

Value Integration Through International Baccalaureate Learner Profile: A Qualitative Outlook

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ABSTRACT: Value integration in the curriculum seems to be a good approach for the 21st century learning. There are however, few examples of value integration in policy and practice at the K 12 level. One exception is the International Baccalaureate Primary Years Programme which features Learner Profile for value and attribute development for students from ages 3 to 12. across. This phenomenological study explored the lived experiences of 12 PYP practitioners to gain deeper understanding on how value development is integrated through Learner Profile. Themes are derived that outlines participants' understandings of value integration through Learner Profile in elementary level. Overall, all the participants believed that the values and attributes can be well integrated in curriculum through Learner Profile.

Keywords: *Value integration; value education; Learner Profile; International Baccalaureate; elementary.*

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I. INTRODUCTION

Learning is a complex individual activity mediated through social engagements. Learning depends on the individual psychology, cultural context and social engagements. The concept and purpose of learning is perceived differently by different people over the period of time in various cultures. There are many educational reformers who have defined what is worth learning based on their believes and values for good life. In the 21st century, it can be seen that the believes and values about learning is changing due to the advancement of technology and new knowledge. As Knowles notes, [...] in the twentieth century [...] knowledge gained at any point of time is largely obsolete within a matter of years; and skills that made people productive in their twenties become out-of-date in their thirties (Knowles, 1980). This phenomenon demands the educational programs to be responsive of their roles in formulating unwavering values and believes on the purpose, process and product of education.

More often it is seen that the values and believes articulated in the vision and mission statements of educational institutions are enigmatic and under-defined that leads to ineffective policy and practice. There are, however, few examples of educational programs at K-12 level with an explicit and unambiguous statement of values and believes of education and learning. One such exception is the IB program which has a unique feature called the Learner Profile that embodies the IB's philosophy of international education. The Learner profile sets out a clear statement of IB values and beliefs about international mindedness, about how best the students learn and about the values students need to develop for a good life in the 21st century. Learner profile is a rare example of value integration in school curriculum, thus it is very important to understand how the Learner Profile is interpreted, adapted and implemented for value development.

II. RESEARCH CONTEXT

The research is framed in Indian IB PYP school context. There are 4960 IB schools around the world situated in three of IB's geographical regions (The Americas; Europe, Africa and the Middle East; Asia and Australia) and they are public, private and international. In India there are over 150 private IB schools. There is

a growing number of PYP schools with a count of 81 in India. The PYP program is noted for its pedagogical input and value inculcation. Studies show that students also do well beyond the academic. For example, it was found students in the PYP schools demonstrated greater inquiry skills, action and international-mindedness than students in comparator schools (Kushner et al. 2016). Gough et al., (2014) revealed that the administrators at 13 PYP schools believed their students exhibited greater motivation and positive values than the Australian average. Importantly, indicating the impact of PYP, a study conducted in India found that 76.6% students felt PYP was interesting and 89% reported the PYP activities and assignments are important and meaningful for overall development (Pushpanadham, 2013).

PYP is grounded in a transdisciplinary framework based on the work of Ernest Boyer (1995) and others. The framework is holistic in nature with an emphasis on the whole child and authentic and significant inquiry (International Baccalaureate Organization [IBO], 2009). The main features of PYP program are Learner Profile, concept based curriculum, inquiry based pedagogy embedded in a transdisciplinary framework. Member schools are expected to infuse all these features into policy and practice, by doing so they lead to the development of values for international mindedness among community of learners. The International Baccalaureate organization has put forward standards that govern the implementation of Learner Profile for value development. The three specific standards related to LP implementation are:

- Collaborative planning and reflection addresses the International Baccalaureate Learner Profile attributes.
- The written curriculum fosters development of the International Baccalaureate Learner Profile attributes.
- Teaching and learning develops the International Baccalaureate Learner Profile attributes. (International Baccalaureate, 2013)

These standards underscore the fact that Learner Profile implementation is given importance as a chief goal of the International Baccalaureate. In order to implement Learner Profile effectively, a robust leadership team is utmost important.

