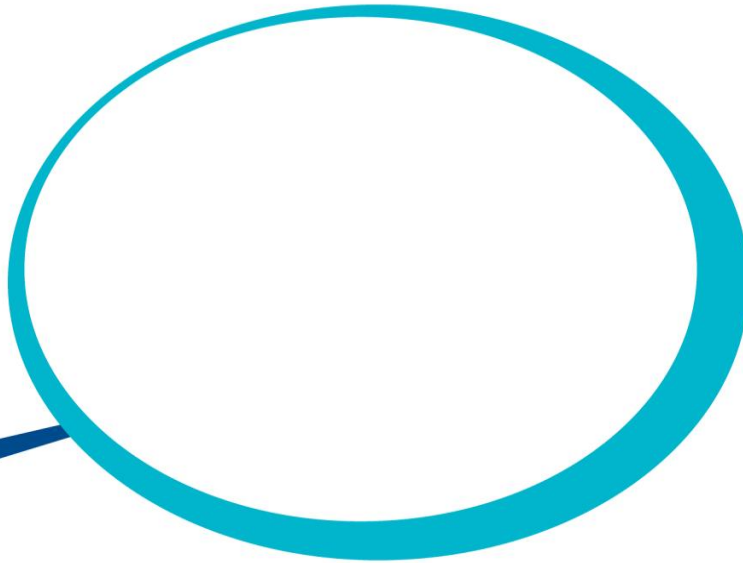




**IB AFRICA, EUROPE & MIDDLE EAST  
REGIONAL CONFERENCE 2014  
ROME • 16–19 OCTOBER**





## **IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014**

**ROME • 16–19 OCTOBER**

# **HOW DO WE KNOW WE ARE INTERNATIONALLY MINDED IN A NATIONAL SCHOOL?**

Melanie SWETZ & James SWETZ  
Bilkent Erzurum Laboratory School / TURKEY

# This presentation is not about:

- Agreeing on a common definition of *International Mindedness*.
- Developing a curriculum for teaching *International Mindedness*.
- Promoting the term *International Mindedness* over other concepts and terms like global awareness, internationalism, global literacy, international capabilities, or intercultural sensitivity.
- Presenting research on the effectiveness of teaching *International Mindedness* in schools.
- Exploring intimate ties between cultures.



# From this presentation you will learn:

- There is a plethora of related and overlapping terms on the subject.
- What *Global Culturalism* is.
- How BELS defines, implements and measures *International Mindedness*.
- What you can do in your schools.





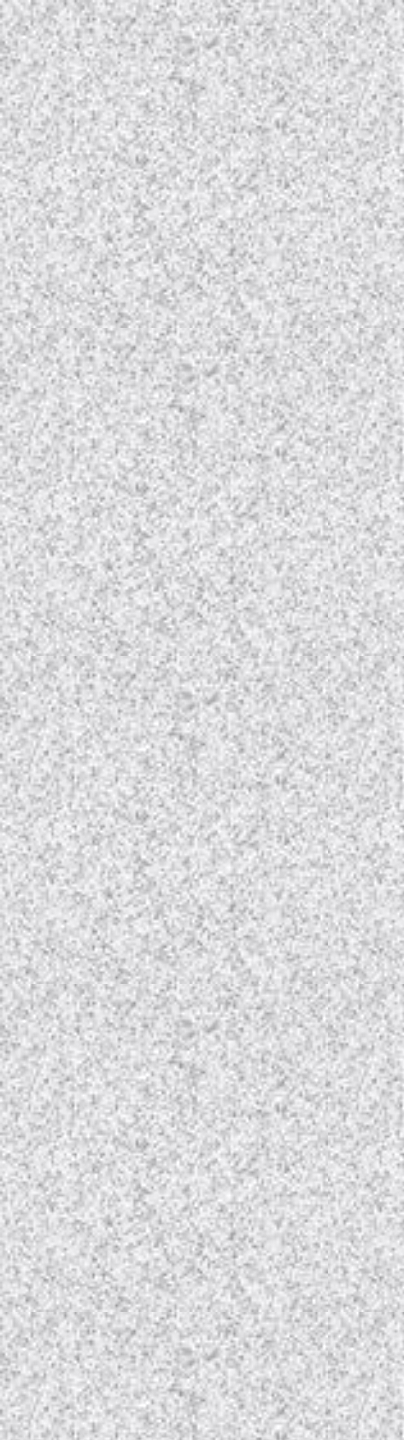






2007













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Welcomes You  
Birthplace of  
George W. Bush

We Apologize.

