Knowing me, connecting to you

How can we embed International Mindedness in our schools?
Who we are: Hong Kong
Who we are: Hong Kong

Cross-Cultural, Bicultural, Third Culture Kids
English Schools Foundation

www.esf.edu.hk
Who we are: Our school

Clearwater Bay School
清水灣小學
International Mindedness

shared humanity & guardianship over the planet

Help create a better and more peaceful world through understanding and respect.

Lifelong learners

Inquiring, knowledgeable and caring young people.

Demonstrates the attributes of the IB learner profile.
Who we are as IB Schools

<table>
<thead>
<tr>
<th>Role</th>
<th>Attitude</th>
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<tr>
<td>Inquirers</td>
<td>Open-Minded</td>
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<tr>
<td>Knowledgeable</td>
<td>Caring</td>
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<tr>
<td>Thinkers</td>
<td>Risk-Takers</td>
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<tr>
<td>Communicators</td>
<td>Balanced</td>
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<tr>
<td>Principled</td>
<td>Reflective</td>
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</table>

Learner Profile and Attitudes remain central
The school develops and promotes international-mindedness and all the attributes of the LP across the school community.

The school ensures access to information of global issues and diverse perspectives.

The written curriculum promotes students awareness of individual, local, national and world issues.

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Teaching and learning addresses human commonality, diversity and multiple perspectives.
IB Teachers beliefs: Research update
Circle of Viewpoints
Perspectives

How could a global citizen be defined?

Oxfam: Educating for Global Citizenship
Today’s sharing and focus:
Aim of the sessions

Consider how, as PYP Schools, we could continue to promote, develop and embed International Mindedness in our schools
Aim of the sessions

Share ideas and processes we are going through to create and innovate practices to promote and embed IM, as well as educate the broader community.
Aim of the sessions

Transfer

the learning and ideas from all our schools, as we all continue to promote, develop and embed IM in our IB schools
Today’s conversations and ideas
Today’s conversations

Connect, Extend, Challenge

- How are the ideas and information CONNECTED to what you already know?
- What new idea did you get that EXTENDED or pushed your thinking in new directions?
- What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings, puzzles do you know have?

<table>
<thead>
<tr>
<th>Connect</th>
<th>Extend</th>
<th>Challenge</th>
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</table>
Pause n Reflect
Challenging our perceptions
The challenge

How can we enable this to happen?

Promote / Develop

Address

Embed
Who we are

- Family Culture
- School Culture
- Host Country Culture
- Cross Culture
- Country Culture
- Food and Drink
- Festivals Celebrations
- Expectations
- Traditions
- Beliefs and Values
- Personal Identity
- Perspectives
- Connections
- Behaviours
- The Arts
How do we connect, understand and reflect?
How do we connect and remain open-minded?
How do we connect, reflect and respect?
How do we connect without judgment?
Where our conversations started

Even better if ........
How truly internationally minded are we?
Where our questions started

Embed

How do we develop the depth we want?
Reconsidering the iceberg analogy

Can see

Often unaware

Fig. 1: The iceberg concept of culture

Fine arts  Literature
Drama  Classical music  Popular music
Folk-dancing  Games  Cooking  Dress

Notions of modesty  Conception of beauty
Ideals governing child raising  Rules of descent  Cosmology
Relationship to animals  Patterns of superior/subordinate relations
Definition of sin  Courtship practices  Conception of justice  Incentives to work
Notions of leadership  Tempo of work  Patterns of group decision-making
Conception of cleanliness  Attitudes to the dependent  Theory of disease
Approaches to problem solving  Conception of status mobility  Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc.  Definition of insanity
Nature of friendship  Conception of "self"  Patterns of visual perception  Body language
Facial expressions  Notions about logic and validity  Patterns of handling emotions
Conversational patterns in various social contexts  Conception of past and future  Ordering of time
Preference for competition or co-operation  Social interaction rate  Notions of adolescence
Arrangement of physical space  Etc.