The PYP leadership team consists of principals who lead the schools and PYP Coordinators who focus on assisting home room teachers and specialist teachers in the teaching learning process. Home room teachers are the main actors to implement LP as they are responsible in all the activities inside and outside classroom. Specialist teachers teach stand- alone subjects who typically focus on areas such as mathematics, regional language, physical education, arts and library.

The PYP mandates collaborative planning using Program of Inquiry and PYP planners that uses backward design (Wiggins & McTighe, 2006). The collaborative planning helps the teachers to choose specific learning engagements and assessment strategies for developing values through Learner Profile. This also provides platform for teachers to share their practices and clarify their conceptualization of value integration through LP.

III. IB LEARNER PROFILE

Learner profile is at the heart of IB programs. Learner profile is a IB mission statement translated into set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB's idea of International Mindedness. The learner profile descriptors guide the policy and practices and provide a shared ethos for IB institutions.

The IB Learner profile comprises of ten attributes, they are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Through the LP attributes, the IBO seeks to develop inquiring, knowledgeable, caring people designed to promote international mindedness. The LP provides a long term vision for education offering a set of ideals to inspire and motivate the administrators, teachers and students towards learning goals for a 21st century globalized world. The LP can be considered as a map of a lifelong journey in pursuit of international-mindedness rather than representing as a profile of the ideal student. It can be viewed as a tool for holistic development of school as well as student development (IBO, 2008).

The LP originated in the IB Primary Years Programme (PYP) – originally termed as ‘PYP Student Profile’ – to facilitate the assessment and reporting of individual student development. The LP has now been

incorporated into the IB Middle Years Programme (MYP) and the Diploma Programme (DP) with an understanding that these set of attributes would enhance learning in higher courses involving all students and adults who are considered to be lifelong learners. The LP sets a common ground for all IB world schools offering one or more IB programs to promote holistic education by focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness (IBO 2008). Learner profile, by providing a clear and an explicit statement of what values are expected of students, teachers, school administrators and parents helps the IB world schools to develop coherence within and across the programs.

The Learner Profile in the PYP context is worthy of study as it has received universal acceptance from almost all IB educators and has been the heart of PYP program since its geneses articulating a vision of international mindedness which is defined at high level of generality. Schools are encouraged to interpret and translate their meaning of these values in their own national and cultural contexts with limited support material on how best to implement in the school context (International Baccalaureate, 2008). This flexibility and expectation challenges teachers to be aware of their local context and interpret the requirements of LP based on the cultures of students and community. It also requires the practitioners to be aware of their roles in facilitating, reproducing or even challenging the Learner profile while implementing in their socio political context.

IV. RESEARCH ON LEARNER PROFILE

The Learner Profile Review (2013) revealed a wide diversity in the implementation of LP in IB world schools. (International Baccalaureate, 2013). Although the Profile has clear descriptors of ten attributes, the high generalization of each attribute and lack of clear guidelines for implementation has led to the diverse implementation of profile often in contradicting ways (Cause, 2009, 2011; Wells, 2013; Wright & Lee, 2014; Walker, 2010). The inconsistency seen in implementation and assessment of LP is due to the lack of guidance and professional development from IB or experts to develop and assess dispositions mentioned in the LP. Van Oord (2008) notes that the area of attribute development is new to the teachers and they are unfamiliar with the strategies to develop dispositions and values, along with this, there is also a lack of readily available materials to fill this capacity gap. This was confirmed by Gigliotti- Labay (2010) who comments that while the International Baccalaureate administrators and teachers had an understanding of Learner profile and international-mindedness, but the implementation seemed to be superficial in most of the schools. Few studies reveal the struggle in understanding the purpose of LP particularly in non-western contexts. For example, a cross cultural comparative analysis of the Profile in India, Australia and Hong Kong found discrepancy and tension between the way teachers understood the purpose of the Profile. While some teachers connected the Profile to the idea of international-mindedness, other viewed LP as a framework of moral and academic which was unclear (Rizvi et al. 2014).