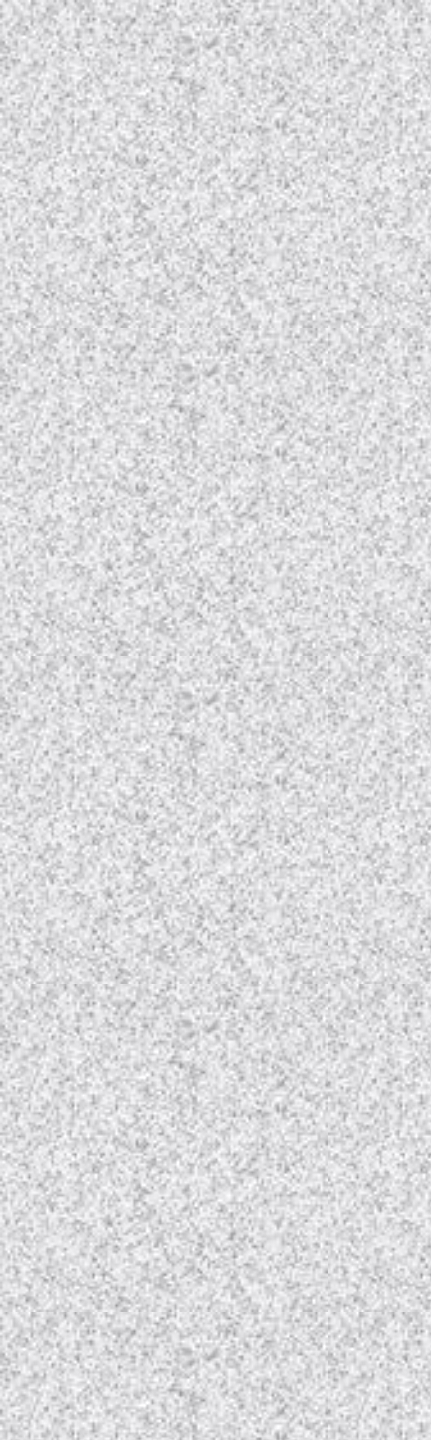
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# WHAT IS INTERNATIONAL MINDEDNESS?





10/13/2014

What is international mindedness?

[ibo.org](http://ibo.org)

[Online curriculum centre](#)

[Blogs](#)

[Global engage](#)

[IB store](#)

[IB Answers](#)

## - What is international mindedness?

Published 01/17/2012 12.34 AM | Updated 08/06/2014 09.35 PM

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The IB describes attributes of international mindedness in the IB learner profile.

Education for international mindedness values the world as the broadest context for learning, develops conceptual understanding across a range of subjects and offers opportunities to inquire, act and reflect.



[English](#) | [Français](#) | [Español](#)

## IB learner profile

The IB learner profile is the IB **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.

Read the full **IB learner profile** (174 kb, PDF)

## IB learners we strive to be:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective.



# IB learner profile

The aim of all IB programmes is to develop **internationally minded** individuals, **guardianship of the planet**, **peaceful world**.

As IB learners we strive to be:

## INQUIRERS

We nurture our 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 and ideas that **global significance**.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

**more than one language** confidently and creatively in more than many ways. We collaborate effectively, respecting perspectives of other individuals and

## 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 analyse the world around us, as well as the values, **our own cultures and traditions of others**, and seek to understand the range of points of view from the experience.

## CARING

We show empathy, compassion and respect. We have a 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 challenges and change.

## BALANCED

We understand the importance of balancing different aspects of ourselves and others, **with the world**—to achieve cognitive and emotional balance and to recognize our interdependence with other people and live.

## REFLECTIVE

We thoughtfully **consider the world** and our own experiences, strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**





# THE HANDBOOK FOR EVALUATORS



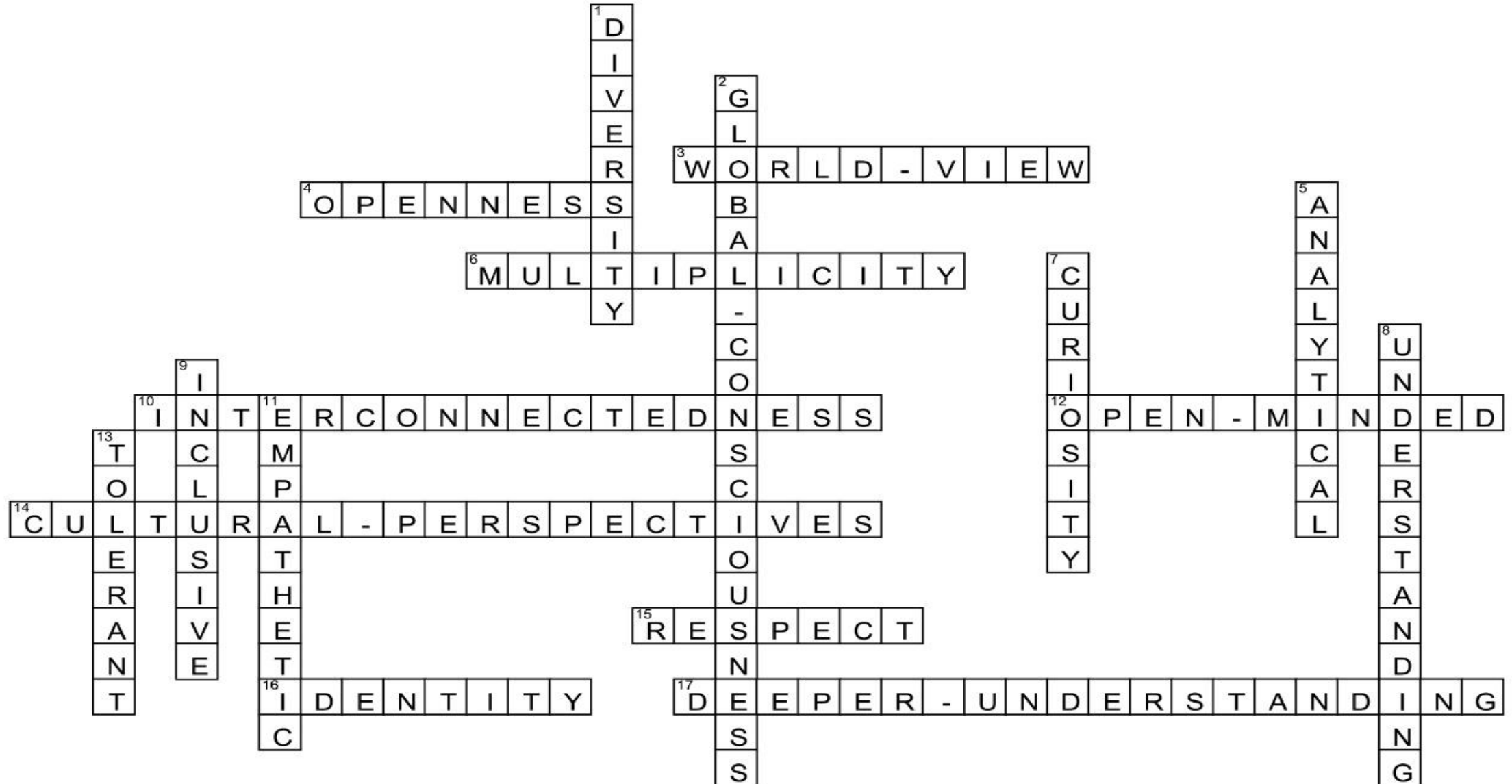
# WHAT IS INTERNATIONAL MINDEDNESS?





