea about the effective models and theories to teach four learner profiles to students. While doing this, the researcher benefited from Bullock's review in a way that leads to Social Emotional Learning (SEL) and Constructivism.

After the analysis and reading of the theories with the perspective of Bullock's four dimensions, the researcher felt need to identify how effective teachers are described in literature. For effective teacher qualities, literature was reviewed and studied with the purpose of identifying effective teacher's personal qualities. To this end, James Stronge's framework for effective teacher qualities was found to be suitable for the purpose of the study.

The researcher related Bullock's four dimensions for IBLP attributes to the Teacher as Person domain in Stronge's framework. The aim of this analysis is to draw connection between effective teacher qualities as a person and IBLP attributes. The framework includes all the Learner Profile attributes mentioned in Bullock's dimensions. For the current study, based on the investigation conducted by Walker et al. (2016), four LP are featured. These four LP attributes (Knowledgeable, Inquirer, Caring, and Open-minded) are italicized in Table 2, which will be further explained in the next chapter. The study made use of the theories Social Emotional Learning

(SEL) and Constructivism to find the common denominators between Bullock's (2011) framework for IBLP attributes and Stronge's (2007) framework for effective teacher qualities as a person. The common points were referred to the attributes of IB teacher profile.



Table 2  
The commonalities between two frameworks

| Kate Bullock's four dimensions for IB<br>Learner Profile attributes |                      |  | James Stronge's Qualities of Effective Teacher – Teacher as a Person Qualities |                         |                                         |                                                       |                                                      |                        |
|---------------------------------------------------------------------|----------------------|--|--------------------------------------------------------------------------------|-------------------------|-----------------------------------------|-------------------------------------------------------|------------------------------------------------------|------------------------|
|                                                                     |                      |  | Caring                                                                         | Fairness and<br>Respect | Social<br>interactions with<br>students | Promoting<br>enthusiasm and<br>motivating<br>learning | Teacher's attitude<br>towards teaching<br>profession | Reflective<br>practice |
| The Cognitive Aspect                                                | <i>Knowledgeable</i> |  |                                                                                |                         |                                         |                                                       |                                                      | ●                      |
|                                                                     | Thinkers             |  |                                                                                |                         |                                         |                                                       | ●                                                    | ●                      |
|                                                                     | Reflective           |  |                                                                                |                         |                                         |                                                       | ●                                                    | ●                      |
| The Conative Aspect                                                 | <i>Inquirer</i>      |  |                                                                                |                         |                                         | ●                                                     | ●                                                    | ●                      |
|                                                                     | Principled           |  |                                                                                | ●                       |                                         |                                                       | ●                                                    |                        |
| The Affective Aspect                                                | <i>Caring</i>        |  | ●                                                                              | ●                       | ●                                       | ●                                                     | ●                                                    |                        |
|                                                                     | Risk-takers          |  |                                                                                |                         |                                         |                                                       | ●                                                    |                        |
|                                                                     | Balanced             |  |                                                                                |                         |                                         |                                                       |                                                      |                        |
| Culture as an Aspect                                                | Communicators        |  | ●                                                                              |                         | ●                                       |                                                       |                                                      |                        |
|                                                                     | <i>Open-minded</i>   |  | ●                                                                              |                         |                                         |                                                       |                                                      | ●                      |

## **CHAPTER 3: METHOD**

### **Introduction**

The aim of this study was to learn which IBLP attributes were important for teaching within an IB school. Perceptions from primary, middle, and high school teachers were collected to provide insights into practices within an IB continuum. Case study research design was used to answer the research questions of the study. Mixed method approach was employed to collect and analyze the data from the case. This chapter describes the research design and provides details as to the context of the study, participants, instruments and method of the data collection and analysis procedures.

### **Research design**

#### **Case study research**

Case study research is employed to understand a phenomenon that cannot be separated from its “contextual conditions” (Yin, 2008, p.18). Case studies enable researchers to examine a single unit or a group or community bounded by their experience (Merriam, 1998; Stake, 1995). This study is dealing with IB teachers’ perceived IB learner profile attributes within the boundary of a continuum school, which makes case study research suitable for the study. The case in this study is the continuum idea.

This study was conducted in an International Baccalaureate (IB) continuum school. Continuum school is entitled to schools that adopt three of IB programmes “the PYP, MYP, and DP” to offer “K12- continuum” across the programmes (Walker, Bryant,

& Lee, n.d., p. 9). IB students, teachers, their teaching practices, and written documents including curriculum are integral to understand this continuum idea.

### **Mixed-method explanatory sequential design**

To provide a comprehensive picture of a continuum school in relation to teachers' perceptions of their IB learner profile, the study used mixed method research design combining both quantitative and qualitative methods to offer a "better understanding of research than either method by itself" (Creswell, 2012, p. 203). The research questions of the study were aimed at both describing the teachers' perceived profile attributes and then further explaining the attributes in relation to the conceptual framework of the study. Accordingly, the researcher utilized sequential explanatory mixed method design in particular "to follow up on initial exploratory findings" (Creswell, 2012, p. 211). Therefore, this research had two phases; a quantitative first phase involving questionnaire administration and a qualitative second phase comprised of interviews.

### **Context**

The study was conducted in a continuum school located in Ankara. The case study school is a foundation school and had authorization for DP, PYP and MYP in 2008, 2013 and 2018, respectively. In 2018, the school was accredited as IB Continuum school. The student population in the school consists of 99% Turkish students. The population of staff including teachers, administrators, coordinators, and other people is mostly Turkish comprising about 70%. The school provides the academic staff with professional development regarding IB and its programmes periodically.

## Participants

Eighty-three teachers working in PYP, MYP or DP participated in the first phase of the study. The participation was voluntary and survey responses were anonymous unless a participant volunteered to take part in a follow-up interview. Following the procedures for approval and permission from both the National Ministry of Education and the school, participant teachers were informed about the purpose of the study and were required to sign an online consent form (see Appendix B). These methods of recruitment were chosen to allow for a more diverse sample for the interviewees. The number of PYP, MYP and DP teachers who participate in the study is 41, 29 and 13 respectively (Table 3).

Table 3  
Number of participants per IB programme (N = 83)

| Programme | <i>n</i> | %    |
|-----------|----------|------|
| PYP       | 41       | 49 % |
| MYP       | 29       | 35 % |
| DP        | 13       | 16 % |

The participants in question are studying in a variety of subject areas such as English, classroom teacher, pre-school, Science, Social Science, Mathematics (Table 4). In table, the category *others*, includes Visual Design, Drama, Language and Literature, Physical Education, Counselling and Music. From 83 participants, 72 were female (87%) and 11 were male (13%) (Table 5).

Table 4  
Subject areas of participants (N = 83)

| Subject area      | n  |
|-------------------|----|
| 1. English        | 26 |
| 2. Primary School | 15 |
| 3. Pre-school     | 11 |
| 4. Science        | 8  |
| 5. Social Science | 5  |
| 6. Mathematics    | 2  |
| 7. Others         | 18 |

Table 5  
Gender of participants (N = 83)

| Gender | n  | %   |
|--------|----|-----|
| Female | 72 | 87% |
| Male   | 11 | 13% |

Six Turkish teachers out 83 participants were interviewed in the second phase of the study. Convenience sampling method was used to select participants based on their responses in the first phase of the study on whether they would like to have an interview. The IB programs they are working in and their subject areas are shown in Table 6.

Table 6  
Subject areas and IB program of interviewees

| Participants | Subject area      | IB program |
|--------------|-------------------|------------|
| P1           | English           | DP         |
| P2           | English           | DP         |
| P3           | Music             | MYP        |
| P4           | Mathematics       | MYP        |
| P5           | English           | PYP        |
| P6           | Classroom Teacher | PYP        |

## **Instrumentation**

A questionnaire was used to collect data for the first phase of the study. The instrument consisted of two parts (Figure 4) (Appendix D). The first part was prepared by the researcher to ask for demographic information and two preliminary short answer questions. The questions are following:

- Which of the IB Learner Profile attributes is the most valuable for the IB teachers to have?
- Could you explain why you chose the IBLP attribute specifically?

In the second part the participants were expected to complete the International Baccalaureate Learner Profile Questionnaire (IBLPQ; Walker, Lee, & Bryant, 2016). Necessary permission was obtained from the developers before using it. The original questionnaire was in English. The researcher translated the instrument into Turkish and the translated version was revised by two bilingual experts in the field of international education (Beaten, Bombardier, & Guillemin, 1993). The questionnaire was administrated online and both in English and Turkish language. The final instrument was an online questionnaire (via Google Forms) consisting of 32 items (see Appendix D and E for English and Turkish versions).

