

Knowing me, connecting to you



IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER

Traci Salter: ESF: Hong Kong

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

ESF
英基

www.esf.edu.hk




Who we are: Our school



Who we are as IB Schools

International Mindedness
shared humanity & guardianship over the planet

HELP CREATE A BETTER AND MORE
PEACEFUL WORLD THROUGH
UNDERSTANDING AND RESPECT.



DEMONSTRATES THE ATTRIBUTES OF THE
IB LEARNER PROFILE.

Lifelong learners
INQUIRING, KNOWLEDGEABLE AND CARING YOUNG PEOPLE.
THE HALL OF MIRRORS, WORDPRESS.COM 2013

Who we are as IB Schools

Inquirers

Open-Minded

Knowledgeable

Caring

Thinkers

Risk-Takers

Communicators

Balanced

Principled

Reflective



Learner Profile and Attitudes remain central

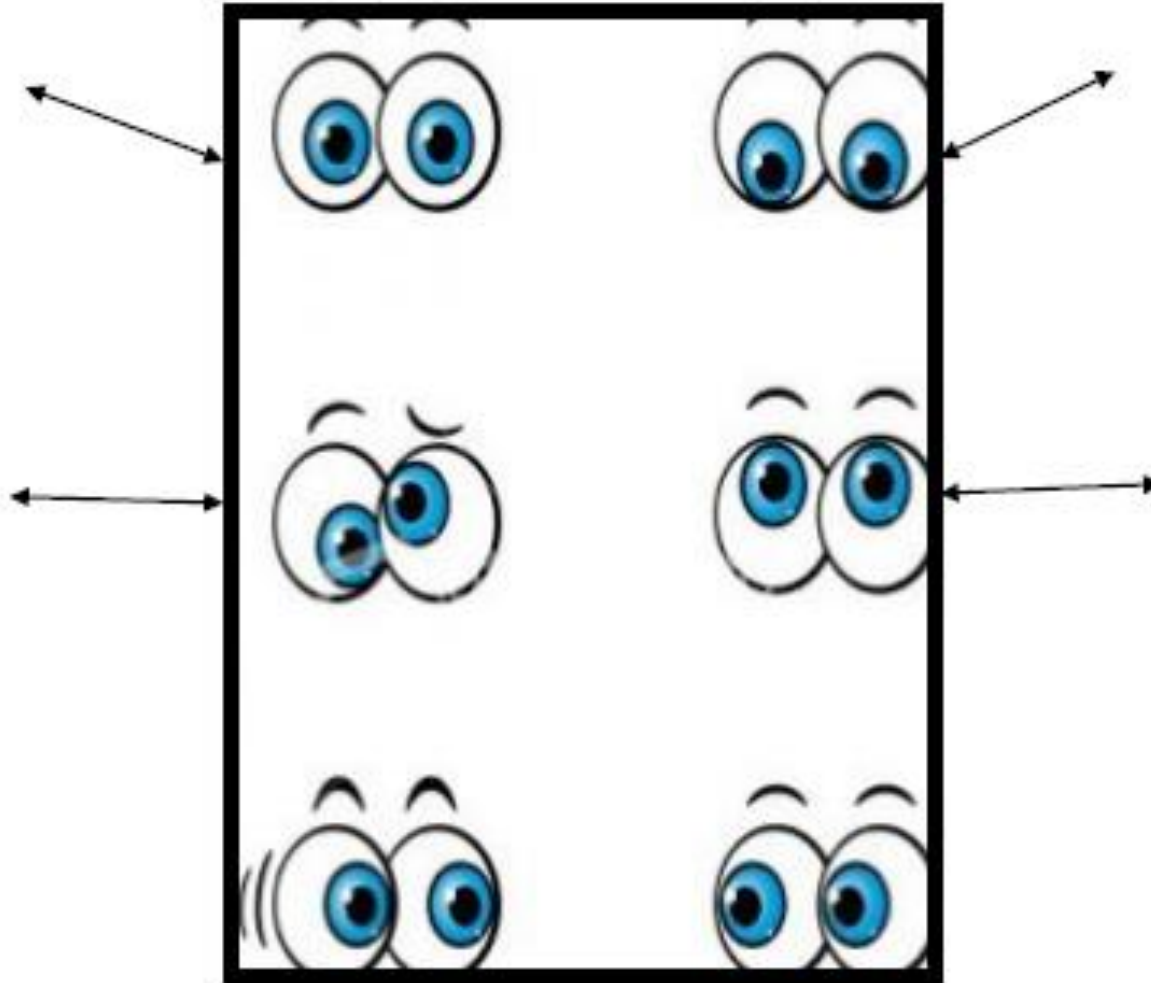
PYP Standards and Practices

- 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



The Global Citizen

Oxfam sees the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

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?