In contrast, a study conducted in IB MYP in the US highlighted the ways content specific beliefs shaped teachers' understanding of the individual learner attributes. The findings show that teachers use their subjects as filters to chose those attributes they consider to be most relevant to their subject. The teachers in the study proposed additional attributes like effort, integrity and persistence, disagreeing with LP attributes such as principled and caring. (Chatlo, 2015). Similar findings are found in the study conducted in Australian IB PYP school, where teachers felt the limitations in development and exploration of their own interpretations of Learner Profile and International Mindedness (Cause, 2009, 2011).

Some studies highlight the problems in implementing LP in non western context, particularly when the LP attributes clash with the socio-cultural norms of the local context. Elkady's study (2011) showed that its difficult to fit in the attribute risk takers within a Middle Eastern culture of learning as its underpinning idea about individuality and action clash with the collectivist mind set prevailing in that context. Adding to this, Poole (2017) who researched in non-western context highlighted that the teacher shaped the profile according to her beliefs about teaching and learning but also resisted what she perceived to be underlying patriarchal and westernizing discourses. Resist in this context is referred to the individual agency by recognizing that individuals are able to bring about transformative change in their surrounding environment through the ability to think critically, which includes skepticism, intellectual curiosity and an openness to multiple perspectives (Fairbrother, 2003). This points out the cultural discontinuity while implementing the 'western' values in non-western contexts (Elkady, 2011; Haywood, 2007; Rizvi et al., 2014; Van Oord, 2013).

In addition, Wells (2011) and Bunnell (2011) observes that the schools are given the autonomy to interpret and monitor the success LP implementation which runs a risk of neglecting the LP implementation and assessment of development of attributes in the individual schools. In reality, the achievement of students in academic subjects of IB curriculum are monitored and assessed rigorously, theoretically, monitoring and assessment of learning outcomes of LP is as important as learning outcomes of academic subjects. Carr and Claxton (2002) speculates that the components of curriculum that are assessed are the components which are valued by teachers, families and learners, this is reflected in Lai et al.'s (2014) study of nine IB schools in Hong Kong which revealed the contextualizing challenges the teachers encountered in integrating international mindedness to Chinese language teaching, the major challenges included a tension between the international orientation of the LP and the expectations of the parents whose focus was scores in the examination.

Moreover, there is often a tension in interpreting the relation of LP and international mindedness. For example, in a study conducted in candidate IB school in Australia, the PYP students did not demonstrate the profile in globally normative way but expressed the LP according to their own experiences and believes. Thus, it follows that, if the Learner Profile has to be implemented in its truest sense, it is crucial for the school to empower teachers to establish suitable approaches and strategies to implement LP in a globally normative sense connecting LP to international mindedness.

However, the current literature on Learner Profile more or less focus on interpretation of profile as a text in IB Diploma context. Since value development begins at early age, it is essential to study how Learner Profile of IB is perceived and implemented by practitioners for value development. This article adds to the growing literature on value integration in curriculum through a framework like IB Learner Profile by exploring the way in which the PYP practitioners interpreted, adapted and implemented LP in their school context for value inculcation. It seeks to identify certain pertinent themes on the interpretations of LP and discuss the challenges of practitioners in implementing Learner Profile. Since LP appears to be a good model to develop values for 21st century learning, a deeper understanding of implementing LP as a lived experience may facilitate other educators with similar goals to integrate value education in their own setting.

