

International-Mindedness: How do we really know?

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How did this workshop come about?



Aims

- To consider International Mindedness from the Core of the IB Programme Models and moving outwards.
- To present teaching tools for developing Internationally Minded Students

- Key Research Questions to Explore:

What exactly does International Mindedness look like in the **IB** classroom?

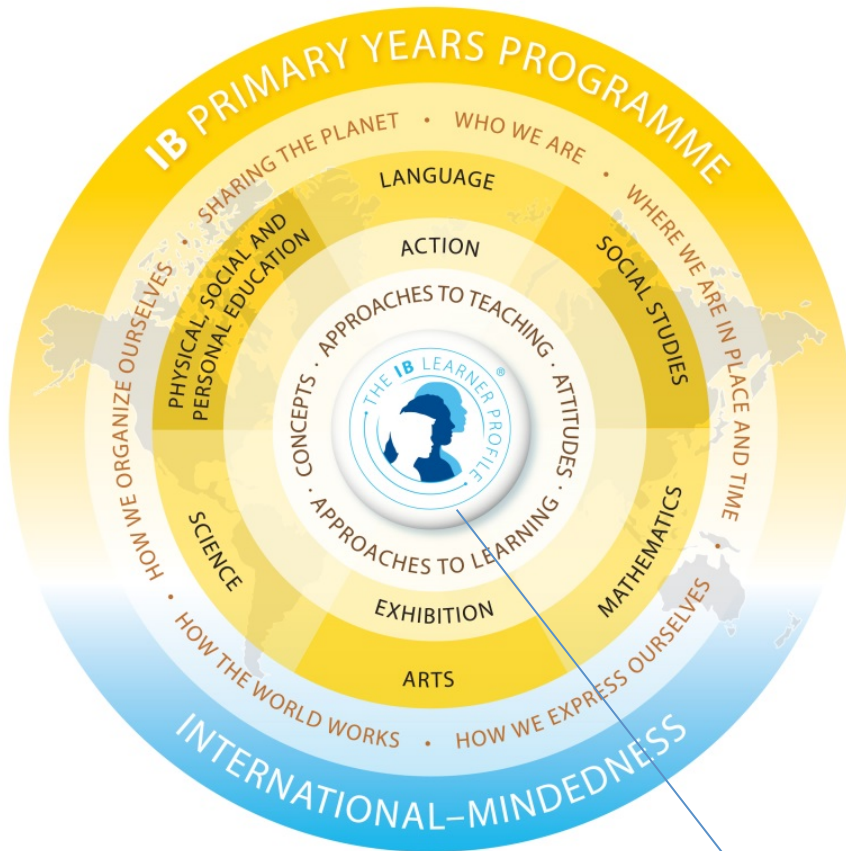
How as educators do we really know what an internationally-minded student looks like?

How do our students know when they are being internationally-minded?

- To share responses to the research questions



The Core of the IB Programmes



IB Babies and the Learner Profile

- The IB Learner Profile is Central to supporting our students to become Internationally Minded, so it is important to keep this alive in our classrooms, community and ethos.
- But how do we do keep the Learner Profile fresh?
- How do we help our students ‘know’ when they are showing the Learner Profile?



Examples of Tuning In to the Learner Profile



- Cross Year-Group Activities: Bringing Music to the Learner Profile!
- Does the correct answer matter?
- Let's Try one!





Using Stories – students place post-its where they see a specific Learner Profile being shown. Alternatively give different Learner Profiles to specific groups to consider the story from different perspectives.



Macaulay. D. (2002) *Angelo*. Anderson Press: London.

Using various YouTube films to make learning more personal.



