



Paul Ellis
DP Associate Regional Manager
IBAEM Geneva

Athens, 13th October 2006

© IBO 2006

What does it mean to be internationally-minded in a non-international school?



Associate Regional Manager

- **Previously Examiner of French B for 5 yrs, IB Diploma teacher & Head of Languages in UK**
- **IBAEM since January 2006**
- **Authorization & Information Visits**
- **Advise schools, parents, students, etc.**
- **Monitor schools (5YPRs & CAS)**
- **Manage workshops**



Internationally-minded

1. **IBO questions**
2. **Definition of international-mindedness**
3. **IBO philosophy**
4. **“What it’s not”**
5. **“What it is” - examples of good practice**
6. **Conclusions**



- **How does your school define international education?**
- **How will your school promote international education?**

(Diploma Programme Application Form, 2003)



- **By what means does the school promote international-mindedness throughout the school community?**

(Five-Year Programme Review Self-Study Questionnaire,
Section A, Question 3, Nov 2005)

By what means does your school promote international-mindedness (on the part of adults and students) in the school community?





IBO Standard A2 - Practices

1. The school values and makes productive use of the diversity of cultures and perspectives that exist in the school and in the local, national and global communities to enhance learning.
2. The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community.
3. The school encourages learning that fosters responsible citizenship and international-mindedness.
4. The school encourages student learning that strengthens the student's own cultural identity, and celebrates and fosters understanding of different cultures.



IBO Standard A2 - Practices

1. The school values and makes productive use of the **diversity of cultures and perspectives** that exist in the school and in the local, national and global communities to enhance learning.
2. The school expects and promotes a commitment to **international understanding and responsible citizenship** on the part of the adults in the school community.
3. The school encourages learning that fosters **responsible citizenship and international-mindedness**.
4. The school encourages student learning that strengthens the **student's own cultural identity**, and **celebrates and fosters understanding of different cultures**.



IBO Standard A2 - Practices

5. The school provides students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities.
6. The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.
7. The school provides resources that offer access to different cultures, perspectives and languages.
8. The school provides a safe, secure and stimulating environment. based on understanding and respect.



IBO Standard A2 - Practices

5. The school provides students with opportunities for learning about **issues that have local, national and global significance**, leading to an understanding of **human commonalities**.
6. The school develops a **climate of open communication** and careful expression of ideas, attitudes and feelings.
7. The school provides resources that offer **access to different cultures, perspectives and languages**.
8. The school provides a **safe, secure and stimulating environment**. based on understanding and respect.



IBO Standard A2 - Practices

9. The school attaches importance to language learning through the development of each student's mother tongue and the acquisition of other languages, including the host country language.
10. The school supports members of its community for whom the school's language of instruction is not their mother tongue.
11. Where possible, the school ensures access to global information and recognizes the potential for wider communication through the availability and use of appropriate information and communication technologies (ICT).
12. The school takes advantage of the international network of IB schools teaching the same programme through e-mail or personal exchanges and attendance at conferences and workshops.

(IBO Programme Standards and Practices, September 2005)



IBO Standard A2 - Practices

9. The school attaches importance to **language learning** through the development of each student's mother tongue and the acquisition of other languages, including the host country language.
10. The school supports members of its community for whom the **school's language of instruction** is not their mother tongue.
11. Where possible, the school ensures access to global information and recognizes the potential for wider communication through the availability and use of appropriate **information and communication technologies (ICT)**.
12. The school takes advantage of the **international network** of IB schools teaching the same programme through e-mail or **personal exchanges and attendance at conferences and workshops**.

(IBO Programme Standards and Practices, September 2005)



IB Learner Profile

“The aim of all IB programmes is to develop **internationally-minded people** who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

(IBO Learner Profile Booklet, March 2006)



International-mindedness: what it's not (only)...

The Five “F”s:

- **Flag-waving**
- **Festivals**
- **Food**
- **Famous people**
- **Fashion**

(Quoted by George Walker, Former IBO Director General)



Three Examples of Good Practice

Private (fee-paying) Boarding School – Ethiopia Project, July 2005

“Over two weeks in July, the team of 7 students and three staff undertook the final phase of the Ethiopia 2005 project. By travelling to Wukro, a small town in the Amhara region of Northern Ethiopia, they were able to construct the three solar powered modules into the Alshaday orphanage and so provide electric lighting for the dormitories. This represented the completion of a two year project through planning, designing, purchasing and fund-raising phases.”

Three Examples of Good Practice



Ethiopia

“The pictures around this report help to illustrate the very special bond that was quickly established between the students and the children of the village, a bond that meant so much to everybody and which brought into sharp relief just how generous and giving those who have so little can be.”

(Master-in-Charge)



Three Examples of Good Practice

6th Form College –

Eurolink Project, March 2006

“It was a very interesting experience for me to go on an educational trip to Italy. I truly enjoyed the first moment we arrived at the airport, until we departed from the school on Saturday morning. My host family were very nice and friendly people; I felt welcomed in the house and made a new friend. Also I liked the idea that of an international link, because I met a lot of people from different countries and cultures enjoyed working with them...”

Three Examples of Good Practice



Eurolink

“...The particular aspects of environmental science, such as “soil” were very useful and the data we collected I could use for future reference in my fieldwork. The level of teaching was very high and all the visits were thoroughly prepared and planned. Overall, my experience was amazing, I enjoyed most of it and there should be more trips like that in the future.”

(IB student)



Three Examples of Good Practice

State School –

Asia-Australia Experience, March/April 2006

“For some schools taking the students on a trip to the local city is a big deal. Here we take it a step or two further... The second Asia-Australia experience left on a 21 day tour to visit and work in the jungles and villages of Borneo, revel in the culture of Melbourne, and explore the exotic streets of Kuala Lumpur...”

Three Examples of Good Practice



Asia/Australia -

“These lucky individuals are the envy of everyone back at college but they worked hard to deserve their trip, fundraising and fact-gathering. The links built with the villages and with our sister school in Australia are invaluable, and we are planning many more joint ventures.”

(Project leader/CAS coordinator)

Other Examples?





International-mindedness: what it is...

The Three “C”s:

- **Cultural understanding**
- **Communication**
- **Collaboration**

+ Emotional Intelligence

(Quoted by George Walker, Former IBO Director General)

What is international education?

- Learning to know
- Learning to do
- Learning to live together
- Learning to be
- Celebrating diversity
- Understanding culture
- Global awareness
- Other ways of knowing
- Shared humanity

(Learning: the Treasure Within, The Delors Report, UNESCO 1996)

(Trends in international education and the IBO of the future, George Walker, IBNA, Québec, 1999)

What is international-mindedness?

- TOK, CAS, EE
- Subject-specific aims, subject content
- International nature of assessment
- Workshops, conferences, OCC, examining
- *Mission Statement, Learner Profile*
- Creating and consolidating links
- “Replacing myths and misunderstanding with knowledge and understanding” (Knell & Wartella)

- **Ubuntu**

“It is to say, ‘My humanity is caught up, is inextricably bound up, in what is yours.’” – Archbishop Desmond Tutu

- **First person singular; first person plural
- viewing our world not as ‘us and them’
but as ‘us and us’: “I am because we are”**