Connect	Extend	Challenge

Pay it Forward



<http://goo.gl/kd9cb>

Collaboration and Sharing

Pause n Reflect



Challenging our perceptions



The challenge



How can we enable this to happen?

Who we are



Family Culture



School Culture

Cross Culture

Country Culture

Traditions



Beliefs and Values

Personal Identity



Perspectives

Connections

Behaviours

The Arts



Food and Drink



Expectations



Festivals
Celebrations



Host Country
Culture



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?



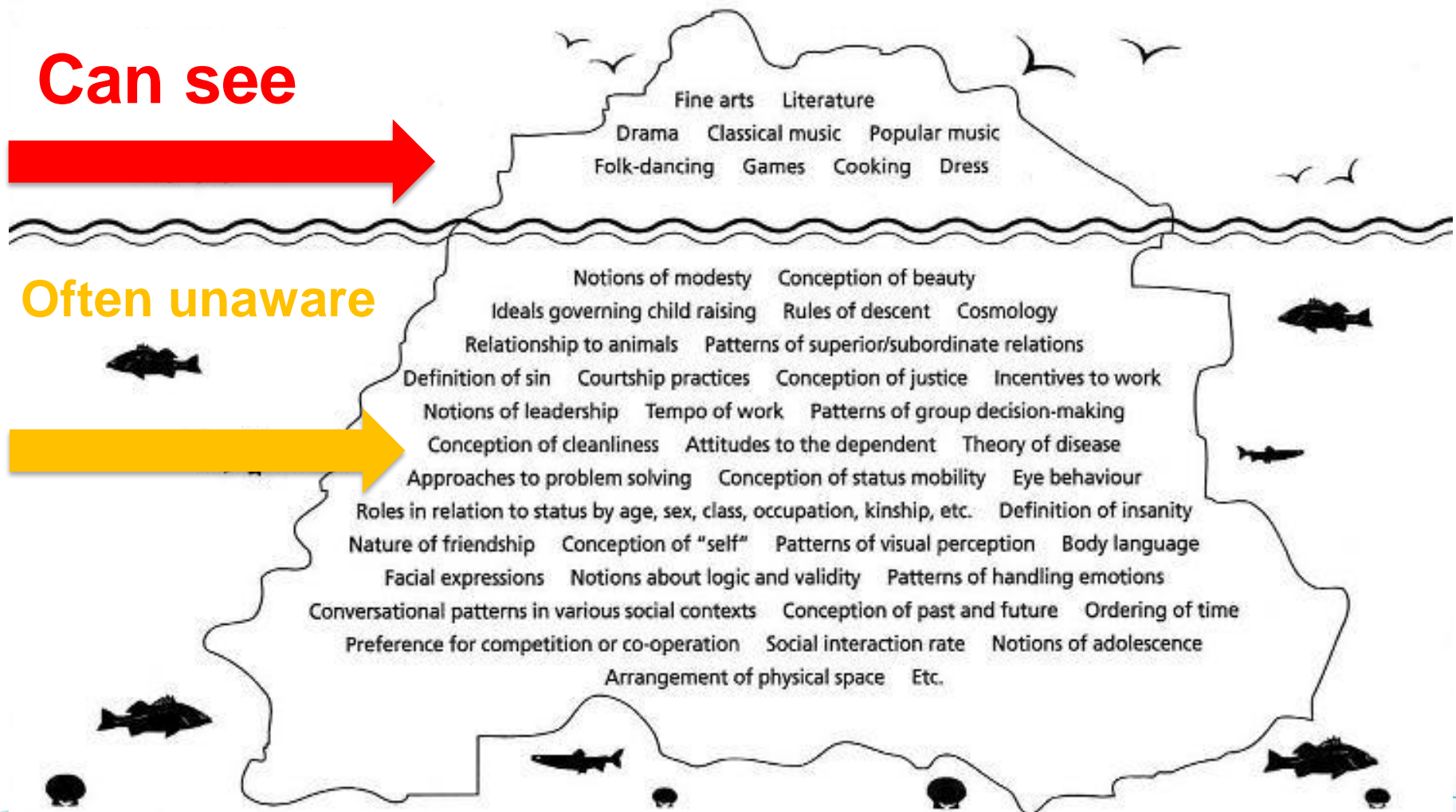
Where our questions started

Embed

How do we develop the depth we want?