<http://www.youtube.com/watch?v=XEvS-eygigU>
(Learner Profile Rap)

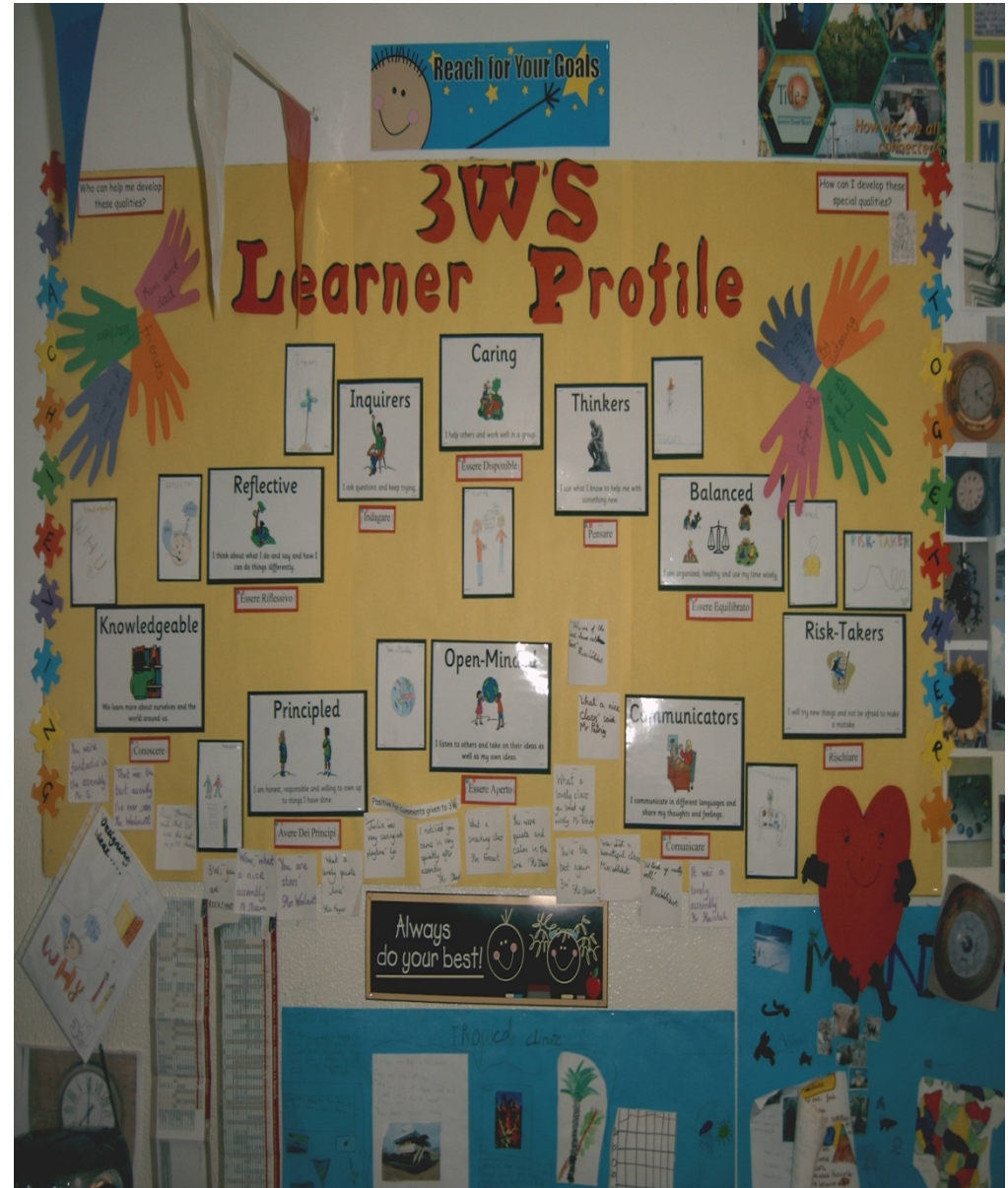
http://www.youtube.com/watch?v=3l_wxK_9hUo (IB Man)

<http://www.youtube.com/watch?v=-XWPMQn5Ubl> (I'm Caring and you Know it)

<http://www.youtube.com/watch?v=Us-TVg40ExM> (Playing for Change)

Observation of students – how do they independently bring the Learner Profile into their work?