# International Mindedness

## Attributes





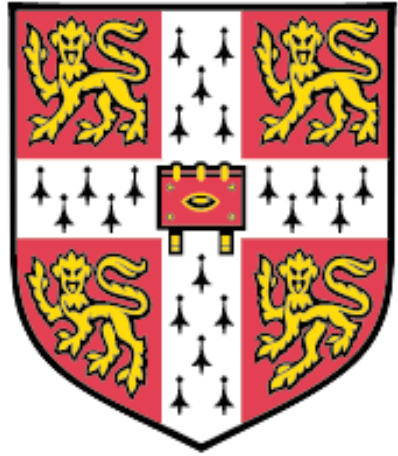
# WHAT IS INTERNATIONAL MINDEDNESS?







**ALJAZEERA**  
AMERICA



# CAMBRIDGE

## International Examinations

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*Excellence in education*



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***MEDECINS SANS FRONTIERES***  
***DOCTORS WITHOUT BORDERS***





**GREENPEACE**

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والتوحيد  
الافتراسلامية





SAMSUNG

삼성전자

SAMSUNG ELECTRONICS







# CAMBRIDGE

International Examinations

*Excellence in education*





**international**

international  
sensitivity

globally  
minded

**multiculturalism**

international

capabilities

**culturally**

cultural diversity **global**

**interculturalism**

**culture**

**sensitive**

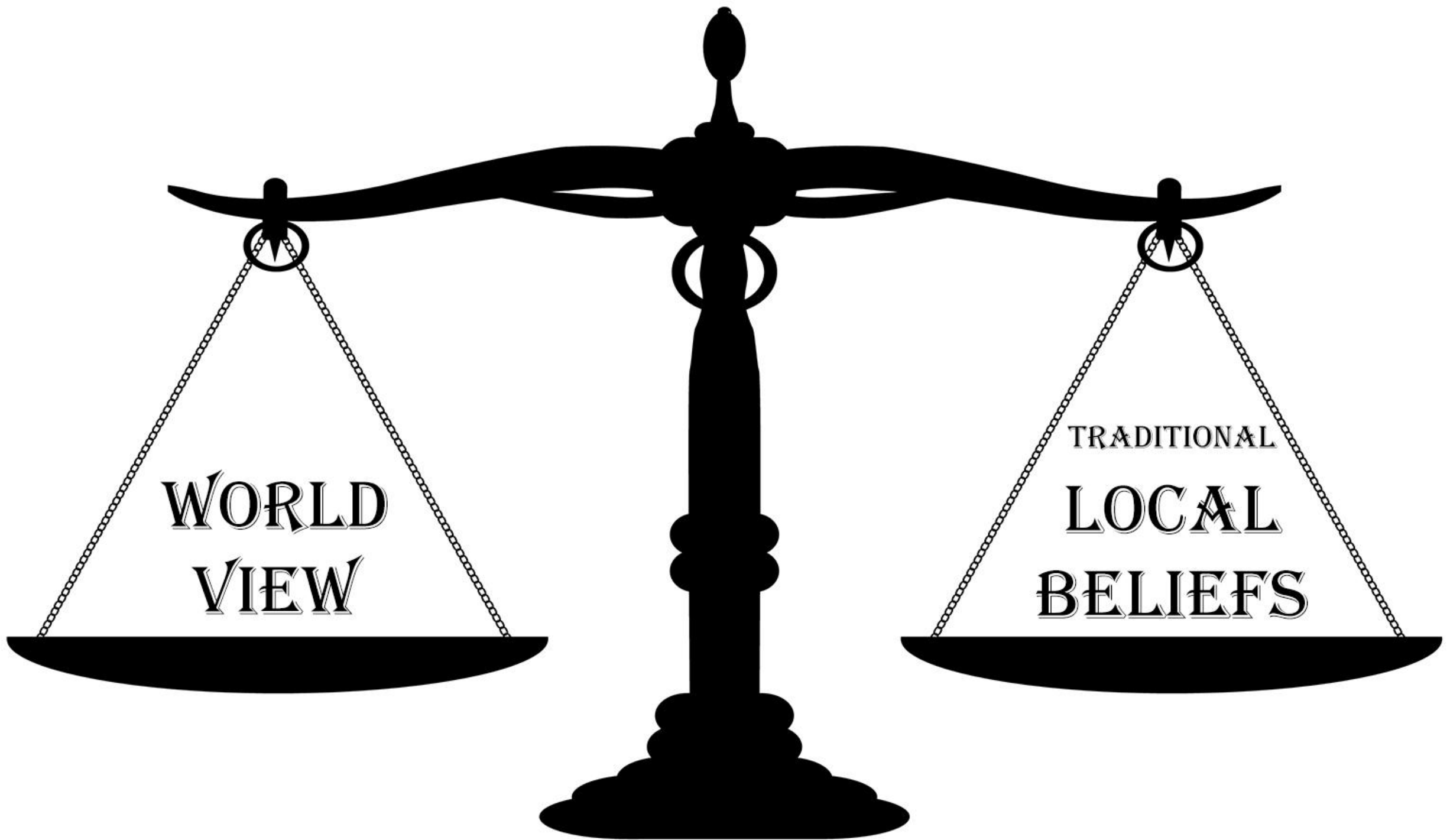
**biculturalism**

**citizenship**

**global mindedness**

**internationally minded**





WORLD  
VIEW

TRADITIONAL  
LOCAL  
BELIEFS

international  
sensitivity  
multicultural  
intercultural  
globally minded  
diversity  
international  
capability  
culture  
sensitivity  
international  
global minded  
citizenship  
global minded  
global citizenship  
international  
intercultural  
biculturalism  
global minded  
global citizenship





# GLOBAL CULTURALISM

**international**

international  
sensitivity

globally  
minded

**multiculturalism**

international  
capabilities

**culturally**

interculturalism

**culture**

**sensitive**

cultural diversity **global**

**biculturalism** **citizenship**

**global mindedness**

**internationally minded**









# WHAT IS INTERNATIONAL MINDEDNESS AT OUR SCHOOL?





# HOW DO OTHER SCHOOLS DEFINE INTERNATIONAL MINDEDNESS?















“Bilkent Erzurum is founded as an exemplary educational institution not only for Turkey but also for the world.”

*exemplary – Turkey – world*









## International Mindedness

- Respect for differences
- thinking
- understand uniqueness & different needs
- Empathy
- open-minded
- helpful