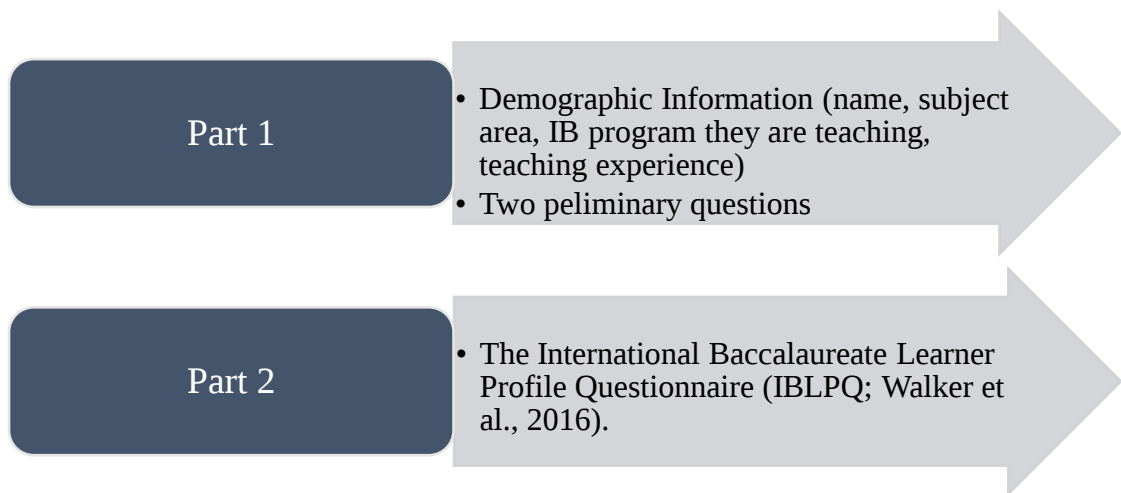


Figure 4. Research instrument used in the first phase of the study

### **The International Baccalaureate Learner Profile Questionnaire (IBLPQ)**

The IBLPQ was developed and validated by three experts in the field to measure DP students' perception of their achievement of IB Learner Profile (Walker et al., 2016).

The authors used Bullock's systematic literature review about the IB Learner profile (Bullock, 2011). Walker et al. formed their questionnaire using only four learner profile attributes: knowledgeable, inquirer, caring and open-minded (2016). They justified their choice with two reasons. First, each attribute refers to one domain of Bullock's review. Second, these four attributes were claimed to be representative of Bullock's review. Walker et al. (2011), explained their reason by referencing the following information from the IB when deciding to focus on the four attributes, "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" (p. 1).

In the questionnaire, every domain that is an attribute has 8 items and it consists of 32 items. The items use a five-point Likert-type scale with 5 indicating a strong

disagreement and 1 indicating a strong agreement. The items were randomly mixed to prevent any judgement by the participants.

### **Interview questions**

After having collected data through instruments used in the first phase in the study, the interview questions were designed to have in-depth insights into the results of questionnaire in the first phase. The interview questions were constructed based on the results of the questionnaire (see Appendix G). They were organized as to discuss the results of the first instrument and gain insights into teachers' personal interpretation of the attributes and teaching practices. There were seven questions in total and first two questions were prepared to explore teachers' reflection upon their own teaching practices in accordance with IBLP attributes. The rest of the questions were designed to provide further insights into the results of the quantitative phase. To support the validity of the questions, they were reviewed by experts in the educational field to ensure they addressed the research questions and that they were clear and non-leading.

### **Method of data collection**

Before the data collection process, all necessary approvals and permissions were obtained from the National Ministry of Turkey and the questionnaire developers. Application forms including the informed consent form and data collection tools were submitted to Bilkent University, Ethics Committee. After having obtained the permission from the Ethics Committee, research request proforma required to conduct the study was submitted to the principal of the host school in which the data

would be collected. The proforma was reviewed and approved by the host school principal.

For the present study, data collection process involved two phases. In the first phase, the data was collected through an online questionnaire that was administered during the second semester of the academic year 2018 – 2019. The researcher received permission to use the school's email server to administer the instrument. Participants were told it would take around 20 minutes to complete the questionnaire and were asked to return it within two weeks.

After having analyzed the data obtained from the questionnaire, interview questions were designed to gain a deep insight into the results of the first phase. Interview process was implemented through virtual meetings which lasted 20 – 25 minutes. Questions were asked and responses were recorded through voice recorder.

Meanwhile, the researcher took some notes while listening to participants' responses to interpret interview data more comprehensively. The process took place during the summer of the academic year 2018 – 2019. At the end of data collection process, the researcher synthesized the data for analysis step.

### **Method of data analysis**

Data analysis process involved two phases (Figure 5). In the first phase, data from two preliminary short-answer questions and data from the International Baccalaureate Learner Profile Questionnaire (IBLPQ; Walker et al., 2016) were analyzed in different methods. The responses to the short-answer questions were read and key words were identified in participants' responses (Gibbs, 2012). Data from

the main questionnaire was analyzed by using SPSS (Statistical Package for the Social Sciences v.23). First, a descriptive analysis was run to analyse the variables. Then, one-way ANOVA was used to determine whether there is a mean difference among the IB programs in terms of learner profile attributes. The reliability of the instrument was assessed through taking their Cronbach level on SPSS. Cronbach's Alpha of the items was 0.93.

As it can be seen in Figure 5, after having completed the quantitative phase of the analysis process, interviewees, interview questions and date of meetings were planned. Once the interviews were completed with six participant teachers, the data was analyzed using a thematic approach. Braun and Clarke (2006) enlisted six steps for thematic analysis: transcription, coding, analysis, overall, and written report. Below the process of thematic analysis of the study was further explained in accordance with the authors' checklist for a good thematic analysis.

First the interview data was transcribed to "an appropriate level of detail" (Braun & Clarke, 2006, pp. 96). After checking the accuracy of transcription, the themes were generated through coding process in accordance with research questions. The extracts from the data were collated depending on the themes. The third step includes the analysis of data through which the data was not just described but also interpreted. The last two steps – overall and written report – consist of composition of all phases of thematic analysis process and reporting the data in accordance with research questions. Doing so, qualitative data and the quantitative data were integrated to enhance the depth of the study. Thus, triangulation was used during the data integration process.

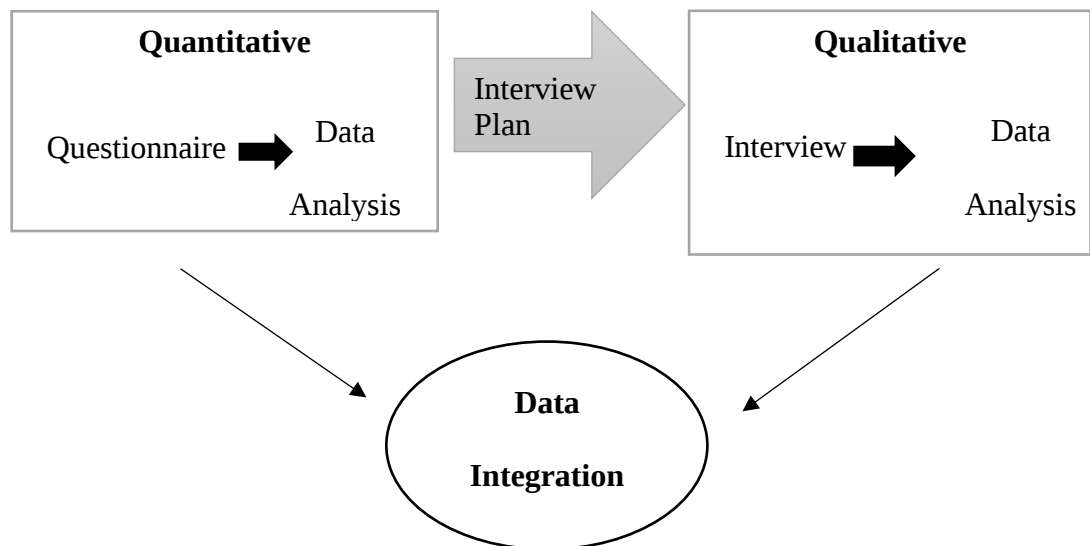


Figure 5. The model of mixed-method explanatory sequential design

Triangulation was employed to enhance the trustworthiness of the findings in data integration process. Triangulation might be identified as the use of two or more methods of data collection to address the scope of the data achieved (Cohen, Manion, & Morrison, 2007).

## **CHAPTER 4: RESULTS**

### **Introduction**

The purpose of this study was to gain insights into IB teachers' perceptions about which IB learner profile attributes are important to their teaching practices. In particular, the study explored perceptions of teachers within an IB continuum school context using case study research design. A mixed method approach was used to collect and analyse the data from the case using an IBLP survey followed by an interview to strengthen the findings. In this chapter, the results of the data analysis are presented and summarized. The chapter is organized in accordance with the three research questions and related sub-questions. Research questions and sub-questions are following:

1. When asked about IB learner profile attributes needed for an effective IB teacher, which one is most often selected by teachers within a continuum school?
  - a) What reasons do teachers provide for their most selected learning profile attribute?
  - b) How do teachers report they demonstrate the LP attribute as a part of teacher profile while teaching?
  - c) Do teachers report that any of the LP attribute serve as a basis for the other profile attributes?
2. In which of the four learner profile attributes – inquirer, open-minded, caring, knowledgeable – do teachers indicate they are most capable?
  - a) To what extent do the responses of PYP, MYP, and DP teachers differ?