- Essays
- Reflections
- Exhibition/Personal Project
- Peer Assessment

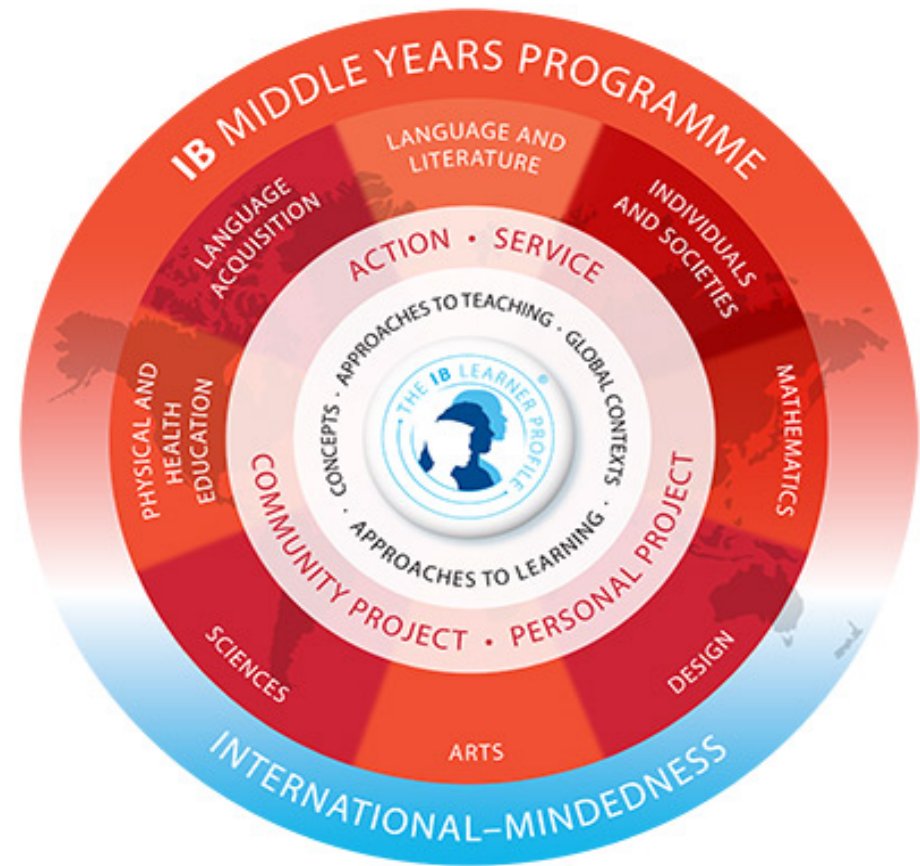
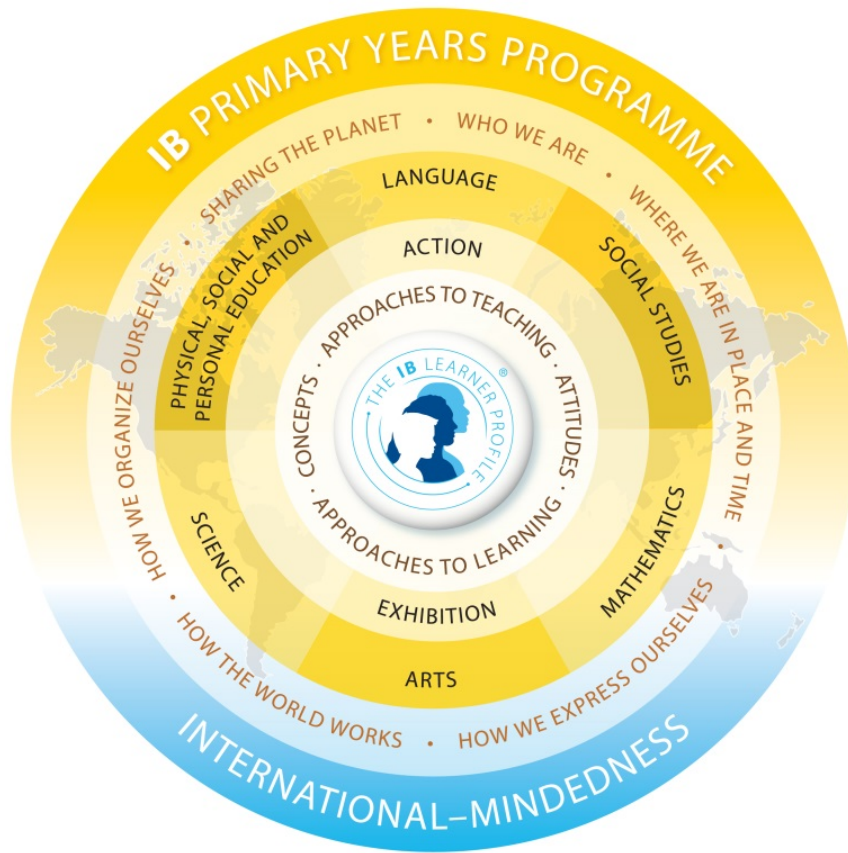