home perspective

There are some...  
Because of my...  
area  
- work place -  
- the necessity of...  
- technological develop...  
- Empathy. I know...  
someone out there who...  
like to learn about...  
so I need to prepare...

respectful by the...  
no needs & differ...  
minded empathy

## Minded Person

change/adapt while...  
from others...  
to travel...  
more than just...  
country...  
others...  
differences...

## INTERNATIONALLY MINDED

11 December 2013

Group definitions by elementary and high school faculty:

- a) Internationalism is:
1. having a global perspective
  2. being a global individual
  3. [redacted], not bad
  4. thinking beyond your home country
  5. globalization
- Internationalism is looking beyond your home country to form a global perspective; it is [redacted], not bad.
- b) Internationalism is to be open, [redacted] respectful, tolerant and accepting of others' [redacted] and beliefs.
- c) Internationalism is being [redacted] respectful by thinking [redacted] [redacted] having an interest in all [redacted] [redacted]
- d) An internationally minded person [redacted] towards the [redacted] [redacted]
- e) International mindedness:
1. [redacted] respect for [redacted]
  2. Thinking [redacted]
  3. Under [redacted]
  4. [redacted]

Words Repeated Frequently:

- Global
- Respect
- Tolerant
- Accepting
- Others
- Culture
- Open-minded
- World citizen
- Empathy
- Change/adapt

### Definitions of Internationalism or Intern

1. The condition or quality of being in... attitude.
2. Internationalism advocates a global attitude for the theoretical benefit of... for the principle of cooperation... sometimes as contrasted...
3. The principle of cooperation... sometimes as contrasted...
4. The belief that countries... trying to understand...

Education  
Internat  
Shared ex  
Inter-connec  
Safe  
Learn  
Travel  
Listen  
World re  
Dialog  
Hum  
Be



“An internationally minded person  
is open-minded  
about the common humanity of all people and  
accepts and respects  
other cultures, beliefs  
and the natural environment.