- b) What reasons do teachers provide for any differences of capabilities based on PYP, MYP and DP?
3. How do teachers explain any difference between their choice for IB profile needed for effective teaching and their perception for the IB teacher profile in which they feel most capable?

**RQ1: When asked about IB learner profile attributes needed for an effective IB teacher, which one is most often selected by teachers within a continuum school?**

Research question 1 involves the results of a questionnaire supplemented with explanations learned through open-ended items in the questionnaire and a follow-up interview. The main question was addressed with the analysis of quantitative data and the sub-questions were answered through analysis of qualitative data.

The descriptive statistics associated with research question 1 is reported in Table 7.

Of the 83 teachers who responded to this item, the majority chose *inquirer* as the most important learner profile attribute needed by IB teachers (37%). The next most popular items were *open-minded* and *reflective* with the frequencies of 16 and 12, respectively. Only one teacher chose *thinker* as the most important attribute for an effective IB teacher attribute.

Table 7

Descriptive statistics for perceived IB teacher profile attributes across IB continuum school ( $N=83$ )

| <u>Questions and Responses: Which of the following IBLP attributes must teachers have to be an effective IB teacher?</u> | <i>n</i> |
|--------------------------------------------------------------------------------------------------------------------------|----------|
| Inquirer                                                                                                                 | 31       |
| Open-minded                                                                                                              | 16       |
| Reflective                                                                                                               | 12       |
| Communicator                                                                                                             | 10       |
| Balanced                                                                                                                 | 3        |
| Caring                                                                                                                   | 3        |
| Knowledgeable                                                                                                            | 3        |
| Principled                                                                                                               | 2        |
| Risk-taker                                                                                                               | 2        |
| Thinker                                                                                                                  | 1        |

The sub-questions of research question 1 are listed below with answers that are based on the participants' responses to the open-ended questions and the follow-up interview. The answers are given in thematic organization to analyse the results more effectively. Each profile attribute had a unique theme and some common themes emerged across the profile.

#### **RQ1a: What reasons do teachers provide for their most selected teacher profile attribute?**

For this part of the research question, the researcher analysed the responses given to the short answer question through qualitative methods. Based on the analysis several themes emerged from participants' responses to open-ended questions. In this section, the definition for each theme is given based on researcher's analysis of participants' responses. Lastly, a section for other learner profile attributes is provided to explain participants' reasons.

### *Themes related to the most selected IBLP attributes*

*Lifelong learners are inquirers.* The participants stated the importance of being an inquirer teacher in the lifelong learning process. They claim that in order to keep up with the changes and deal with the challenges within 21<sup>st</sup> century, teachers need to have a questioning mindset. Most of the participants believe that there is always a room for growth and improvement. Therefore, teachers should be open to learning and exploring. The drive for research and exploration is significant to be able to grow individuals who will become lifelong learners as well. One of the participants emphasized the importance of modelling of lifelong learners through questioning and stated “IB teachers and learners must never feel their thirst for knowledge is ever quenched”.

The teachers tended to use curiosity as a synonym for inquiry and they indicated that lifelong learners are curious. In the responses, the word “curiosity” recurred five times in the context of being lifelong learners. One of the teachers stated that “to be curious, to want to ask questions and learn are key skills for life”.

*Inquiry is part of the reflective process.* Teachers were expected to think over their teaching practices to support learning outcomes better. To this end, they continually look for ways to develop professionally. The participants associated the inquirer profile attribute with self-evaluation; they regard being inquirer as the base for this reflective process to explore the needs of their students and to come up with the solutions.

*Being knowledgeable involves metacognitive skills.* Within IB context, the attribute of knowledgeable includes developing and using conceptual understanding. Participants who chose knowledgeable as the most important learner profile attribute for effective IB teachers mentioned the importance of being aware of their own learning process in order to be able to teach students how to learn. It does not include just content or subject knowledge but questioning, thinking, and reflecting on the ways they gain the knowledge. One participant stated that “Teachers need to know how and in what way they could learn. They need to share their personal experiences”.

*Open-minded means accepting.* When explaining the importance of being open-minded, participants referred to recognizing and accepting differences. They emphasized respect for cultural and intercultural differences and being open to changes and improvements of the century. They noted that embracing differences in and outside the classroom promotes the idea of respect in the classroom with the students. Along with this view, the learning environment becomes more peaceful and diverse, which paves the way for efficient learning atmosphere. One teacher wrote that, “If you are open-minded, you can teach rich subjects and themes such as diversity and cultural awareness”.

*Comments about other attributes.* Besides these most selected profile attributes, which are in the main instrument of the study, it would be helpful to present the other attributes chosen by the participants with their reasons in order to perceive the reason why all participants associated two or more attributes with each other.

Reflective was the second most chosen attribute and it was claimed that if teachers were in a continuous reflection, being inquirer, open-minded and balanced would be achieved. With this point of view, they can develop themselves professionally because being reflective leads teachers to be aware of their improvement in learning and teaching. As it was revealed from the data, being reflective constitutes reflecting upon and improving lesson instruction, method, materials, and their bond with students. At this point, IB profile attribute reflective is closely associated with caring and open-mindedness.

One participant who chose the attribute communicator as a key to be a competent teacher said the following:

I need more than just knowledge when teaching - to be an effective teacher you need an idea of the different forms of communication. I must be able to transfer my knowledge in various ways for my students to fully understand a task, an important point, or a life skill.

This statement expresses how important it is to have a balanced and healthy relationship with students. It could be even more valuable than having subject knowledge.

Another associated profile attribute, caring teachers consider the needs and improvement of the students, which is related to the well-being of students. Several teachers used the word “bond” to explain mutual feelings shared by teachers and students and the importance of it to be an effective teacher.

Three participants who preferred the IB profile attribute balanced emphasize that all the good qualities are beneficial as long as they are in balance. For example, one

teacher stated, “Effective teachers should take risk in challenging situations leading them to be more experienced, but it requires balance at the same time”.

**RQ1b: How do teachers report that they demonstrate the LP attribute as a part of their profile while teaching?**

To be able to answer this sub-question of research question 1, the responses of six participants to the relevant interview questions were analysed. The related interview questions are following,

- Do you think teachers should demonstrate their teacher profile attributes in their classroom/teaching practices and written curriculum? If so, in what ways?
- Which ones do you exhibit/ demonstrate in your teaching practices as a part of your profile? Can you give any examples?

*Do you think teachers should demonstrate their teacher profile in their classroom/teaching practices and written curriculum? If so, in what ways?*

All participants reported that teachers should demonstrate their own teacher profile attributes during their teaching practices inside and outside the classroom. These teaching practices include giving instruction, preparing checklist, team teaching, modelling with their actions and words, consistency in implementing and reflecting on their practices.

A DP teacher stated that “LP attributes are who we are, or at least a part of the type of people and professionals, that we aspire to be.” This statement expressed how important it is to demonstrate teacher’s own profile attributes to inspire students and

improve their learning. The other participants fostered this idea adding the importance of having importance of an IB teacher profile especially in lesson-planning. One participant even suggested that it would be a good idea to have a checklist to evaluate to what extent teachers demonstrated their teacher profile attributes in their lesson as a part of being IB teacher.

One of the participants who is a PYP teacher reported that “LP attributes as teacher profile attributes are embedded in the learning and teaching process. It is not conscious”. At this point, he emphasized that teachers do not have to tell which teacher profile attribute they have. Instead, they are demonstrated through many ways. He added “Some teacher profile attributes are invisible; you may not see them. However, in long term students acquire these profile attributes observing their teachers”.

*Which ones do you exhibit/ demonstrate in your teaching practices as a part of your profile? Can you give any examples?*

After having their ideas over teacher profile attributes and their impact on teaching practices, the participants were asked for their own teacher profile attributes through specific examples. Participants mostly stated caring, open-minded and inquiry as effective attributes on their teaching practices.

Below there are some quotations from participants’ experiences with their own words. These examples stand for the ways IB teachers demonstrate their perceived teacher profile in their teaching practices.

An English teacher working in DP stated,

I feel closer to the profile attributes caring and open-minded. That is mainly related to my personality and the age of students that I teach. I believe that high school students need more caring and open-minded teachers. For example, caring profile trait is useful for me to deal with bullying issued in the school. In a TOK lesson which is mainly based on being open-minded, I can facilitate my students' improvement easily thanks to my profile attributes.

A music teacher working in MYP stated,

I can identify myself as a risk-taker teacher and I can demonstrate my personality in the classroom in many ways. For example, once I told the students arabesques music and flamenco have the same background. Another profile attribute that I feel close to is open-minded. I am open to cultural differences and I like learning about them. I prepare my lessons with this kind of enthusiasm and it has a positive impact on learning environment in the classroom.