Why do we believe it’s important that our students are indeed internationally minded?
How do we think *we* are global citizens?
Whose viewpoints are we considering

Leaders of learning (School IBO)

Parents / the home / the community as partners in learning

Students in the center as the focus participants in their own learning
What are our spheres of influence

The areas and elements we **can control**

The areas and elements we **can influence**

The areas and elements we **cannot control**
Really knowing “me” first

Considering how I see “me” – then understand you
The challenge

How can we enable this within our schools?

Promote / Develop

Address

Embed
Why is learning about IM essential?
Implications: So what now?
Implications: What were we doing?

Implications: What were we not doing?
Current questions and challenges

What do we think, know and understand as a whole school community?

In what different ways can we develop and embed IM?

How do we educate everyone so we build a whole community understanding?
What is our definition of IM?
A learning community working together to develop internationally minded students who act to make a better world.

Are we really honoring International Mindedness?
Iceberg Measure: Where are “we” digging?

Can see

Unaware
What do our students think and say?
World Map: Perceptions
World Map: Perceptions
World Map: Perceptions
World Map: Perceptions

Russia

- Spies
- Vodka
- Ballet
- Cold War
- Chess
- Gold
- Nuclear
- AK-47
- Kremlin
- Snow owls
- Tretyakovsky
- Matryoshka
- Literature
- Terrors
- Pollution
- Nobel Peace Prize
- Sugar beet
- Revolution
- Caviar
Questions asked

1) What do you understand when I say “being internationally minded?”

2) How do/should internationally minded people behave?

3) How do you learn about being “internationally minded?”

4) What do teachers need to do “more of” to teach us about international mindedness?
Teacher vs Student perceptions?
Is it within the hidden curriculum?
Student Voice: The Research says

What were the aspects of school that developed your understanding of international mindedness

(3000 students from 57 Schools)

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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Interacting with students from different cultures</td>
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<tr>
<td>2.</td>
<td>Teachers: what they shared, they said and how they behaved (Role Models)</td>
</tr>
<tr>
<td>3.</td>
<td>Formal Curriculum : How this was presented to us</td>
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<tr>
<td>4.</td>
<td>Informal school activities</td>
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<tr>
<td>5.</td>
<td>Interacting with our local community and the people that are part of this</td>
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</tbody>
</table>

Jeff Thompson: Presentation in Hong Kong: 2013
Pause n Reflect

What would your students say?
Inspiring possibilities
What happens when we lift the lid?

What’s packaged inside your school’s “tin”?
Creating opportunities for conversations and connections

Creating deeper thinking from beneath the iceberg
Curriculum Connections

Global

National

Regional

Personal

Local
Consideration before UoI starts

**Personal:** Self/family/village
- What do I have access to?
- Does everyone?
- Is this a right?
- Would I do without?

**Local:** Asia/china/HK
- What does access to water/natural resources look like in China? (Rural?)
- Is it equal? Fair?
- Is it respected?