V. RESEARCH QUESTIONS

The overarching question which motivated for this study was to know how the IB Learner Profile is being understood and implemented in the primary school as explored through the lived experiences of teachers', coordinator and principal. More specific research questions were included:

1. How did the participants in the study understand Learner Profile for valuedevelopment?
2. How did the participants plan to develop values through Learner Profile amongstudents?
3. What were the challenges faced by the participants in implementing LearnerProfile?

VI. METHOD

In attempt to gain access to and make sense of the lived experience of IB PYP practitioners on the Learner Profile, phenomenological method was adopted. The purpose of adopting this method was to explore how PYP practitioners describe their understanding, interpretation and experience the implementation of Learner Profile within the context of their school. Generally, Learner Profile is defined by the IB as a vision statement translated into a set of learning outcomes in terms of ten attributes with which practitioners identify, acknowledge or have any other interaction that would result in the formation of an opinion. In this study the primacy is given to the understanding, interpretation of LP and its implementation through the experiences of the practitioners.

A qualitative phenomenological research design was utilized in this study. approach was used in this study. Creswell (2012) states that the phenomenological approach is best suited for problems in which it is important to understand a collective groups' common or shared experience of a phenomenon which in this case is the experience of Learner Profile. There are two main types of phenomenologies- hermeneutical and transcendental—the latter of which is used in this study. The transcendental phenomenology approach by Moustakas, focuses on the participants' given descriptions to generate an essence of the lived experience, as opposed to hermeneutical phenomenology which more strongly relies on the researcher's interpretations of what the lived experience means(Creswell, 2012; Moustakas, 1994) . The study is grounded in a post positivism

paradigm. This approach views the methodology as a series of logical steps, accounts for multiple perspectives from participants, and utilizes rigorous data collection and analysis methodology (Creswell, 2013). In this study, data was collected and validated through multiple sources based on this belief system.

After getting a formal permission from the school, 12 participants(10 teachers, 1 coordinator, 1 principal) were selected for the study and were given pseudonyms. Purposive criterion sampling was used to identify the teachers who have extensive experience in IB PYP program. This method of sampling helps to create a homogenous sample of participants who have experienced the phenomenon. Teachers were selected from grade 1 to grade 6 with teaching experience ranging from 7 to 12 years.

A sample of 12 practitioners participated in the study. This study was conducted in one school in southern region of India which has completed two cycles of IB evaluation. A uniqueness of this school is that it has transformed into a IB school from the national board school which makes an interesting context to study the experiences of teachers with regard to the learner profile in primary school. The purpose of the study is not to generalise to the whole population but to understand the IB Learner Profile which is the heart of all IB programs through the lens of experienced practitioners in a primary school.

Data collection consisted of face to face in- depth interviews with participants, there were also informal interactions with the teachers and are noted in the field notes. The researcher used general, broad questions that was further broken down into small specific questions and several probes as recommended by Moustakas (1994). Multiple probes were address by the interviewer only when participant did not offer sufficient and clear information in that area. The researcher personally conducted the interview and lasted approximately for 45 minutes in length. The interviews were recorded on multiple audio recorders and transcribed carefully by the researcher. Some of the transcripts were sent to the participants so that they could provide clarification on what they stated. They were also asked to correct any errors they believed were in the transcripts with regard to what they reported in the interviews. Participants reported that the transcripts were accurate and reflected their perspective and experiences.

VII. DATA ANALYSIS

Data analysis was guided by Moustakas's structured method of inductive data analysis.

In this approach the researcher attempts to hold his or her own thoughts and beliefs to uncover the lived experiences of the participants. The goal is to find any common themes that emerge across participants' lived experiences and report these themes in the participants' words to the greatest possible extent (Moustakas, 2004). In order to accomplish this, the researcher read several times the transcript and memos were recorded. Horizontalization was performed which was followed by reduction and elimination. Later clustering was done combining similar related concepts. Finally, the major themes and sub categories were identified culminating into an essence of the experience.

The themes presented in the text below emphasize the commonality present in the diverse experiences of the participants interviewed in terms of their lived experience in implementing Learner Profile in primary school.