A primary school teacher working in PYP stated,

I feel confident being an inquirer because I can't help inquiring even while answering students' answers in the lessons. I want my students to have inquirer learner profile attributes, so I prepare my lessons in my mind accordingly. Instead of having a concrete lesson plan, I prefer to start every lesson with the local or global significant issue and shape what I will teach according to them. For example, in one of my lessons my aim was to teach angles to the students and at that time Operation Afrin was in process. We started to talk about artilleries' firing angles. This provided them with the association what they have learned with the real-life experiences.

**RQ1c: Do teachers report that any of the LP attributes serve as a basis for the other attributes?**

The answers to this question showed similarity with the explanations in the questionnaire. This provided more in-depth exploration into participants' opinions. It is important to highlight that all interviewees stated each IBLP attribute is a result of continuum idea of IB, so it is hard to identify a foundation for the others.

Nevertheless, five teachers out of six interviewees claimed there is a learner profile attribute that could be a basis for the others to be achieved. After the discussion of each attribute in the light of participants' ideas, table 8 below shows participants' choices and their further explanations on this question.

Based on the responses above, open-minded and inquirer were emphasized as a foundation for other profiles. It is important to note that these two learner profile attributes were the most chosen ones depending on participants' opinions as the key attributes to be an effective IB teacher.

Respondents indicated that if teachers are inquirers, they are willing to explore their practice and develop other teaching skills and attributes. Based on teachers' comments, inquirer is an attribute that serves as a foundation for other attributes of effective IB teachers. According to one teacher, "If you are an inquirer, that means that you are ready to inquire something, which leads you to be open-minded, reflective for what you learnt, communicator that you can share. In my opinion, inquirer involves each learning profile".

Similar to the teachers who chose inquiry as the most important profile, teachers who chose knowledgeable also indicate that being knowledgeable is important to develop other LP attributes; in other words, it serves as a foundation. According to the participants, being knowledgeable is closely related to research and cognitive skills. One of the participants wrote that "some other IB learner profile attributes are closely related: inquirer, thinker, open-minded".

Although teachers did not exactly identify being open-minded is foundational for an IB teacher, many did state that being open-minded encompasses other profiles. One teacher explained that “Being open-minded allows a person to learn from others in order to make decisions and adapt one’s own knowledge and experience related to others”. An open-minded teacher welcomes different views and experiences. This leads teachers to inquire about their own learning and teaching processes, which promotes inference about their own experiences, defining needs and improvement of the process.

Another teacher profile attribute that may be integrated with all the others is caring. The participants stated that caring supports other skills and profile attributes that effective teachers should have. Caring teachers can manipulate their skills more effectively.

Table 8 below presents a summary for the discussion of research question 1c with the related quotations from each participant.

Table 8  
The responses of participants to the related interview questions

| Participants | The foundation attribute | Related quotations from the interviewee                                                        |
|--------------|--------------------------|------------------------------------------------------------------------------------------------|
| P1           | Open-minded              | No matter how inquirer a teacher is, it is hard to inquire properly without being open-minded. |
| P2           | None                     | No, this might be like the chicken and the egg.                                                |

Table 8

The responses of participants to the related interview questions (cont'd)

|    |             |                                                                                                                                                                                                                                                                                           |
|----|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P3 | Open-minded | I would say reflective because it forms a basis for each quality and learning throughout our life. It helps to be better at everything. However, open-minded could be the answer and it is related to being reflective as well.                                                           |
| P4 | Inquirer    | It is because of my sympathy for this learner profile and my personality. Actually, no matter what I want to be, I am ending up learning something new. And life-long learners can improve each quality they want.                                                                        |
| P5 | Open-minded | Being open-minded leads to inquire and gain knowledge at the end of inquiry process. However, if a teacher or a learner is not open to critically appreciate everything around the world, it will be hard to maintain life as an inquirer, knowledgeable, balanced and principled person. |
| P6 | Inquirer    | If teachers and students ask right questions, they can gain right qualities and attributes throughout their lives.                                                                                                                                                                        |

**R.Q. 2: Teachers in an IB continuum are most capable with the IBLP attribute:**  
**knowledgeable**

Based on the analysis of research question 2, when asked in a survey to indicate among four IB learner profile attributes, teachers indicated that they are most comfortable with knowledgeable. For this question, the International Baccalaureate Learner Profile Questionnaire (IBLPQ; Walker et al., 2016) was used and the data

were analyzed using SPSS. In Table 9, the descriptive statistics indicate that teachers perceive themselves to be capable of *knowledgeable* attribute mostly (M=1.58). This is followed by *open-minded* and *caring* (M=1.51 and M=1.46).

Table 9  
Descriptive statistics for four learner profile attributes

| Attribute     | <i>N</i> | Sum    | <i>M</i> | <i>SD</i> |
|---------------|----------|--------|----------|-----------|
| Knowledgeable | 83       | 131.86 | 1.58     | 0.42      |
| Open-minded   | 83       | 125.83 | 1.51     | 0.47      |
| Caring        | 83       | 121.50 | 1.43     | 0.40      |
| Inquirer      | 83       | 118.25 | 1.42     | 0.38      |

**Teachers indicated there was a significant difference between a DP and PYP teacher in terms of capability in the LP attribute *caring***

To determine if this difference was significant, a one-way ANOVA was performed. Prior to the ANOVA test, the homogeneity of variances was evaluated, and the homogeneity was determined to be satisfactory only for caring. Since the variances of three other learner profile attributes – knowledgeable, open-minded and inquiry – were unequal, the Games Howell Post Hoc test was run. The results of one-way ANOVA were presented to discuss sub-questions of research question 2.

Accordingly, the results showed that there is no statistically significant difference among PYP, MYP and DP in terms of knowledgeable, open-minded and inquirer (see Appendix G for the results). However, Table 10 shows a statistically significant difference across PYP, MYP and DP in terms of the caring learner profile attribute. For this reason, the researcher felt the need to do Post Hoc test to explore which one

has the difference among the IB programmes. Table 11 shows that there is a statistically significant difference between DP and PYP in terms of perceived profile attribute as *caring*. Accordingly, DP teachers or PYP teachers feel themselves more capable in caring attribute than the others.

Table 10  
The difference in terms of caring attribute across the IB programmes

|                | Sum of Squares | df | Mean Squares | F    | Sig. |
|----------------|----------------|----|--------------|------|------|
| Between groups | 1.11           | 2  | 0.55         | 3.52 | .03  |
| Within Groups  | 12.61          | 80 | 0.15         |      |      |
| Total          | 13.72          | 82 |              |      |      |

Table 11  
LSD Post Hoc Test on caring and IB programmes

| IB Programme | IB Programme | Difference | SE   | Sig. |
|--------------|--------------|------------|------|------|
| DP           | MYP          | 0.12       | 0.13 | .37  |
|              | PYP          | 0.30       | 0.13 | .02  |
| MYP          | DP           | -0.12      | 0.13 | .37  |
|              | MYP          | 0.18       | 0.10 | .06  |
| PYP          | DP           | -0.30      | 0.13 | .02  |
|              | MYP          | -0.18      | 0.10 | .06  |

### Similarities and differences among capabilities within PYP, MYP and DP

As a result of one-way ANOVA test, it was concluded that there is a difference between PYP and DP teachers in terms of perceiving themselves capable in caring.

Whether there is a kind of difference was discussed with six interviewees and all

participants emphasized that there should be a balanced approach to the attributes regardless of IB programmes to prevent the stereotypes. Only one interviewee who is a DP teacher asserted that PYP teachers should be more caring and risk takers; while open-minded, inquirer and knowledgeable should be more of a priority for MYP and DP teachers. One of the interviewees indicated there could be a difference for PYP teachers because of students' age and needs. Below, responses of the interviewees and the discussion of their responses within the results of one-way ANOVA are presented.

Table 12 shows that there is a consistency between one-way ANOVA results and the discussion with six interviewees. The results highlighted a statistical difference across PYP and DP teachers in the *caring* profile attribute. The discussion with teachers on this topic contributed to the idea that PYP teachers may exhibit one LP attribute significantly more than MYP and DP teachers.