Creating a Learner Profile Charter

- A Set of Belief Statements – We believe.....is and so we will.....Students collaborate and edit statements until they agree on a final statement
- We believe an **INQUIRER** is someone who wants to learn by questioning knowledge independently and with others. So we will research, be curious and explore our units. We will also ask a lot of insightful questions always wanting to learn more.

Moving outwards from the Programme Models...Some Classroom Examples...



Approaches to Teaching and Learning: Moving through Global Contexts and Concepts

- Katrin Fox speaks about 'IBness' - the IB approaches to teaching and learning encourage students and teachers to develop meaningful contexts for learning and consequently move us towards being more Internationally Minded.
- The IB encourages us to Challenge our Thinking – it allows us to move out of our comfort zone, to encourage debate and develop understanding as a community of learners – in this way our students recognise that being Internationally Minded relies on a community of thinkers.

around us.

NEVER give up!



How do communities work together on action?

What happens when communities don't work together on action?



How can we take action in our LOCAL COMMUNITY?



How is action taken in the GLOBAL COMMUNITY?

What are the MILLENIUM DEVELOPMENT GOALS?

What is GOVERNMENT?

Do you know global change?

What charities do you know in Italy?

Who are they?

Can you think of any GLOBAL ISSUES you want to take action on?

Connections

Invitations

How do people decide action needs to take place?

Wonderings

Actions

THE INQUIRY PROCESS....

Investigations

Evaluations

Representations

Reflections

Demonstrations

Perspective
What are the points of view?

Function
How does something work?

Change
How is something changing?

Teacher Questions

What natural events show that time is passing?

Teacher Questions

How can we use our understanding of time to organise ourselves better?

CLIMATE



In SHOPS, they can do lots of jobs because there are different types of weather.

Water

In continental climates, there are lots of plants. There are in continental.



Opera

HOUSES

Animals

Animals in the

JOBS



What are Cyclones?

Temperature

FOOD

The home

Your Possibilities

What are the possibilities?

Students need time to think through
the 'mess' of the world!



SAVE THE DATE for

genEM*

A Global Youth Counter-Terrorism Conference

Dear Teachers,

Your students are invited to join their peers on the world stage at a once-in-a-lifetime conference that will empower them to create a **terror- free future**.

Brought to you by the Association of IB World Schools in Italy and **Children's Culture Connection**—the educational exploration organization that is turning the world's youth into a **generation of change agents**—genEM (Generation Empowered) will assemble young leaders ready to **share global perspectives, discuss the root causes of terrorism, and work together in creating an action plan that will reverse the spread of extremism**.

Special guest panelists include the teenagers featured in CCC's Afghanistan exploration. **Growing up at the epicenter of extremism, these 2014 Nobel Peace Prize nominees** are tackling terrorism in a whole new way, and are ready to partner with youth from around the world to form a new generation of peacemakers.



Students are required to complete a 15-day training program to qualify for attending. For information, please contact
Andy Zweber at
andy@childrenscultureconnection.org



CONFERENCE OBJECTIVES

To build an alliance of young people—both in and out of the Middle East/Central Asian region—who believe in open-minded societies and proper rule-based economies connected to the modern world.

To create a post-conference opportunity that will allow these young people to take charge of their futures through the development and implementation of a project countering the actions of IS and other extremist groups.

SAVE THE DATE:

for an innovative youth peace conference
you won't want to miss!