VIII. FINDINGS AND DISCUSSION

Four major themes emerged across the lived experiences of 12 practitioners on profile interpretation and implementation. They included: (1) Guideline, (2) Learning Outcome, (3) Discuss, Observe, Reinforce and Report and (4) Sustaining Learner Profile. Each theme is detailed below.

"It is a guideline"

All participants identified the IB LP as a guideline for value development and all round development of students that was designed to promote education of the whole person. Two main categories emerged that related to this theme they are: Guideline for planning, guideline for all

Guideline for planning

One participant explained, " You know the attributes in the LP are not unique to IB, these are values, attributes emphasised across the world, the beauty of LP lies in the way IB has designed to place in the PYP program", adding to it she notes that LP is a guiding map for the school to plan and organise its leadership,

curriculum and school ethos. Second participant stated, “LP is at the centre of PYP”, the participant went on to explain “We plan at macro and micro level to see how these LP attributes and values can be developed among students”.

A third participant noted, “LP is always there in back of my mind, I plan everything around it, be it my plan for the week or for one class”. Fourth participant commented that LP is the heart of IB programs “All the elements of PYP are aligned to it (LP), this helps us to plan our curriculum”. One participant emphasised that LP is not just for academic planning, “When I say LP is everywhere..... We ensure LP is in place in sports, arts, music and other co curricular activities, planning is the key to implement LP in school.”

Overall, all participants identified LP as a unifying force to plan their activities in the school.

Guideline for all

This category reveals how participants perceived LP as a guiding force in the school. The IB expects the school to take responsibility to integrate LP in all its activities and tune their stakeholders for demonstration of LP, since all these factors have an impact on students learning. One participant described LP as a personal guide.

“Its actually like a personal guide. Even as adults need to have all these values and attributes, by cultivating these values.....it will yield good fruit. Attributes are personal and it is helpful for all and I feel everybody should develop these (LP) attributes and take some or the other attributes into their life”

Another participant stated:

“Learner Profile is for all, it is a guideline for the teachers, administrators, all staff, students and parents. IB insists on involving parents in the implementation of LP, in this way the LP forms a guideline for parents for what to value how to demonstrate these values and attributes, ultimately its going to influence the child”

Adding to it another participant stated, “LP is a guiding map for lifelong learning for all, these are the attributes which guides for the rest of the life, one has to have a conviction to develop these values throughout, for us teachers LP is relevant guideline to develop good attributes”

All the participants considered the Profile as a guiding document to plan the activities in the school and also to they believed that LP is a personal guideline for developing the attributes that are good for their life.

“ Learning Outcome”

Majority of the participants outlined LP attributes are the value based learning outcomes they are seeking at the graduation of PYP. One participant explained the process in which they plan to integrate LP in their curricular activities, “we begin with an end in mind, for us the end is the demonstration of LP values and attributes” agreeing to this other participant details out, “Whatever we do in class room, in school should lead to the development of LP, for every unit of inquiry we specify two or three learner profile- this is the learning outcome we need to achieve through that inquiry”. Another participant further explained, “LP is the outcome when all the five elements of PYP are put together in the curriculum, we believe these(LP) attributes and values are not mutually exclusive, they are interrelated and interconnected, keeping this in mind we plan learning engagements and assessment techniques to develop the LP attributes.” When asked how do you develop LP, one participant emphasised, “We don’t teach LP separately, the activities we do in class will help the child develop it. She goes on to say that in some schools values are taught in separate periods, we don’t do it, we integrate LP into out day to day classroom transaction”. Most of the participants agreed that development of LP values and attributes are an ongoing process, one expressed, “Learner profile is not for one day, its for lifelong, we try to give more press for demonstrating LP in the PYP by assessing them age appropriately”. Another participant highlighted that, “We give importance for both academic learning outcomes and LP development, we try to keep a balance in our school”.