Table 12  
Participants' responses to the difference among attributes across IB programmes

| Programme | IB Programme -<br>Subject Area | Any Difference in IB Teacher Profile Attribute Across IB Programmes                                                                                                                                                                                                                                        |
|-----------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1        | DP – English                   | Yes – “PYP teachers should be more problem-solver, showing more empathy and love because the kids at that age need different things from middle school and high school students.”                                                                                                                          |
| P2        | DP – English                   | No – “I think teachers at all levels can have and do all parts of the profile attributes. To think otherwise might lead to stereotypes – i.e. the primary school teacher should be caring and the DP teacher knowledgeable. All teachers, students should have a balanced approach to the profile traits.” |
| P3        | MYP – Music                    | No- “Teacher profile attributes shouldn’t vary across the IB programmes. If it does, this is against the IB continuum philosophy.”                                                                                                                                                                         |
| P4        | MYP - Math                     | Yes and No – “For me, there is no such kind of difference. But when I think, I can say PYP teachers could be a bit more different but in what ways, I don’t know.”                                                                                                                                         |
| P5        | PYP – English                  | No – “The difference is not about teacher profile attributes, it should be about lesson activity, students’ needs and ages.”                                                                                                                                                                               |
| P6        | PYP – Primary School           | No – “Classrooms should be of mixed abilities to provide better education. Similarly, teachers should be diverse in terms of their profile attributes to offer better education.”                                                                                                                          |

### **RQ3: Differences between IB profile attributes needed for effective teaching and perceived capabilities**

Research question 3 involved an analysis of how teachers interpret the results of the questionnaire. Six participants were interviewed to discuss over the difference between the choice of teachers for the IB profile attribute needed for effective teaching and the findings of IB LP survey about their perception of achievement of IB LB.

#### **Inquirer versus knowledgeable: The ideal and the reality**

The first part of the questionnaire revealed the majority of teachers reported that *inquirer* is the most worthwhile IBLP attribute for teachers to be an effective teacher. This is followed by *open-minded*, *caring* and *knowledgeable*. In the second part, the main instrument which measures teachers' perception of their achievement of IBLP as a part of their teacher profile offered an interesting result. In contrast to the results of first part, the quantitative analysis showed that teachers feel most capable of *knowledgeable* profile attribute. *Open-minded* comes in the second place and they are followed by *caring* and *knowledgeable*. The researcher found this difference significant and discussed it with six participants during the interview process.

The researcher highlighted two points in participants' responses. All interviewees stated that it is the education system in general which cause this difference. They specifically referred to the demanding curriculum in MoNE that requires direct teaching. Additionally, participants reported that it is challenging for them to integrate IB curriculum into MoNE curriculum, which forces them to give more importance to the knowledge than inquiring. In context of the education system,

generation gap was discussed with the participants. One of the participants addressed the teachers' own education process when they were students. Accordingly, the way how teachers were taught is claimed to have an impact on teachers' tendency to be a knowledgeable teacher.

In addition to the education system, participants also claimed that differences in interpretation of the profile attributes and their content could be the reason of the difference between teachers' choices and the results of IBLP questionnaire. They claim that most teachers do not know the content of being knowledgeable and being an inquirer according to the IB definition. Table 13 shows participants' subject areas in the IB programmes in which they are currently working and the quotations from the interview to support the points that the researcher gleaned.

Table 13  
Quotations from participants about “inquirer vs knowledgeable”

| Participants | IB programme<br>Subject area | Related quotations                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1           | DP – English                 | IB teachers want to be inquirer teachers but the system doesn’t let them to be. ... Within the demanding curriculum, they feel they need to question their knowledge, they feel necessity to gain more knowledge that is subject knowledge to relay more to the students.                                                                                                                                                                          |
| P2           | DP – English                 | IB teachers know IB philosophy very well. Accordingly, they feel IB teachers and students first should be inquirer, but they also must feel confident in their subject areas.                                                                                                                                                                                                                                                                      |
| P3           | MYP – Music                  | I don’t think teachers considered over the content of the learner profile attributes while answering the questions. It is hard to define a knowledgeable and inquirer teacher but there is an idea that IB teachers should be inquirer.                                                                                                                                                                                                            |
| P4           | MYP - Math                   | Being inquirer leads to knowledge acquisition. They are associated.                                                                                                                                                                                                                                                                                                                                                                                |
| P5           | PYP – English                | Teachers want their students to be inquirer to be a world citizen. That’s why, their dream is to be an inquirer teacher to model this. However, we have a curriculum and we feel that we need to relay the knowledge to students to be able to cover it.<br>If they had known ‘being knowledgeable teacher’ means having metacognitive skills, learning lessons from experiences and updating oneself, they may have chosen knowledgeable as well. |
| P6           | PYP – Primary School         | Every teacher is knowledgeable but here we refer to subject knowledge. most teachers define being knowledgeable as having knowledge in their subject area. However, the important point in being knowledgeable is to know our own knowledge acquisition process and how to use and relay it. This is already related to being an inquirer.                                                                                                         |

## **Conclusion**

This chapter provided the results of the study in accordance with the research questions. Research question 1 and 2 were discussed with their sub-questions. Since the study had mixed method data collection and analysis tools, research questions in the study were addressed with the combination of the results. Next chapter will be addressing the discussion of the results through the major and sub-findings in accordance with the major research questions and sub-questions.



## **CHAPTER 5: DISCUSSION**

### **Introduction**

The current study used case study research design to explore the perception of IB teachers concerning IBLP attributes considered important for their teaching practice. The case study involved teachers within an IB continuum school. This chapter provides a discussion of the major findings from the research and their links to relevant literature.

The discussion begins with a summary of the study including the purpose, participants, research methods and instruments. The major findings are described and discussed in relation to the conceptual framework of the study. Then, implications for practice and implications for further research are suggested with the aim of benefiting future studies and IB teacher recruiters. Finally, the limitations of the present study are presented in the final section.

### **Overview of the study**

The study aimed to gain insights into IB teachers' profile by exploring their perceptions about IB learning profile attributes that they feature in their teaching practices in a continuum school. For this purpose, the compliance between IBLP attributes and effective teacher qualities in literature were investigated and a conceptual framework was developed to guide the research based on this review.

To this end, the study was designed to answer the following research questions:

1. When asked about IB learner profile attributes needed for an effective IB teacher, which one is most often selected by teachers within a continuum school?
  - a) What reasons do teachers provide for their most selected learning profile attribute?
  - b) How do teachers report they demonstrate the LP as a part of teacher profile while teaching?
  - c) What do teachers report that any of the LP serve as a basis for the other profile attributes?
2. In which of the four learner profile attributes – inquirer, open-minded, caring, knowledgeable – do teachers indicate they are most capable?
  - a) Do the answers differ based on PYP, MYP and DP?
  - b) What reasons do teachers provide for any differences of capabilities based on PYP, MYP and DP?
3. How do teachers explain any difference between their choice for IB profile needed for effective teaching and their perception for the IB profile in which they feel most capable?

To answer the research questions, a case study research design was employed, and a mixed method approach was used for the data collection and data analysis process.

First an online questionnaire supplemented with open-ended items was administered to 83 participants. The main questionnaire was a validated International Baccalaureate Learner Profile Questionnaire (IBLPQ) developed by Walker et al., (2016). These researchers based their questionnaire on Bullock's (2011) IB learner

profile classification and focused on four attributes that were explicitly mentioned in the IB mission statement (knowledgeable, inquiry, open-minded and caring). This instrument was used in the current study with the permission of the developers.

After the analysis of results through quantitative (descriptive statistics and one-way ANOVA) and qualitative methods, a follow-up interview was organized with six teachers out of 83 participants to discuss the findings of the questionnaire. Lastly, the interview data was analysed to deepen the findings of the questionnaire.

### **Major findings**

Addressing the research questions, this study has revealed several major findings that could have valuable implications for practice and research in IB literature. The discussion of major findings is supplemented with a review of the relevant literature.

#### **Findings for research question 1 and related sub-questions**

*Participants selected “inquirer” as the most important attribute for an effective teacher*

Among the 83 participants in the study, 31 chose “inquirer” as the key attribute to be an effective teacher. The International Baccalaureate (IB) defines “inquirer” as the attribute of the individuals who “know how to learn independently and with others; learn with enthusiasm and sustain the love of learning” (IBO; International Baccalaureate Organization, 2019). Using the conceptual framework created for the study, the attribute “inquirer” is matched with *promoting enthusiasm and motivating learning, teacher’s attitude towards teaching profession and reflective practice*. Bullock (2011) put this attribute into the conative aspect of learning; this aspect

involves motivational theories and models related to learning. The description of being inquirer in an IB context and its connection to conative aspect of learning requires a teacher who has the enthusiasm to sustain the learning process through motivation. Furthermore, Stronge (2007) describes an effective teacher as someone who promotes enthusiasm and motivation for learning. Keller, Hoy, Goetz, & Frenzel (2016) added that teacher enthusiasm is key for effective teachers and their teaching practice. Teacher motivation and enthusiasm for learning is effective not only for teacher self-motivation but also to promote students' drive for learning (Moè, 2016).

Further analysis of teacher responses showed that teachers working in an IB continuum school see *inquirer* and *open-minded* as having a mutual and interdependent relationship. Participants stated that effective teachers need to be reflective to develop professionally, this requires inquiry into teaching and being open-minded to learn from others. Stronge (2007) explained the relationship between reflective teachers and being open-minded. “Reflective practice can initially result in confusion for the teacher, the process requires open-mindedness, honesty, and sufficient time to change teaching behaviours” (p. 31).