The internationally minded person  
takes action  
through discussion and collaboration  
to help build a better and peaceful world.”













# PEN PALS

Fourth Grade ENGLISH

Erzurum, Turkey – Alpine, Texas, USA



November 21, 2013

Dear Walt,

hallo! How are you? My name is Furkan. I am from Erzurum, Turkey. My school is called Elkent Erzurum Laboratory School. I am 8 years old. My birthday is December 16<sup>th</sup>. I have 1 brother. His name is Mehmet. My favorite color is red. I like to eat macarons. I like to play soccer with my friends. What do you like to play?

Furkan

Your friend,



November 21, 2013

Dear Rhya,

Hello! How are you today? My name is Nil. I am from Erzurum, Turkey. I have two sisters and one brother. My mother's name is Pınar. My father's name is Cem. My sister's name is Deniz and İnan. My school is called Elkent Erzurum Laboratory School. I do not have a pet. Do you have a pet? I like to eat pizza. What is your favorite food? I like to play tennis with my sister. What do you like to play?

Your Friend  
Nil Deniz Çi



November 27, 2013

Dear Alice,

hallo! My name is İbrahim. I am from Erzurum, Turkey. I am a student of Elkent Erzurum Laboratory School. I am 7 years old. My birthday is June 16<sup>th</sup>. I have 1 brother. His name is Mehmet. My favorite color is blue. I like to eat kebab. I like to play P-Boy. I like to play soccer with my friends. What do you like to play? Goodbye.

Your friend  
İbrahim



December 3, 2013

Furkan,

Hi! I am good. How are you? I am from Alpine, Texas. My school is called Alpine Montessori School. I like to play soccer and basketball. I am 8 years old. I am in 4<sup>th</sup> grade. What do you like to play?

Dear Alice

Hello! How are you? My name is Ayşe. I am from Erzurum, Turkey. My school is called Elkent Erzurum Laboratory School. I am 10 years old. My birthday is 10<sup>th</sup>. I have Heather and I like to play soccer. My favorite color is white. I like to eat hamburger. I like to play soccer with my friends. What do you like to play? Goodbye.

Your friend  
Ayşe



Dear Alex,

Hello! My name is Simon and I like to play soccer. I have two dogs and I like to play soccer. I like to play soccer with my friends. What do you like to play?