**Global:** Across the globe
- Other countries -
  - What are the trends?
  - What is the impact?
  - Solution?
## CWBS Unit of Inquiry overview 2012 -2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>29 Aug—7 Sep: How we organize ourselves.</td>
<td>16th Sep—19th Oct: Who we are.</td>
<td>25 Oct—7th Dec: How the world works.</td>
<td>7th Jan—22nd Feb: Where we are in time and place.</td>
<td>25th Feb—15th April: Sharing the Planet:</td>
<td>8th May—14th June: How we express ourselves. Celebration is expressions of shared beliefs and values</td>
</tr>
<tr>
<td></td>
<td>(Balanced choices)</td>
<td>(Friendships)</td>
<td>(Materials behave and interact in different ways (Properties, uses of materials))</td>
<td>(Interpretation of artifacts (Toddlers and Toys))</td>
<td>(Plant sustain life on earth and play a role in our lives (Identify, Protect, Value))</td>
<td>(Animals and people interact with ecosystems)</td>
</tr>
<tr>
<td>2013</td>
<td>20 Aug—5th Oct: Who we are.</td>
<td>8th Oct—30 Nov: How we express ourselves.</td>
<td>3rd Dec—25th Jan: Where we are in time and place.</td>
<td>3rd Dec—1st Feb: Sharing the Planet:</td>
<td>8th April—15th May: How the world works.</td>
<td>21st May—28 June: Sharing the Planet:</td>
</tr>
<tr>
<td></td>
<td>(Awareness of our characteristics (Mr Men))</td>
<td>(Stories can engage)</td>
<td>(Homes: local cultural / environmental influences)</td>
<td>(Transportation systems)</td>
<td>(Living things go through change (Life cycle))</td>
<td>(Animals and people interact with ecosystems)</td>
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<td>5th Sept—5th October: Who we are.</td>
<td>8th Oct—7th Dec: How we express ourselves.</td>
<td>10th Dec—1st Feb: Sharing the Planet:</td>
<td>20th Feb—22nd Mar: Where we are in time and place.</td>
<td>8th April—15th May: How the world works.</td>
<td>20th May—28th June: How we organize ourselves. Products—how they are made and get to us (Field to Table)</td>
</tr>
<tr>
<td></td>
<td>(Balanced choices)</td>
<td>(Through the arts people express themselves and convey their uniqueness (Visual Arts and me))</td>
<td>(People make choices—using the Earth’s Resources (Reduce, Reuse, Recycle))</td>
<td>(Ancient civilizations, connecting past and present)</td>
<td>(Understanding and use of forces (incl: Air as one example))</td>
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<tr>
<td></td>
<td>27th Aug—5th October: How we express ourselves.</td>
<td>8th Oct—30 Nov: Who we are.</td>
<td>3rd Dec—1st Feb: Where we are in time and place.</td>
<td>4th Feb—22nd March: How the world works.</td>
<td>8th April—15th May: How the world works.</td>
<td>26th May—27th June: How we organize ourselves. Understanding Economics and Trade</td>
</tr>
<tr>
<td></td>
<td>(Visual Arts through the lens of different cultures (Art in different cultures))</td>
<td>(Reviewing: Beliefs and Values that make us who we are (Faith, Tradition, Role Models))</td>
<td>(Use of spaces and facilities and how people use them (Structures, places, spaces))</td>
<td>(Changes in the earth impacts on the way people live their lives (Natural Disasters))</td>
<td>(Living things share, compete and impact upon the environment (Biodiversity / Adaptation))</td>
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<tr>
<td>2014</td>
<td>27th Aug—9th Oct: Where we are in time and place.</td>
<td>29th Oct—7th Dec: Sharing the Planet:</td>
<td>10th Dec—8th Feb: How the World Works:</td>
<td>10th Feb—22nd Mar: Who we are:</td>
<td>13th May—20th June: How we express ourselves:</td>
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<td></td>
<td>(From discoveries and new understandings)</td>
<td>(Access to equal opportunities / distribution of wealth (Water))</td>
<td>(Materials undergo changes that provide challenges and benefits to society (Parent Happening))</td>
<td>(Creating organisations to support human enterprise (Workplace))</td>
<td>(Create or manipulate messages (Media / Advertising))</td>
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<td></td>
<td>(Significant events / inventions over time (History of))</td>
<td>(Energy converted—used to support human progress)</td>
<td>(People interact and communicate using the arts (Chinese Culture and Arts))</td>
<td>(Organisations make decisions that make differences (NGO’s and Charities))</td>
<td>(Exhibition)</td>
<td>(Challenges experienced at different stages of the (Decisions, PSE KGV))</td>
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Moving beyond simple translations to comparisons
Similarities and Differences are key

- Attitudes
- Values
- Learner Profile attributes
- Beliefs
- Customs
- Celebrations (Why)
- Perspectives
- Behaviour
- Feelings
- Everyday life and living
Similarities and Differences are key
Similarities and Differences are key
Similarities and Differences are key

- Next to Red Sea
- Dusty, dry, little rain
- One tree planted by
  Dr Gordon Soto = trees
  for mangroves =
  Started a planting project
- Many women workers came
to help = got paid
- Animals have food nearly
  firewood, meat, milk
- Sea creatures can hide
  in roots
  - Catch fish, eat & sell
- Other countries

- Africa
- Placing trees
- Change true
- Taking action
- Women
  made a new forest
  carried on in other
  countries
- Born "pobos"