#### *Inquirer teachers are life-long learners and reflective*

Another finding related to the first research question (sub question 1a specifically) was that participants who chose “inquirer” as the most important attribute to be an effective IB teacher associated inquiry with continual learning and being reflective. Stronge (2007) referred to the importance of teachers who are lifelong learners in his framework. He reported,

Effective teachers invest in their own education. They model to their students that education and learning are valuable by taking classes and participating in professional development, conferences, and in-service training. ... Effective teachers learn and grow as they expect their students to learn and grow. They serve as powerful examples of lifelong learners as they find ways to develop professionally (Stronge, 2007, p. 29).

Stronge (2007) stated that being a lifelong learner is closely associated with the attitude teachers take towards their profession, namely the importance of their job and their commitment to students. He also emphasized the importance of professional development for life-long learner teachers.

The IB defines “inquiry” as an attribute that “nurtures curiosity and develops skills for inquiry and research” (IBO, 2013). The participants stated that effective teachers need to have the curiosity to develop their own skills through professional development. Close reflection of themselves and their teaching practices is closely associated with seeking new ways to improve. Stronge (2007) pointed out,

Reflective teachers portray themselves as students of learning. They are curious about the art and science of teaching and about themselves as effective teachers. They constantly improve lessons, think about how to reach particular children, and seek and try out new approaches in the classroom to better meet the needs of their learners (p. 30).

The inquiry into teaching practices as a result of being reflective might make the learning process effective for students and teachers as well.

## **Findings for research question 2 and related sub-questions and for research question 3**

*Participants indicated they are most capable in the “knowledgeable” attribute*

Although teachers reported that inquiry is the most important attribute, they indicated that they feel most capable with the attribute of being knowledgeable. In IB literature, being knowledgeable means an individual who can “develop and use conceptual understanding; explore knowledge across a range of disciplines; engage with local and global issues and ideas” (IBO, 2013).

The study’s conceptual framework shows that like inquiry, being knowledgeable is also important for teachers’ reflective practices. Bullock (2011) classified “knowledgeable” in the cognitive aspect of learning. She describes this aspect in which “experiences are embraced and internalized through thinking and reflection to extend knowledge, ideas and skills” (Bullock, 2011, p.7). Accordingly, learners are responsible for their own method of learning through reflection and thinking processes. Similarly, Stronge (2007) refers to reflective teachers who make “careful review of and thoughtfulness about one’s own teaching process” (p. 30).

Despite this relevance to reflective practice, the current study found that many teachers associate being knowledgeable as mastery of a subject field. Still, the conceptual framework shows that subject matter knowledge is important for teaching competencies (Stronge, 2007). “Teachers with subject-matter knowledge are better able to go beyond textbook content and involve students in meaningful discussions and student-directed activities” (Stronge, 2007, p. 9).

*Caring may be an attribute featured by PYP teachers*

With one exception, the study found that teachers' perceived capabilities in the IB profile attributes did not differ significantly. The one difference was that PYP teachers felt more capable in the attribute of "caring" compared to the other teachers, DP teachers specifically. As an IBLP attribute, caring is comprised of following descriptors: "showing empathy, compassion and respect; having a commitment to service; making a positive difference in the lives of others and in the world" (IBO, 2013). Stronge (2007) associated caring teachers with the attributes of listening, nurturing, confidentiality, and respect for student culture. However, he did not refer to any difference between teachers depending on the age level which they are teaching. In the literature, caring is often associated with the primary school teachers. Nias (1999) defines primary school teaching profession as a "culture of care" (p. 66). Accordingly, young learners develop more with caring teachers because they need compassion. Vogt (2002) stated that primary school teachers' work consists of mostly caring as an emotional aspect of their teaching practice.

The findings about IB learner profile competencies were shared with the six teachers during interviews to further address research questions two and three. They were asked to contemplate and explain possible reasons and differences. These conclusions are included in the findings above. During their responses, the teachers provided additional insights, and these are presented in the following section.

### **Findings related to teachers' further reflections of their IB profile attributes**

During the interviews about IB learner profile attributes with six IB teachers (two each from PYP, MYP, and DP), the participants provided further reflections about their teaching practices in connection with the IBLP. These comments go beyond the research questions in a sense but were found to include valuable data. Therefore, a deeper analysis of the data was conducted, and the findings are organized under the following three themes:

- Antecedents to participant's teacher profile
- Teacher profile emphasis throughout the continuum
- How they define the LP attributes in the context of their own teacher profile attributes

#### *Antecedents*

While reflecting on reasons for their IB learner profile attribute choices, teachers often spoke of their personality. Regardless of the attribute they chose as their perceived teacher profile attribute, the responses revealed that their characteristic features in their own daily lives help to form their teacher profile. Additionally, one participant pointed out that "I feel confident in some areas in my life which comprises my teacher profile as well". Their strengths, weaknesses, and every personal quality they convey to students in teaching practices inside or outside the classroom can be accepted as a springboard for the formation of their teacher profile. As one teacher noted, "I try to be the best teacher, the most prepared, etc., teacher that I can be. To achieve this goal, I need to be principled, and this leads into other attributes – one must inquire to be up to date, one must have balanced life to be effective in the classroom, etc".

In addition to their own personalities, teachers indicated that their learner profile attribute choices were also influenced by their subject areas, students' needs and age, and their own personal and professional targets. For example, a DP English teacher said that "Open-mindedness is at the heart of TOK (Theory of Knowledge) so it is important for me to organize the lesson in accordance with an open-minded teacher attribute".

### *Profile emphasis*

Initially, the participants were given 10 IB Learner Profile attributes to choose from and were asked which one was the most important one to be an effective teacher. While analysing the responses given to the open-ended questions, the researcher pulled out the words that participants used to clarify themselves which, consequently, highlighted certain themes. Ideally, these themes could help distinguish why one profile was chosen over another. However, while re-reading the data, it became clear that all participants had difficulty providing a reason for their top choice since they associate all profile attributes with each other. During the interview process, they were asked to further discuss this issue. The common point in the discussion with each participant was that due to IB continuum philosophy all LP attributes are associated with each other. In other words, they are all connected to each other and in many ways interdependent. The IB continuum refers to the continuation of LP acquisition throughout K12 levels as PYP, MYP and DP. For this reason, they had difficulty in selecting one LP attribute as the foundation of the others. There may be differences across PYP, MYP and DP teachers in terms of teacher profile attributes as reported in the results of the questionnaire. However, ideally whole-person

education is expected to be fulfilled through developing IB Learner Profile embodying 10 attributes.

### *Profile of an IB teacher*

During my discussion with these teachers, it became apparent that they closely identified their teacher profile attributes with their own lives and personalities. Those questioned indicated that most teachers employ their own unique qualities and attributes when implementing the IB curriculum. They need to be respectful in the classroom as they are in their own lives; similarly, they must also be risk-takers in both spheres. Accordingly, an effective teacher needs to have several personal qualities such as “caring; fairness and respect; promoting enthusiasm and motivating learning; attitude towards teaching profession; reflective practice” (Stronge, 2004, 2007). Additionally, participants mentioned that their subject area affects their point of view regarding teaching practices, which has an impact on forming their teacher profile in general. At this point, having personal and professional knowledge within the personal qualities and their subject area was also stated as a factor constituting their teacher profile. Stronge (2007) asserted that

Even as teachers provide experiences for students to learn material, they must still check for individual student learning. There are a variety of means to teach content and just as many ways to monitor and assess understanding. Effective teachers employ all the tools at their disposal to make a positive impact on students. (p. 85)

Recognizing students and being aware of their strengths and weaknesses enable teachers to direct their teaching methods and strategies accordingly. Participants emphasized the importance of this matter and admitted that their teacher profile consists of many variables, including students’ needs and age. It can be inferred

teacher profile attributes are not static but dynamic according to the changing needs of students and age group.

### **Implications for practice**

The findings of the study hold valuable implications for IB school administration, teacher education programs, and IB teachers. The study has highlighted IB teacher profile attributes and developed an insight specifically into IB teachers' attributes and practices within a continuum school.

The study has gone some way towards enhancing the awareness of IB teachers' profile in general. Accordingly, one possible application of the study results could be for IB school administration during the recruitment process. It is clear both from the literature and the results of the study that teachers need to be demonstrating certain attributes implicitly or explicitly inside and outside the classroom to provide an effective learning process. A checklist to be developed from the discussion of the present study could be a promising application for IB school recruiters.

This study could potentially lead to some applications for Teacher Education Programs as well. Especially for the programs which offer IB Teaching Certificate, the results of the study can be evaluated for pre-service teachers. The pre-service teachers need to be guided in their reflection regarding the IBLP attributes as an IB candidate teacher and how to acquire these attributes in time. Moreover, curriculum developers would benefit from the study while designing the curriculum.