All the participants viewed LP as learning outcome which they need to focus in PYP. It seemed that there is considerable effort made to plan learning engagements to develop learner profile among students, but there was a lack of information on how these LP were assessed at different age groups.

“ Discuss, observe, reinforce, report”

This was the theme as one participant put it when asked how do you implement LP. All these four words emerged across all participants responses. Each one of it is described through the words of the participants.

Discuss

All the participants reported that they discuss the learner profile values with students in various occasions, majorly in classrooms. One participant explained the way she discusses in her classroom, “ I give a lot of examples in their own language (age appropriate) to explain the 10 learner profile attributes, I tell them what it is, why is it important and how it helps in personal life” adding to this other participant gave an example to explain the attribute balance for grade 2 students:

“We have timetable right, every subject has its time for sports, music, dance, art, library...we need to balance ourselves and not hurry to go to next period.

What happens with this age group is, they tend to hurry and run for sports, if we have a math period prior to sports. I take this opportunity to explain them the attribute- balance. Now my children don't rush into sports period, they pack everything neatly and then go.”

Most of the participants in the grade 5 and 6 noted that the students have fair understanding of LP. A participant said, “By the time they come to grade 6, they are trained for the language of LP, they know what it means to be inquirers, balanced.....” Interestingly, one participant commented on the nature of LP, “LP attributes are not prescriptive but they are provocative, we don't impose them to follow all the LP attributes, we provoke them to demonstrate for the common good of all”. This perception was not common for others who expressed that they try all means to make the students behave according to the LP attributes which apparently looks like provocation with a prescriptive intension.

Observe

Observation is the key to capture the demonstration of values. Participants highly emphasized utilizing observation as a tool to gather the evidence of development of attributes. As one participant expressed, “I am all eyes and ears, I keep observing them every time, I make a note of it in the anecdote record”. Agreeing to this other participant pressed on the point, “observation is not for one day, everyday I observe keeping all attributes in mind”, an other participant used a different approach for observing, “I announce in class each day which profile I will be observing, then I make a note of each student on that particular profile, in this way in a week I cover all the profile observation”.

Although, all participants used observation as a major tool to identify the development of attributes, from the information they do not seem to have made a greater effort in minimizing the subjective bias increasing the objectivity in observation.

Reinforce

The third important theme to implement LP in PYP needed teachers to “reinforce appropriate behavior” as one participant put it. The participants articulated that both positive and negative reinforcement is necessary to develop LP among students. One participant provided example, “When I see any student demonstrating LP, I come and quote the example in the classroom and that inspires and they become more conscious about their behavior”. Adding to this other participant provided an example for negative reinforcement, “Sometimes after developing also they tend to not follow, so we tell them we put a sad smile in their portfolio. Then they tend to behave appropriately”. Another participant perceived that the overplay of LP and use of the language(use of LP words) has helped students to internalise attributes. Many teachers reported that they were trained extensively to implement LP in PYP. Almost all teachers used visual displays, oral acknowledgement as the ways of reinforcement. Finally they stated, “reinforcing them(students) at the right time motivates them to demonstrate the LP attributes”.

Report

Learner profile is the set of learning outcomes which reflects IB's mission statement that makes assessment and reporting essential in PYP. All participants based their reports on observation. Several participants noted few strategies to record and report demonstration of LP attributes. They are mentioned as below

“When I observe (LP attributes), be it anywhere classroom, swimming pool, library or sports ground, I make anecdotes of children in the record book given to us” other participant added to it, “I have LP bank, we deposit and withdraw smiles, every child is given a bank, whenever I observe I keep depositing smiles and at the end of the month the bank acts as a record for the students, teachers and also parents”. One participant stressed the importance of building good rapport with students for fruitful observation, “Once you develop that rapport with

students and know them well, its easy to identify and collect evidence for the development of the learner profile”.