- Grow up here
- Next to Mount Kenya
- Helped harvest, collect
  firewood, village life
- Goes to University (PHD)
- Comes back = bad change
- Villagers suffering
- Plants seedlings
- Tells village women her
  idea
- Women take action
  in other villages = got paid
- Government locks her
  in jail
- Women carry on planting
  = 300 million
- Food, trees, happy people
- Nobel Peace Prize
  2004

- Growing up in different
countries
- Growing up in different
countries
- We need to make
difference together
Critical Literacy collections

Similarities and Differences
Critical Literacy: Critical Thinking

Stone Soup

There's a shiny stone. (Naia)
When the old man put the stone in it was magic. (Kiara)
The stone is just a stone. (Theo)
I don't think it's magic. (Tommy)
He's just pretending. (Maya)
He just wants to get in the house to rest. (Mara)
The old man gets the lady to add vegetables to make it yummy. (Danielle)
He's TRICKING her!

Stone Soup

Longer Story

houses look like Hong Han Temple

Set in China

Set in olden times

both are soup

different characters (monks)
go to someone's house

different vegetables

DIFERENT

pot stones tricks!
Strategically building an IM collection

Collaboratively creating book lists and book collections
How do I connect with this story?

Book Title: **Window**

My connection to this book: I am an eco-warrior and the book is about the world. Because: the world in the book is getting worse and I try to prevent that.

Jade 5G

---

Book Title: **Return to Sender**

By Julia Alvarez

This book is like my life. Australia when my family lived on a animal farm, because: In the book there is a boy called Tyler he is like my older brother.

Hannah 4R

---

Book Title: **Wangari’s Tree of Peace**

My connection to this book: is that in our inquiry and it is about resources.

because: because I have been learning about resources.

---

Book Title: **Day of the Dragon King**

My connection to this book: is that I’m from China and because: This book is about ancient China, therefore, I want to read more about it.

Feli
Bilingual Language Bazaar

Celebrations across our cultures
Second language learning

How do we promote, celebrate and explore this?
Mother Tongue inclusion and programmes

Where are our authentic opportunities?
Assemblies: Community connections

School-wide discussions and learning
Meaningful Digital Platforms

Primary School: age of students

Primary School: Accessible: ability

Primary School: Interests levels

Primary School: tangible connections

Tools, Sites, Connections, Organisations
Global Digital Citizens

http://fluency21.com/

Twitter: @leecrockett
Peer to Peer: Personal interactions

We are currently exploring and creating “international blogs” shared between two classes, from different places across the world - and are committed to a years shared journey together.

- Instant and interactive
- All can see and communicate vs 1 only
- Way students interact with world already
- Purposeful and personal
- Exploring questions we ask (more below the iceberg)
Celebrating Key Days and Dates

How does this connect to us?        What does this mean to us?

Purposeful

Connected

Relevant

Meaningful
Regular connections: IM through the Arts

Expressing ourselves, respecting others expressions of themselves
Clubs, Groups, Guest Speakers
Fundraising: Real passion & purpose

Need to explore, discuss, reflect and believe in the need
Possible IM Passport: Collections

Contents could include:

- Pages with continents names – allowing for photos, comments, critical literacy, facts, comments, cut outs
- Learner profile and Attitudes
- Learning connections – UoI, Class, School wide
- Similarities and Differences I have noticed

Connections across many cultures

From: http://delightfulchildrensbooks.com/read-around-the-world
Creating opportunities for conversations, connections

Using deeper thinking from the bottom of the iceberg
What happens when we lift the lid?

What’s packaged inside your school’s “tin”?
How could we dig deeper in our icebergs?
Transfer and Educate

Who do we need to inform?
How do we need to inform?
Welcome to the latest copy of Links to Learning; our school curriculum newsletter, providing you with academic information and activities related to the teaching and learning experiences your children are part of at CWBS.

Our aim is to provide you with some ideas about the curriculum and education happening here, as well as include some great activities to do with your children. We publish this newsletter to keep you informed of updates from our classes as well as provide ideas and examples of a range of thinking and learning skills you can all connect to.