# The iceberg concept of culture

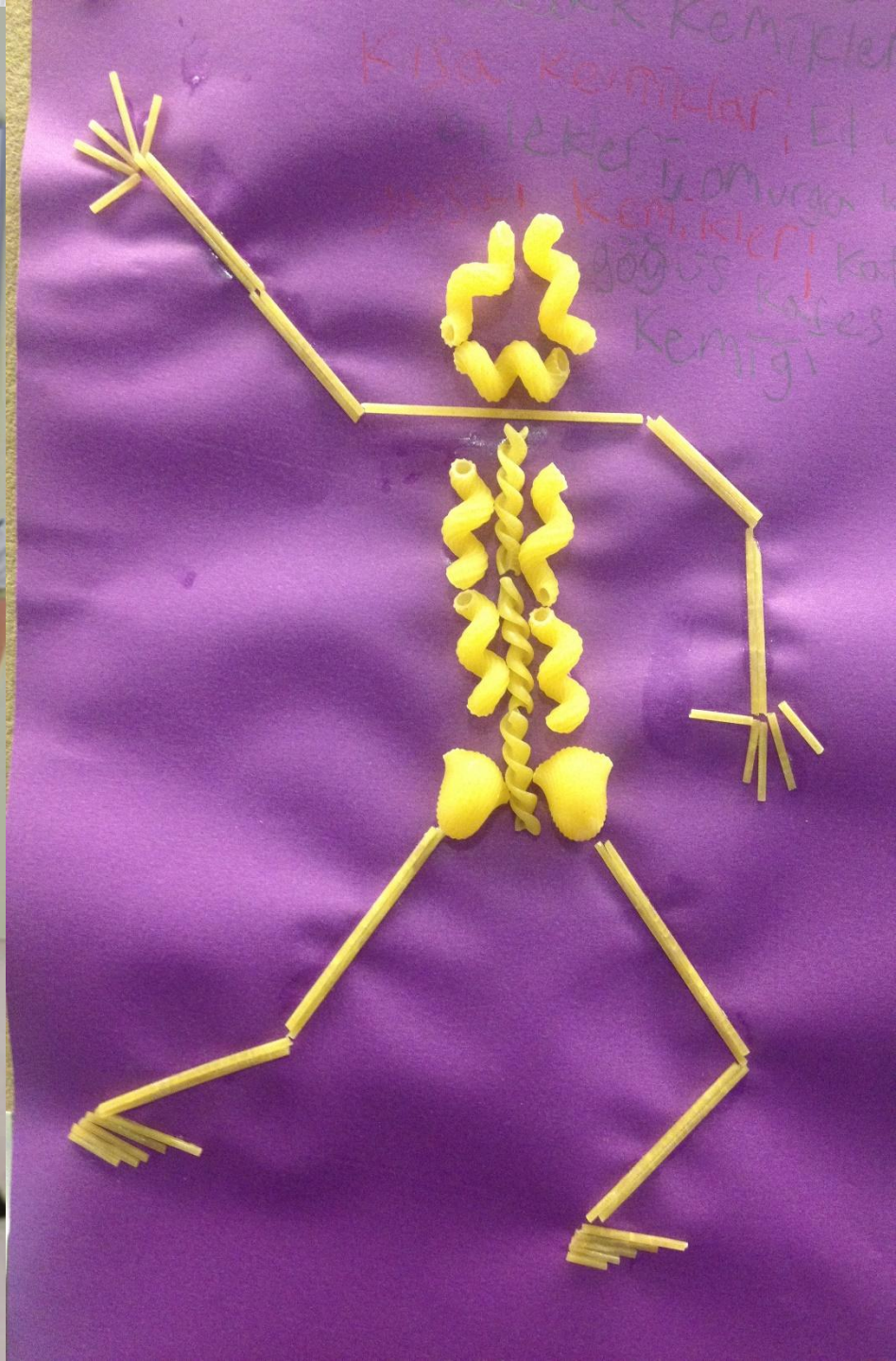
## *Primarily in awareness*

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

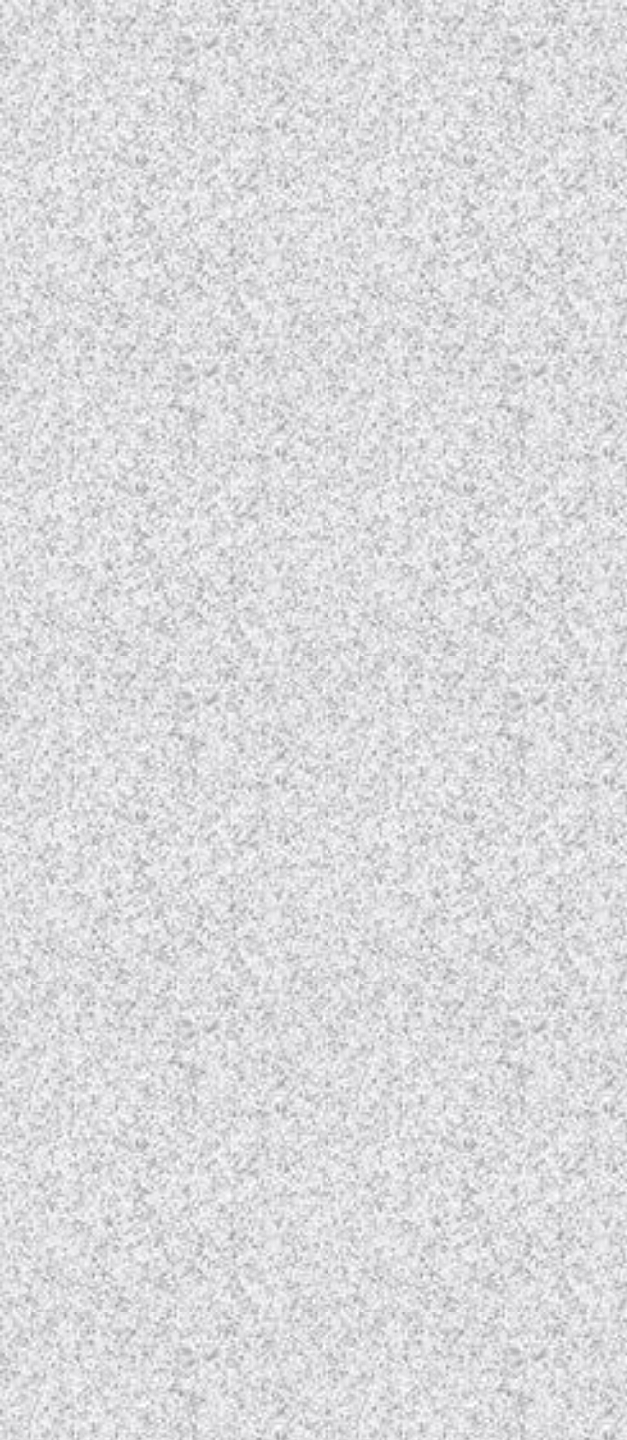
## *Primarily out of awareness*

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.

























Expand Reply Delete Favorite More



James Swetz @GDbels · May 11

#bringbackourgirls

On Mother's Day, our hearts go out to those who cannot celebrate with their high school daughters.

Collapse

Reply Delete Favorite More

10:52 AM - 11 May 2014 · Details



Reply to @GDbels



James Swetz @GDbels · May 10

Good luck to Kagan C in next week's Erzurum poetry recitation contest.