Another participant mentioned peer assessment strategy, “I have a secret buddy kind of a thing- so if a child has seen a value among others, they write and keep in the particular attribute pocket”

All participants noted that self-assessment was crucial in assessment and reporting LP, “Students have their own portfolio, they are asked to reflect on their behavior and students reported in the portfolios.” Other participant clarifies that students are given rubrics or assessment criteria for self-reflection. Few participants pressed on creating open environment in classroom for self-reflection and self-assessment to be successful, “When students feel they are not criticized or punished, they are more honest and even try to improve on their attributes” agreeing to this other commented, “LP assessments are for improvement not for fault finding”. Few also mentioned about the involvement of parents in assessment, “We give parents a sheet to assess their child based on their demonstration of LP at home and outside school, it is normally in the form of rating scale”.

Summing up, a participant outlined the process of implementation of LP as, “It’s an iterative process of discussion, demonstration, observation, reinforcement, reflection and reporting”.

“Sustaining Learner Profile”

This theme illustrates how learner profile implementation is sustained in the school. The factors favoring and hindering the implementation are presented as perceived by the participants. Many participants believed in triadic efforts to implement and sustain LP values among students, “Its teachers, students and parents who should work together to imbibe these values, sometimes it so happens parents are not facilitating the child, this becomes a hinder” a participant noted specific ways in which the school involves parents in the implementation of LP, “orientation for parents are done every year and also during PTM(Parents teachers meeting), they are given forms to assess their child’s development of profile attributes.” Adding to this one participant underlines the importance of collaboration in the school, “We all collaborate and plan for implementing LP, sometimes we don’t know the scope of its implementation in arts, music or sports, so we sit together and plan. Sometimes we do have collaborations with parents to know their feedback”. Other participant explained the way in which LP implementation is sustained in the school, “as you know we only have PYP, but our school is committed to LP so our principal orients all the teachers of higher grades on LP and now each PYP teacher is paired with higher grade teacher to share their knowledge and strategies to implement LP in their grades, I feel its just wonderful”. Another participant describes the way the LP was sustained, “We have 7 habits of school and cultures of school which are in alignment with the LP, so the values and attributes are implicitly being sustained in the school”

Few participants pointed out some challenges in sustaining the LP, “I believe personal(teacher) attitudes are important to truly implement LP, I have seen teachers who implement for name sake, this doesn’t impact students”. Adding to the challenges several teachers were concerned on whether students demonstrate LP values after graduating from school, “When we have alumni meet, we do see them demonstrating these profiles, but ya ... we may not see them using these(LP) words. Most of the students who pass out don’t come to the junior wing, so we hardly get to observe the demonstration of LP after graduation. Frankly, we have not tracked LP after they pass out”. Finally, one participant questioned, “Is it really possible to sustain LP in this world? (referring to the increase in the external factors impact on students) I am not sure”.

To sum up, despite the barriers and challenges in implementing and sustaining LP values, many teachers expended efforts throughout the academic year to implement the LP and contributing to the rounded development of students.

IX. CONCLUSION

As demonstrated by the themes above, all participants appreciated the design and place of LP in the PYP program for value development. Most of the participants’ experiences were positive relating to LP. The more critical comments few participants made were not on the Learner Profile itself, but rather towards poor implementation of it in PYP. Several conclusions can be drawn from the participants lived experiences which may assist other educators who wish to adopt learner profile in their academic programs for value inculcation at elementary level.

A majority of participants understood the purpose of LP as outlined in the IB documents (IB, 2008), as

a guideline and a tool to plan and implement academic and non academic activities in PYP to achieve the learning outcomes by demonstrating attributes of LP. Such clear statements of learning outcomes in the form of a learner profile seems particularly important for the schools to align its philosophy, leadership and curriculum to make a positive impact on students life. The LP helps the macro, meso and micro level planning to make the curriculum and pedagogy more relevant and meaningful for the learners. As PYP is interested to develop the whole child, the LP seems to be a good tool to plan learning engagements and assessments as it emphasises on backward design principals leading to rich performance assessments (as opposed to paper pen tests) (Dobozy & Dalziel, 2016).