Through participating in many of these activities and ideas, you can build up some enjoyable ways to inspire and extend your children's learning experiences. This will also help us all gain a greater understanding of how our curriculum and learning encompasses a variety of skills. The "inquiry experience" is a truly dynamic opportunity of personal learning for all.

Knowing Me: Connecting to you

A driving force behind the PYP (Primary Years Programme) is a deeply held philosophy stated in the IBO's mission statement; namely: to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IBO 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.

This is the type of student the IB hopes will graduate from a PYP school, the kind of student, who in the journey to establish a personal set of values, will be laying the foundation upon which international mindedness will develop and flourish.

In the PYP, it is recognized and appreciated that students come into the programme from various backgrounds and with a wealth of experience. Thus a PYP school is a school, that regardless of location, size or constitution, strives towards developing an internationally minded person.

At CWBS our Guiding Statement, as displayed on the large banner in the playground reads:

We develop International Mindedness (IM) within all our teaching and learning, through our own Programme of Inquiry, which is structured around all the units of inquiry that we explore across each year (Y1-Y6). As each of the units evolves over the six week period, the class together looks at personal, local and global connections to the big ideas being inquired into. In addition to this, we make connections to international celebrations, world celebrated days, cultures within our communities, music, critical literacy and other facets of IM and soon will be launching an IM page on our CWBS learning platform called Choot.
Questioning: It makes a difference .......

In a global conversation; It makes a difference ............

What you
* say * think * do * dream
* understand
* Create * invent
* feel * decide * Value

If you
* Care * trust * smile
* praise * judge * risk
* laugh * invite
* give * plan * listen
* empathise

How you
* question * talk * share
* live * thank * act
* teach * learn
* play * work
* Communicate

Thinking Globally: Julia Browett, 2008
They way we see ourselves
The way we others see us

Questions to consider when we work with students and children: Our view and their view is often connected and we need to be aware of the messages we are consciously / unconsciously sending them, as we discuss our perspectives.

How do we become the people we are?
What shapes the way we think, feel, act?
What makes us unique?
What makes us the same as others?
How do we see ourselves?
How do others see us?
How does who I am affect the way I see and treat others?
What helps us all feel good about ourselves?
What stops people feeling good about themselves?
How do we feel about ourselves going in the future?
New pope supports football team

Last week a new man became the head of the Roman Catholic Church. The head of the Roman Catholic Church is called the pope.

The new pope comes from Argentina, where he was a big fan of a football team called San Lorenzo.

This weekend, San Lorenzo won their match against another team.

Many of the fans wore the kind of clothes associated with certain Christian priests, which are long robes.

This weekend the San Lorenzo players also had special pictures of the pope on their jerseys.

Quick Quiz

1. Why are San Lorenzo fans called “Crows”?
2. Who was the pope’s favourite team named after?
Having the conversations

Within and beyond the school
T.C.K student perspectives
IBO statement reads:

Schools need to consider whether students are making connections between life at school, life at home and life in the world.

How do we honour IM in our schools?
Freshest thinking

Iceberg Measure: Where are “we” digging?

Similarities and Differences are key

Having the conversations

Within and beyond the school
Ongoing sharing of information

Where is our community understanding now?

International Mindedness Parent Information Evening

Join us for a presentation around what it means to be internationally minded, what this looks like for our students, for ourselves, how we can connect to exploring and understanding international mindedness, and share in our current journey as global citizens.

CWBS School Hall
Paying it Forward as IB professionals

http://goo.gl/kd9cb  #cwbspyp

Collaborative contributions by all
Your perception of me is a reflection of you;
My reaction to you is an awareness of me

Unknown
"Sometimes you need to look at Life from a different perspective."
References and Acknowledgments:

Photos: National Geographic: http://photography.nationalgeographic.com/photography/photo-of-the-day/people-culture/


Jeff Thompson: Presentation at Hong Kong University: March 2013

CWBS Teachers and Students: Videos, Photos, Student work and activities www.cwbs.edu.hk

English Schools Foundation, Hong Kong: www.esf.edu.hk

TCA’s: http://vimeo.com/41264088

Various Images: Google Images.com