December 13-16, 2014

Rome International School in Rome, Italy

Approaches to International Mindedness

Work of Veronica Boix Mansilla . Global Competencies:

www.youtube.com/watch?v=mC210Am1N0U

Activist Global Consciousness
(Taking action and Participating)

Enlightened Global Consciousness
(world informed)



Humanistic Global Consciousness
(showing empathy)

Using Veronica's work in Vertical Planning

- It is too easy to say...oh yes our units are internationally minded and oh yes we give our students time to reflect on the Learner Profile and what it means to be Internationally Minded.
- The statement is too broad and there is a danger to sweep over the concept of International Mindedness and lose the depth of what can be achieved in our units.
- At ISB we therefore reflected on our Vertical Planners highlighting exactly what element of Global Consciousness we were trying to develop in and for our students.
- We also completed a SWOT analysis of our Library resources.

International Mindedness is central to all IB Publications...

Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. IB students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations.

An IB education aims to develop the awareness, perspectives and commitments necessary for global engagement. The IB aspires to empower people to be active learners who are committed to service with the community.

Standard and Practice A4: The school develops and promotes International -Mindedness and all attributes of the IB Learner Profile across the school community.

IB (2013) *What is an IB Education?* International Baccalaureate: Cardiff

IB (2014) *Programme Standards and Practices.* International Baccalaureate: Cardiff

The Importance of Talk

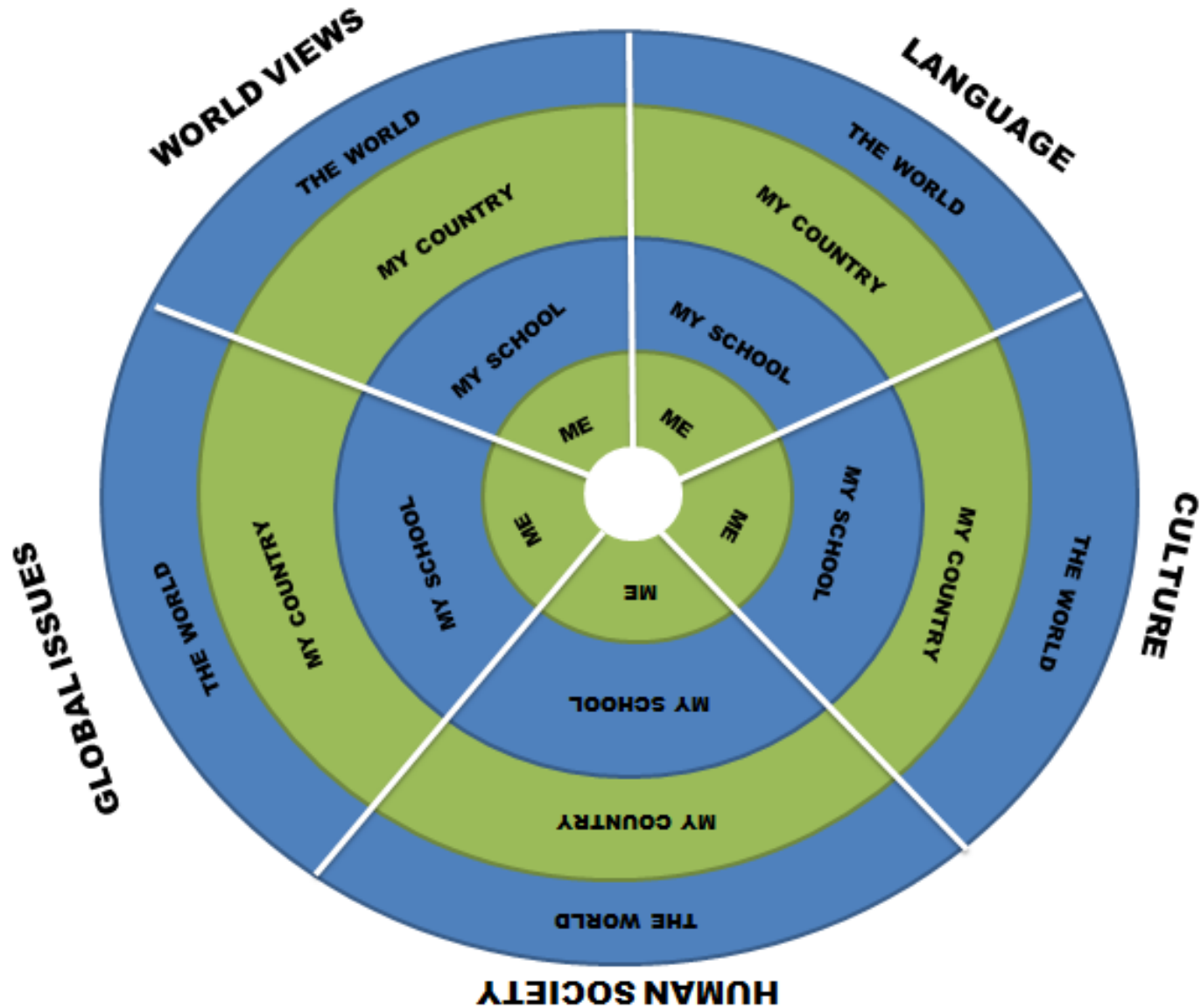
‘It’s as if Earth was our little baby and as the parents of that baby, we should treat it well and take care of it so it won’t die in our arms.’