Reconsidering the iceberg analogy

Fig. 1: The iceberg concept of culture



Greatest consideration and conversations

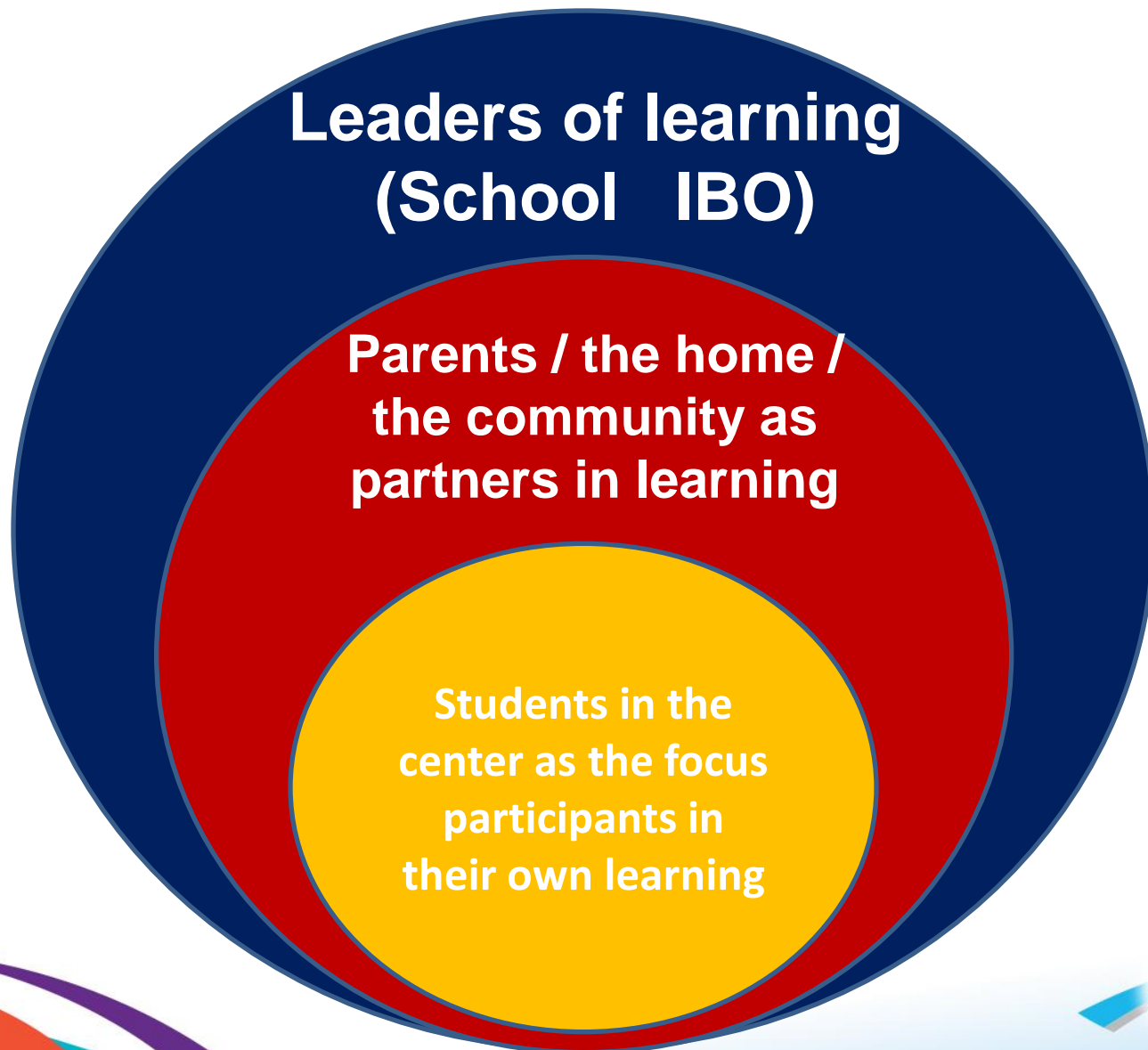
**Why do we believe it's
important that our
students are indeed
internationally minded?**

How do we think **we** are global citizens?