### **Implications for further research**

The preliminary findings of the study showed that in the case of continuum IB schools, 31 of 83 participating teachers selected “inquiry” as the most worthwhile attribute for IB teachers to have to be effective in the classroom. On the other hand, the results of the International Baccalaureate Learner Profile Questionnaire (IBLPQ; Walker et. al., 2016) revealed that the majority of the participants perceived themselves to be capable of “knowledgeable” attribute.

The present study has also some implications for further research. In a continuum school, IB teacher profile attributes have been discussed and highlighted in accordance with IBLP attributes. The main instrument of the study, IBLPQ (Walker et al., 2016) was comprised of four attributes: inquirers, knowledgeable, caring and open-minded. From this point of view, the first recommendation for further research could be to develop an instrument for the rest of the attributes: thinker, communicator, balanced, risk-taker, principled, and reflective.

The findings of the study revealed that there could be ambiguity of the LP attributes for IB teachers. Thus, another field of research could focus on teachers’ understanding of LP attributes and their descriptors.

The study used a mixed-method approach to collect and analyse the data to gain an in-depth interpretation of research questions. However, the results could have been supplemented with lesson observation and content analysis of participants’ written documents including lesson plans, scope and sequences, and materials to see how teacher profile attributes are infused in teaching practices.

The findings of the study did not provide any information about which IB programme teachers – PYP or DP – perceive themselves to be more caring than the other within the other programmes. Therefore, further analysis could have been implemented to gain more detailed insights.

### **Limitations**

The main limitation of the study has resulted from size and type of sample. The sample size is small, and it is convenient sampling. So, the findings are not generalizable for all IB teachers. Furthermore, the second phase of the data collection process consisted of interviews. This has led to bias and misrepresentation in the data during the data collection and analysis process. Also, the interviewees were selected depending on their voluntariness. However, in terms of their subject areas, they were mostly English teachers. Having other subject areas, especially Science teachers could have enriched the content of the study.

The study also had a time limitation, preventing observation of teaching practices of participants and content analysis of their curriculum-related documents. It could have offered more extensive insights. The study did not include in-class observations. Therefore, participants' perceived influence on their teaching practice could be distorted.

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## APPENDICES

### APPENDIX A: IB Learner Profile Attributes and Descriptors (IBO, 2013)

| LP attributes | Descriptions                                                                                                                                                                                                                                               |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inquirers     | We develop our natural 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 analyze 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 experience.                                              |
| Caring        | We show empathy, compassion and respect. We have 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 challenge 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.                                                                         |

## **APPENDIX B: Consent Form (English)**

Dear Teachers,

The main aim of this study is to explore IB teachers' perceived profile attributes that reflect on their teaching practices and lesson planning process. Because this school is an IB continuum school, it is valuable to see the different perspectives and approaches towards the idea of international education. I am sure it will have quite beneficial findings for the school itself and the future of IB.

In this study, teacher profile refers to the attributes that you see in yourself implementing your teaching practices and planning your documents for lessons.

You will be asked to fill a survey that consists of 28 items depending on your own perceptions about yourself as a teacher implementing International Baccalaureate (IB) in the school.

Based on volunteerism, there will be an interview to give the opportunity for you to share your experiences while implementing an international program through having a look at your documents including lesson plans or teaching materials.

The finding of the study can be published and reported for scientific purposes only if the participants' identities are kept confidential.

I really appreciate your participation. It means a lot to me.

Kind regards,

Özlem KESER.

I understand and agree to participate in the study.

**Name:**

**E-mail address:**

## APPENDIX C: Consent Form (Turkish)

Değerli Öğretmenler,

Bu çalışmanın amacı, bir IB süreç okulundaki öğretmenlerin kendilerinde olduğuna inandıkları öğretmen profillerini ve bu profillerin öğretim uygulamalarına ve ders planlama süreçlerine ne derece yansıtıldığını incelemektir. Özel Bilkent Okullarının bir IB süreç okulu olması sebebiyle, uluslararası eğitim fikrine dair farklı tutum ve bakış açılarını görmek hem okulun kendisi için hem de IB programının geleceği için faydalı sonuçlar doğuracaktır.

Söz konusu çalışmada, öğretmen profili ifadesi, sizin IB programını uygulayan bir öğretmen olarak kendinizde olduğuna inandığınız özellikler ifade etmektedir.

Çalışmaya katılmayı kabul ettiğinizde 28 maddeden oluşan anketi cevaplamanız beklenecektir. Bu anket, çalıştığı kurumda IB programını uygulayan bir öğretmen olarak sahip olduğunuzu düşündüğünüz özellikler keşfetmeye yöneliktir.

Anket sonuçlar analiz edildikten sonra, gönüllülük esasına dayalı olarak isteyen öğretmenlerle bir görüşme yapılacaktır. Görüşme sırasında öğretmenlerden uluslararası eğitim uygulayan bir okulda çalışmak ile ilgili soruları cevaplayarak tecrübelerini paylaşmaları istenecektir.

Çalışmanın sonucu, katılımcıların bilgilerinin gizli tutulması şartıyla, bilimsel amaçlar doğrultusunda yayımlanabilir ya da rapor edilebilir.

Katılımınız için çok teşekkür ederim, cevaplarınız ve ayırdığınız süre benim için çok kıymetli.

Saygılarımla,

Özlem KESER

Anladım ve çalışmaya katılmayı kabul ediyorum.

**İsim:**

**E-posta adresi:**

## APPENDIX D: IBLP Questionnaire (English version)

1. I understand and agree to participate in the study.

*Uygun olanların tümünü işaretleyin.*

☐ yes

☐ No

2. Name - Surname

---

3. E-mail address:

---

4. Please write your subject area

---

5. In which IB programme you are teaching?

*Yalnızca bir şıkkı işaretleyin.*

☐ PYP

☐ MYP

☐ DP

6. How long have you been working as a teacher?

---

7. Which of the following IB Learner Profile Attributes is the most valuable for IB teachers to have?

*Yalnızca bir şıkkı işaretleyin.*

- ☐ Inquirer
- ☐ Knowledgeable
- ☐ Thinker
- ☐ Communicator
- ☐ Principled
- ☐ Open-minded
- ☐ Caring
- ☐ Risk-taker
- ☐ Balanced
- ☐ Reflective

8. Could you please explain why you chose the learner profile attribute specifically?

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9. Would you like to have an interview with me about the Learner Profile Attributes that IB teachers should have?

*Uygun olanların tümünü işaretleyin.*

- ☐ YES
- ☐ NO

**10. As a teacher working in a school implementing international education, I can...**  
*Her sınıfta yalnızca bir gücü öğreteyim.*

|                                                                                                  | Strongly disagree     | Moderately disagree   | Slightly disagree     | Slightly agree        | Moderately agree      | Strongly agree        |
|--------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Explore ideas and information from a range of different sources.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Explore ideas from a number of different perspectives and/or subject areas.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Empathise with the feelings and needs of others in my local community.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use a range of research strategies to investigate a problem.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critically explore the ways different individuals and cultures see the world.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Examine my own values and beliefs through learning how people from other cultures think and act. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Change my mind on issues after considering new evidence.                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Become curious about the things I read, see and hear.                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Show care and compassion for my peers.                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Empathise with the feelings and needs of people living in different communities and countries.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Encourage others to learn about different countries and cultures.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make a positive difference in other people's lives.                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appreciate the strengths and weaknesses of other people's ideas.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Apply familiar ideas and concepts in new ways in order to defend my own opinion.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                                                            | Strongly disagree     | Moderately disagree   | Slightly disagree     | Slightly agree        | Moderately agree      | Strongly agree        |
|--------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Find out if there are more complex reasons for what appears to be a simple idea or belief. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enjoy learning for myself, not just because it is required.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commit time and energy to help those in need.                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Consciously seek more knowledge about different cultures.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Want to keep on learning new things throughout my life.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Build on others' ideas to form your own opinion.                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Respect the feelings and needs of others in your local community.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critically examine my own cultural values and beliefs.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate and use feedback from a variety of people to improve my learning.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyse and present information and ideas found in different subject areas.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Know how to research a problem independently.                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learn about the values and beliefs of different cultures.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Apply ideas and concepts to understand how things work in new situations.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Know how to systematically research a problem or a question.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## APPENDIX E: IB LP Questionnaire (Turkish)

1. E-posta adresi \*

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2. İsim - Soyisim

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3. Branşınız nedir?

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4. Hangi IB programında öğretmenlik yapmaktasınız?

*Yalnızca bir şıkkı işaretleyin.*

☐ PYP

☐ MYP

☐ DP

5. Toplam öğretmenlik deneyim sürenizi yazınız.

---

6. Sizce aşağıda sıralanmış olan 10 Öğrenen Profil özelliklerinden hangisi bir öğretmenin sahip olması gereken en önemli özelliktir? \*

*Uygun olanların tümünü işaretleyin.*

☐ Sorgulayan

☐ Bilgili

☐ Düşünen

☐ İletişim Kuran

☐ İlikeli

☐ Açık Fikirli

☐ Duyarlı

☐ Risk alan

☐ Dengeli

☐ Dönüşümlü düşünen

7. İşaretlediğiniz profili neden seçtiğinizi kısaca açıkla mısınız?