Expand

Reply Delete Favorite More



# HOW DO WE MEASURE INTERNATIONAL MINDEDNESS AT BELS?









# 3 STAGES

- identify
- elaborate
- structure



# 4 CORE STRENGTHS

- Bedrock
- Schema
- Social Cognizance
- Fellowships



## BEDROCK

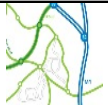


**How the school believes, practices, validates and reviews its international-mindedness and multi-culturalism.**



### ROUTES:

1. commitment to define global culturalism and identify its ideals
2. engagement in the building of global citizenship through the development of one's own cultural identity
3. alignment of school-wide resources with fundamental values and beliefs
4. evidence of respectful and sensitive attitudes toward persons different from oneself
5. academic diversity of the faculty and staff
6. values and benefits of the vision are understood and accepted by all constituents
7. informed decision-making and planning to confront racial, ethnic and religious discrimination



**ROUTES:** Evidence that illustrates progression on the path towards global culturalism.

**Step One: Identify** – Brainstorm what is present or thought to be present in the school's perceptions, processes and programs (Triple Ps).

**Step Two: Elaborate** – Collect what evidence currently exists and fill in the gaps of missing practices and definitions to document and assimilate them.

**Step Three: Structure** – Construct new frameworks to delineate and support the school's perceptions, processes and programs (Triple Ps).

### **BELS definition of "Internationally Minded".**

"An internationally minded person is open-minded about the common humanity of all people and accepts and respects other cultures and beliefs. The internationally minded person takes action through discussion and collaboration to help build a better and peaceful world."

## SCHEMA



The extent to which the curriculum and ethos reflect the school's directional beliefs as demonstrated throughout the organization.



### ROUTES:

1. involvement of local and multi-cultural elements
2. development and delivery of complementary programs
3. evaluation of programs for change and/or adjustment
4. acknowledgement of other histories and cultures
5. incorporation of cultural and social opportunities
6. discussions about global issues, critical and creative problem solving for the creation of a more peaceful and better world
7. cross-cultural links to other subjects
8. multi-cultural literacy programs articulated vertically and horizontally
9. co-curricular activities that support international programs



**ROUTES:** Evidence that illustrates progression on the path towards global culturalism.

### BELS definition of "Internationally Minded".

"An internationally minded person is open-minded about the common humanity of all people and accepts and respects other cultures and beliefs. The internationally minded person takes action through discussion and collaboration to help build a better and peaceful world."

**DIRECTIONS:** Choose at least 3 of these 'routes' and answer the questions or give examples. If you have time, you may do more than three. When you answer these questions, also mention the subject in which you give an example (e.g. IB Biology, IGCSE English literature, etc.).

1. In what courses are local and multi-cultural elements included?
2. In what 'extra' programs is there evidence of local and multi-cultural elements?
3. How are courses evaluated and adjusted to reflect teaching global culturalism?
4. In what courses do BELS students study other cultures and other histories?
5. In what courses are there social and cultural opportunities about others?
6. How are global issues discussed and problem-solved for a better world?
7. Give examples of cross-cultural links across different subjects.
8. Give examples of multi-cultural programs either across grade levels or across subjects within one grade level.
9. What co-curricular activities are available to students that support international programs.



## SOCIAL COGNIZANCE



How the school actively demonstrates its commitment to promoting a world view from the perspectives of others.



### ROUTES:

1. integration of international and inter-cultural understanding of global awareness and multi-culturalism
2. opportunities for first-hand cultural experiences
3. celebration of host and international heritage in meaningful and sensitive ways
4. engagement of students and parents
5. opportunities for international diplomacy and/or interaction
6. sensitivity to divergent needs and beliefs
7. global environmental awareness and responsibility modeled across the community
8. collaboration with people of other religions, cultures and life styles



**ROUTES:** Evidence that illustrates progression on the path towards global culturalism.

**Step One: Identify** – Brainstorm what is present or thought to be present in the school’s perceptions, processes and programs .

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## FELLOWSHIPS



**How the school supports an understanding of a shared humanity within and beyond the community that reflects peace, social justice and equity.**



### **ROUTES:**

1. cultural flexibility; student and teacher exchange; professional development; travel
2. orientation to international opportunities (universities, schools, organizations)
3. appreciation and understanding of diversity to promote a climate of mutual respect with institutions, organizations and associations
4. creation of a collaborative culture of interdependence
5. involvement in multi-cultural and social opportunities available within the host country



**ROUTES:** Evidence that illustrates progression on the path towards global culturalism.

**Step One: Identify** – Brainstorm what is present or thought to be present in the school’s perceptions, processes and programs (Triple Ps).

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# 4 CORE STRENGTHS

- Bedrock
- Schema
- Social Cognizance
- Fellowships



  
**IS**

INTERNATIONAL SCHOOL

*The official magazine  
for ECIS members*

Autumn  
Spring  
2013  
Volume 15 Issue 2



Focus on  
International-mindedness

Autumn  
Spring  
2014  
Volume 17 Issue 1

  
**IS**  
INTERNATIONAL SCHOOL



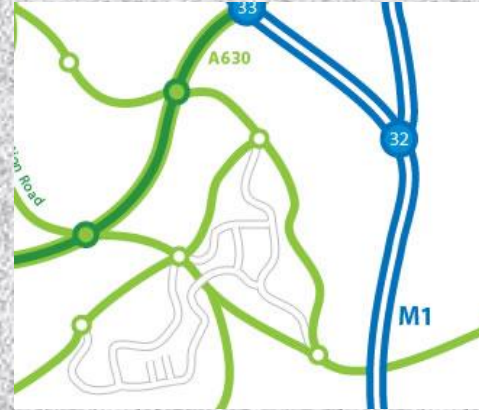
How internationally-minded  
is your school?