Several participants acknowledged the importance of the values and attributes of LP in today's society where strong values and attributes are required to solve complex global issues and move towards more peaceful and just societies. Though all participants viewed LP as a guideline and tool for value inculcation, there was lack of understanding on the relation of LP with international mindedness as promoted by IB, which led to the demonstration of profile according to their believes and experiences rather than demonstrating the profile in a globally normative sense (Cause, 2009).

Iterative process of discussion, demonstration, observation, reinforcement, reflection and reporting was found to be the common model to develop LP attributes. All participants reported the usefulness of pre determined strategies/activities in developing learner profile attributes. As highlighted by participants, collaboration is the necessary aspect when implementing LP. All the actors involved in students learning schedule to meet and come up with activities and strategies to develop each LP. This included PYP coordinator, home room teachers, specialist teacher and school counsellor. Participants described development of LP attributes is an ongoing process so constant planning through triadic collaboration is essential to sustain the development of LP.

It is interesting to note that the participants felt comfortable to implement the LP as they were guided by pre set activities based on fixed interpretations of profile, on contrary other studies found that the teachers felt the limitation in exploration and development of their own interpretation of LP (Chatlo, 2015; Cause, 2009, 2011) supporting this, a study in china found that the teacher shaped the profile based on her believes, (Poole, 2017). This indicates high regulating force on the participants in interpreting and implementing LP. The approach adopted by the participants looked like a behaviorist approach for developing LP attributes where there is more press given on reinforcement and repetition. This hints the lack of knowledge on value development among. Van Oord (2008) supporting this, highlighted the capacity gap that exists in the area of value/attribute development which needs to be filled with researches and theories.

An other major theme emerged from the study on LP implementation is 'sustaining learner profile' in school. participants perceived that the Principals leadership, PYP coordinators commitment to LP, collaborative planning led to the implementation and sustenance of LP in the school. Most experienced teachers believed that everyone in the school should 'buy in' the idea of LP and commit to all the attributes and values to create an ethos where students can develop these values through various interactions and engagements. A major challenge most of the participants faced was to sustain values and attributes outside school. This challenge may occur mainly due to two reasons: Students in the school are expected to demonstrate LP attributes and are monitored constantly. At situations, a student who might veer from the expected behavior(value/attribute) tend to behave in contextually appropriate way for confirmation from peer and teachers where the true behavior is covert. This can be addressed by educating the students on the need of LP attributes for their good life and help them deep root in these values rather than making it obligatory for them. Another reason is because of varied value system at home and locality, if the values doesn't match then sustaining LP outside the school is a difficult task, as a support to this, few studies in non western countries highlight the problems in implementing the LP where the attributes clash with the socio- cultural value system of the local context (Elkady, 2011; Poole, 2017). Hence, it would be effective to develop programs and strategies from the bottom up in order to incorporate stakeholders' perspectives and experiences of teaching and learning allowing diverse interpretation and implementation which would help teachers, students to reflect more on their identities as leaners and and teachers in a global village.

The implementation of LP doesn't just happen, a robust professional development has to be in place to give extensive training on how to implement LP in schools (Burton, 2012). More relevant material needs to be made available for the teachers to inculcate values and attributes among students and to involve

parents and community in sustaining values outside school. If profiling of student outcome on a set of values and attributes can shift the focus from marks and market driven education to whole child education, then it should be adopted by educational programs widely. Departments of Education need to include value/ moral development courses in their curriculum that give concrete approaches and methods to develop values among students of primary age group. Prospective teachers need to be provided with opportunity to engage in value development process in schools. The findings from the study may provoke researchers to dig into the area of value development, it would also help IB educators to implement LP in their context while preparing the students to face the complexities of 21st century.

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