- Film One

‘Language – in all of its guises – is the main tool we have for making meaning of the world.’ (TIDE, 2008 p. 23) *TIDE (2008) Global Learning in Primary Schools*. Birmingham: *TIDE*.

‘This unit links right back to our work with Mr. Newell. But of course it does, if education is about the future then there should always be a futures element to our units.’

A Model for International Mindedness

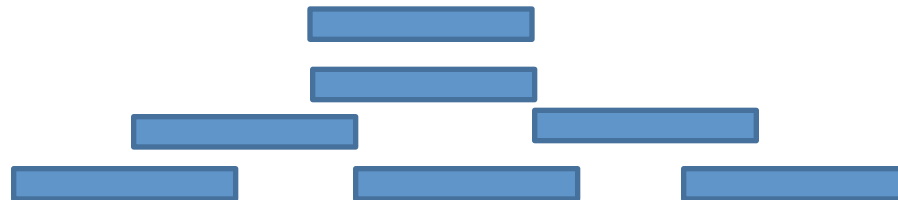


ECIS Framework
of
Internationalism



What makes an Internationally Minded Student?

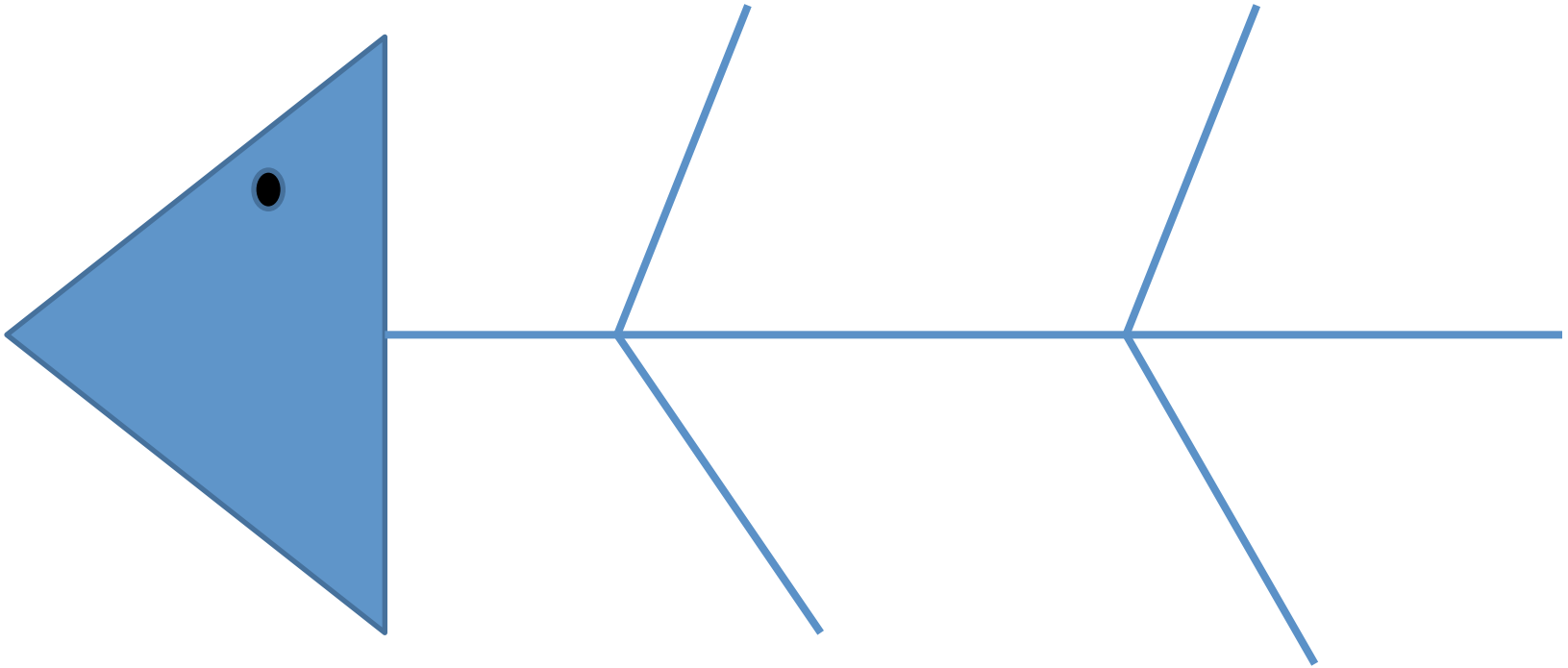
- This is an activity which can be used with teachers and students.
- Oxfam (2006) created a list of seven characteristics which a global citizen might display.
- In pairs, please rank these into the following pyramid shape – which for you is the most important characteristic to see in your students?