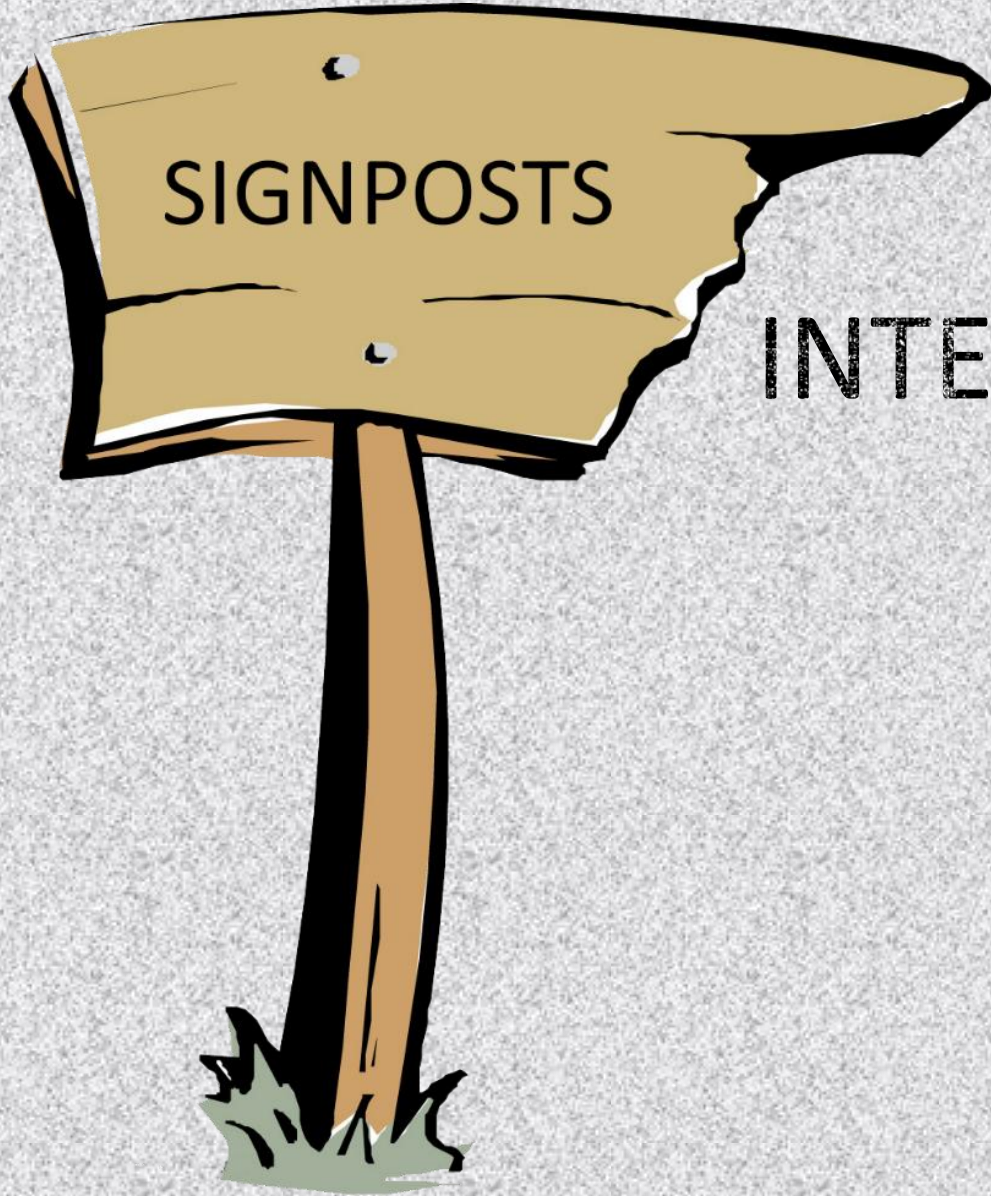


# BILKENT ERZURUM LABORATORY SCHOOL ROUTE









# INTERNATIONAL MINDEDNESS

# FIVE IMPLICATIONS

- Rather than question how internationally minded students are, ask what internationally minded students are capable of doing.
- An open-ended, multi-directional process of on-going reflection provides for clear-cut evidence of International Mindedness.
- International Mindedness needs to become embedded in the culture of the school.
- Global culturalism must be developed within both the daily curricular framework of the school and its ethos, and be demonstrable.
- A national school needs to develop strategies to actively address the concept of multi-culturalism.







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# NOW YOU'RE IM TOO!



**Melanie SWETZ**

[mswetz@bels.bilkent.edu.tr](mailto:mswetz@bels.bilkent.edu.tr)

**James SWETZ**

[jswetz@bels.bilkent.edu.tr](mailto:jswetz@bels.bilkent.edu.tr)