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**9. IB okulunda çalışan bir öğretmen olarak ... \***

*Her satırda yalnızca bir şıkkı işaretleyin.*

|                                                                                                                                | Kesinlikle<br>katılmıyorum. | Kısmen<br>katılmıyorum. | Az oranda<br>katılmıyorum. | Az oranda<br>katılıyorum. | Kısmen<br>katılıyorum. | Kesinlikle<br>katılıyorum. |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------|----------------------------|---------------------------|------------------------|----------------------------|
| Geniş yelpazedeki birçok kaynaktan bilgi ve görüşleri araştırabilirim.                                                         | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Birçok farklı bakış açısından ve/veya konu alanından görüşleri keşfedebilirim.                                                 | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Yaşadığım toplumdaki insanların ihtiyaçlarını ve duygularını anlayabilirim.                                                    | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Bir problemi sorgulamak için bir dizi farklı araştırma stratejileri kullanabilirim.                                            | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Bir problemi sorgulamak için bir dizi farklı araştırma stratejileri kullanabilirim.                                            | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Farklı bireylerin ve kültürlerin dünyaya bakış açısını eleştirel bir şekilde keşfedebilirim.                                   | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Farklı kültürlerdeki insanların nasıl düşündüklerini ve davrandıklarını öğrenerek kendi değer ve inançlarımı sorgulayabilirim. | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Yeni kanıtları göz önünde bulundurarak fikrimi değiştirebilirim.                                                               | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Okuduklarımı, gördüklerimi ve duyduklarımı merak ederim.                                                                       | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Arkadaşlarım için şefkat ve ilgi gösterebilirim.                                                                               | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Farklı ülkelerde ve toplumlarda yaşayan insanların ihtiyaçlarını ve duygularını anlayabilirim.                                 | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| İnsanları farklı kültür ve ülkeler hakkında öğrenmeye teşvik edebilirim.                                                       | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |

|                                                                                                     | Kesinlikle<br>katılmıyorum. | Kismen<br>katılmıyorum. | Az oranda<br>katılmıyorum. | Az oranda<br>katılıyorum. | Kismen<br>katılıyorum. | Kesinlikle<br>katılıyorum. |
|-----------------------------------------------------------------------------------------------------|-----------------------------|-------------------------|----------------------------|---------------------------|------------------------|----------------------------|
| İnsanların hayatında olumlu bir farklılık yaratabilirim.                                            | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Başka insanların görüşlerindeki güçlü ve zayıf yönleri takdir ederim.                               | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Fikrimi savunmak için görüşleri ve kavramları farklı yollar kullanarak uygulayım.                   | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Basit bir inanış olarak görünen bir görüşün daha karmaşık sebeplerinin olup olmadığını araştırırım. | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Bilgiyi gerekli olduğu için değil, kendim için öğrenirim.                                           | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| İhtiyaç sahibi insanlara yardım etmek için enerji ve zaman ayırıyorum.                              | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Farklı kültürler hakkında bilinçli olarak daha fazla bilgiye ulaşmaya çalışırım.                    | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Hayatım boyunca yeni şeyler öğrenmeye devam etmeyi isterim.                                         | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Kendi fikrimi oluştururken başkalarının görüşlerine dayandırırım.                                   | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Yaşadığım toplumdaki diğer insanların ihtiyaçlarına ve duygularına saygı duyarım.                   | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Kendi kültürel değerlerimi ve inançlarımı eleştirel bir şekilde incelerim.                          | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |
| Öğrenmeyi geliştirmek için farklı insanlardan gelen dönütleri kullanır ve değerlendiririm.          | <input type="radio"/>       | <input type="radio"/>   | <input type="radio"/>      | <input type="radio"/>     | <input type="radio"/>  | <input type="radio"/>      |

|                                                                                                                  | Kesinlikle katılmıyorum. | Kısmen katılmıyorum.  | Az oranda katılmıyorum. | Az oranda katılıyorum. | Kısmen katılıyorum.   | Kesinlikle katılıyorum. |
|------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|-------------------------|------------------------|-----------------------|-------------------------|
| Farklı konu alanlarında yer alan bilgi ve görüşleri sunar ve analiz ederim.                                      | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   |
| Bir problemi nasıl bağımsız bir şekilde araştıracağımı bilirim.                                                  | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   |
| Farklı kültürlerin inanç ve değerleri hakkında bilgi edinirim.                                                   | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   |
| Bir şeylerin yeni karşılaşılan durumlarda nasıl çalıştığını anlamak için düşüncelerimi ve kavramları kullanırım. | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   |
| Bir problemi ya da soruyu nasıl sistemli bir şekilde araştıracağımı bilirim.                                     | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   |

## APPENDIX F: Interview Questions

The title of my study: **International Baccalaureate Teacher Profile: Insight from a Continuum School**

There are studies about IB, IB Learner Profiles and their understanding in literature. However, there is no emphasis on IB teacher characteristics and profiles in IB sources. With this point of view, my purpose was to **explore IB teacher profiles** in a continuum school. For this purpose, I implemented a validated questionnaire in Özel Bilkent Schools. I will be sharing the results with the following questions.

In order to gain effective results, could you please answer the questions in order?

Note: The questionnaire that I implemented during Spring Semester consists of 4 Learner Profiles representing all Learner Profiles. **(Knowledgeable, Inquirer, Caring and Open-minded)**

1. Do you think teachers should demonstrate their profile attributes on their classroom/teaching practices? If so, in what ways?
2. a. Which ones do you exhibit/demonstrate in your teaching practices as a part of your profile?  
b. Can you give any examples?  
c. Could you please share an effective teaching lesson that demonstrates/exhibit one of the four profiles and describe how do you know it is effective?

According to the results of the questionnaire, teachers in the school have stated that the most important LP for effective IB teachers to have is **inquirer**. However, the findings from the questionnaire revealed that IB teachers see themselves competent

at **knowledgeable** more than the other 3 LPs that were in the questionnaire: *open-minded, caring and inquirer*.

1. Why do you think there was a difference between what teachers stated and the findings from the questionnaire?
2.
  - a. Which one do you feel is most like you: knowledgeable or inquirer?
  - b. How would you describe a teacher who is inquirer?
  - c. How would you describe a teacher who is knowledgeable?
3. Which learner profile do you think is easier to demonstrate in classroom?
4. Within the three IB continuum programs - PYP, MYP and DP -, is there a predominant/main/primary LP that teachers should demonstrate/exhibit in their teaching practices as a part of their profile?
5. Among given four learner profiles, do you think one serves as a foundation/basis for the other profiles?

## APPENDIX G: IBLP Questionnaire One-way ANOVA Results

### Knowledgeable and IB programmes

|                | Sum of Squares | df | Mean Squares | F    | Sig. |
|----------------|----------------|----|--------------|------|------|
| Between groups | 0.08           | 2  | 0.04         | 0.22 | .80  |
| Within Groups  | 14.91          | 80 | 0.19         |      |      |
| Total          | 14.99          | 82 |              |      |      |

### Welch Test on Knowledgeable and IB programmes

|       | Statistic | Df1 | Df2   | Sig. |
|-------|-----------|-----|-------|------|
| Welch | 0.69      | 2   | 50.90 | 0.51 |

According to tables above there is no statistically significant difference among PYP, MYP and DP in terms of *knowledgeable* learner profile. This means that the rate of teachers perceived knowledgeable profile does not show difference between the IB Programmes.

### Inquirer and IB Programmes

|                | Sum of Squares | df | Mean Squares | F     | Sig. |
|----------------|----------------|----|--------------|-------|------|
| Between groups | 0.001          | 2  | 0.001        | 0.003 | .99  |
| Within Groups  | 11.84          | 80 | 0.15         |       |      |
| Total          | 11.84          | 82 |              |       |      |

### Welch Test on Inquirer and IB programmes

|       | Statistic | Df1 | Df2   | Sig. |
|-------|-----------|-----|-------|------|
| Welch | 0.006     | 2   | 39.83 | .99  |

Tables above show the tests regarding the capability of IB teachers for inquirer learner profile. According to Post Hoc test, there is no statistically significant difference across PYP, MYP and DP in terms of inquiry learner profile.

#### Open-minded and IB programmes

|                | Sum of Squares | df | Mean Squares | F    | Sig. |
|----------------|----------------|----|--------------|------|------|
| Between groups | 0.91           | 2  | 0.46         | 2.05 | .14  |
| Within Groups  | 17.79          | 80 | 0.22         |      |      |
| Total          | 18.70          | 82 |              |      |      |

#### Welch Test on Open-minded and IB programmes

|       | Statistic | Df1 | Df2   | Sig. |
|-------|-----------|-----|-------|------|
| Welch | 2.35      | 2   | 38.35 | .11  |

There is no statistically significant difference across PYP, MYP and DP in terms of open-minded learner profile attributes.