Can We Define International Mindedness?

- One activity I use to 'tune in' my students is creating a group definition of what we mean by International Mindedness or presenting students with a range of models and asking them to rank them in terms of how effectively they explain International Mindedness.
- This year my thinking was challenged.....

Fishbone Thinking



At school, what helps you to be Internationally Minded and what Hinders you being Internationally Minded?

Language

Culture

Friends Different

Community World

Communicate

Books International Family

Countries

Talk Informing Ravel

English

Speaking Holidays Projects Friendly Learning

Communication Translate Study

Respect Interaction Points

Teach Respecting

Inclusion

Sharing

Practice Teachers

Country

Hobbies

International

Family

Speaking

Holidays

Projects

Friendly

Learning

Translate

Study

Interaction

Points

Tell Learn

Positions Buddy Risk-taker

Internet Travelling

Global Children

Friendships Religion

Word Fieldtrips

Ideas

Accepting

Maps

Habits

Trips

Travel

Community

World

Time

Languages

Communicate

Developing

Knowing

Interacting

Nationality

Talk

Informing

Ravel

Communities

Help

English

Nationalities

News

view

Read

Rules

Reach

Experience

Places

Discovery

Service

Quality

Caring

Economic

Maps

Habits

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Trips

Travel

Ideas

Accepting

Global Children

Friendships Religion

Word Fieldtrips

Ideas

Accepting

Teach Respecting

Respecting

Internet Travelling

Inclusion

Sharing

Practice Teachers

Film 2



- What interesting points did you hear in this film?

Working within Parameters

- What happens outside of the classroom walls and the school main door can be contradictory to the messages we give about International Mindedness. We cannot control what our students are exposed to outside of school – what we can hope is that we have given them the tools to make choices and reflect on experiences. We can also share challenging or negative examples of International Mindedness in the classroom and embrace this as a teaching tool.
- What difficulties do students in your school face embracing International Mindedness in their community?



Taking Action on International Mindedness

‘While teachers with an interest in the global dimension will inevitably be keen to see children taking positive action of some sort, it may be years later that the classroom work influences the way that a child responds. Our aim should be to establish thinking and reflective individuals who, in their lifetime, will respond to issues in globally responsible ways.’ (Mackay et al. 2006; p. 98)

‘We need to be able to counter feelings of doom and gloom at the global picture with hope and a sense of empowerment to make a difference. To do this, we need to assist students to develop the skills and knowledge to be able to do something useful and to encourage a desire to act for change.’ (Roberts, 2009, p. 141)

Back to the Aims

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Sources

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