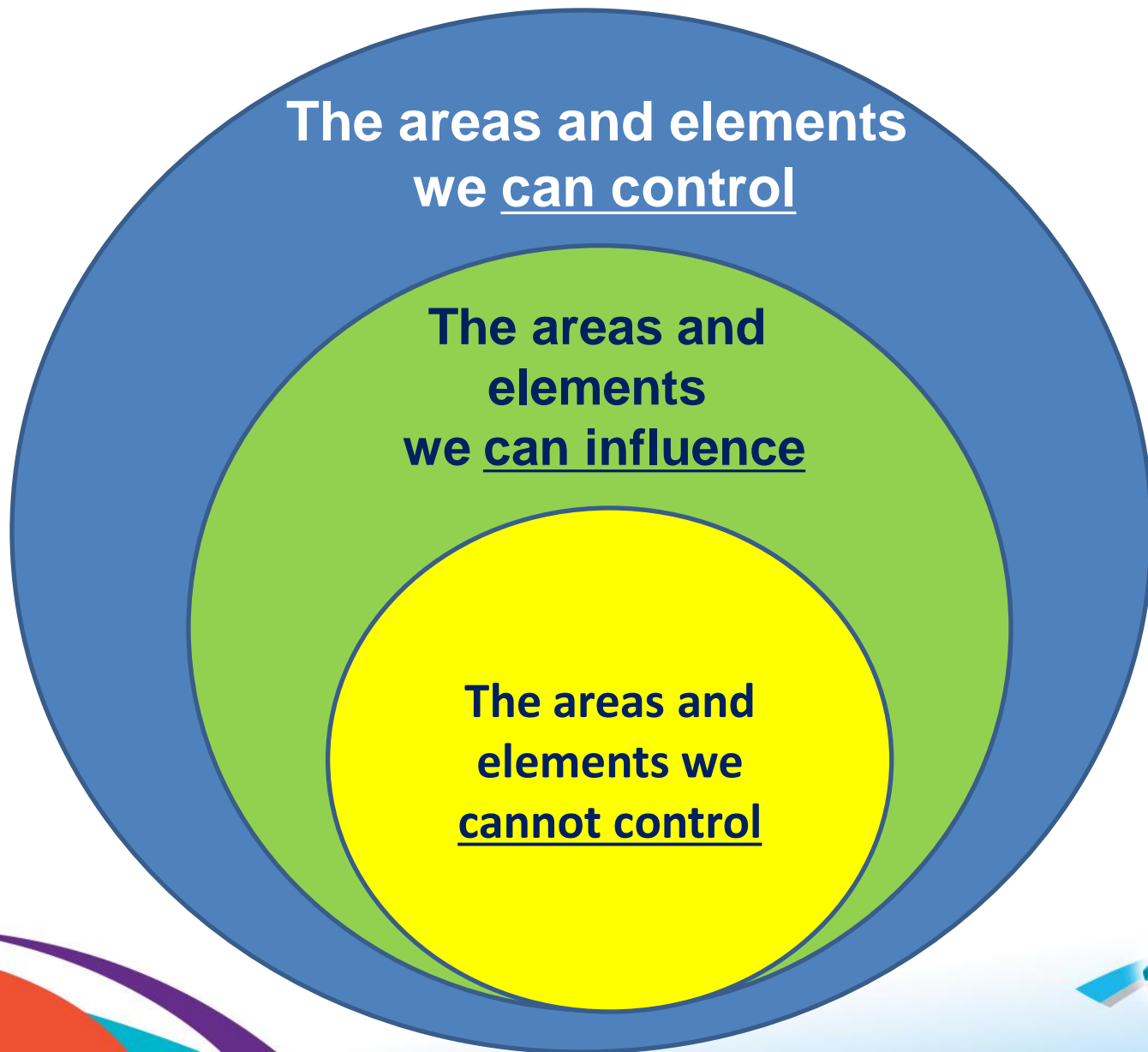




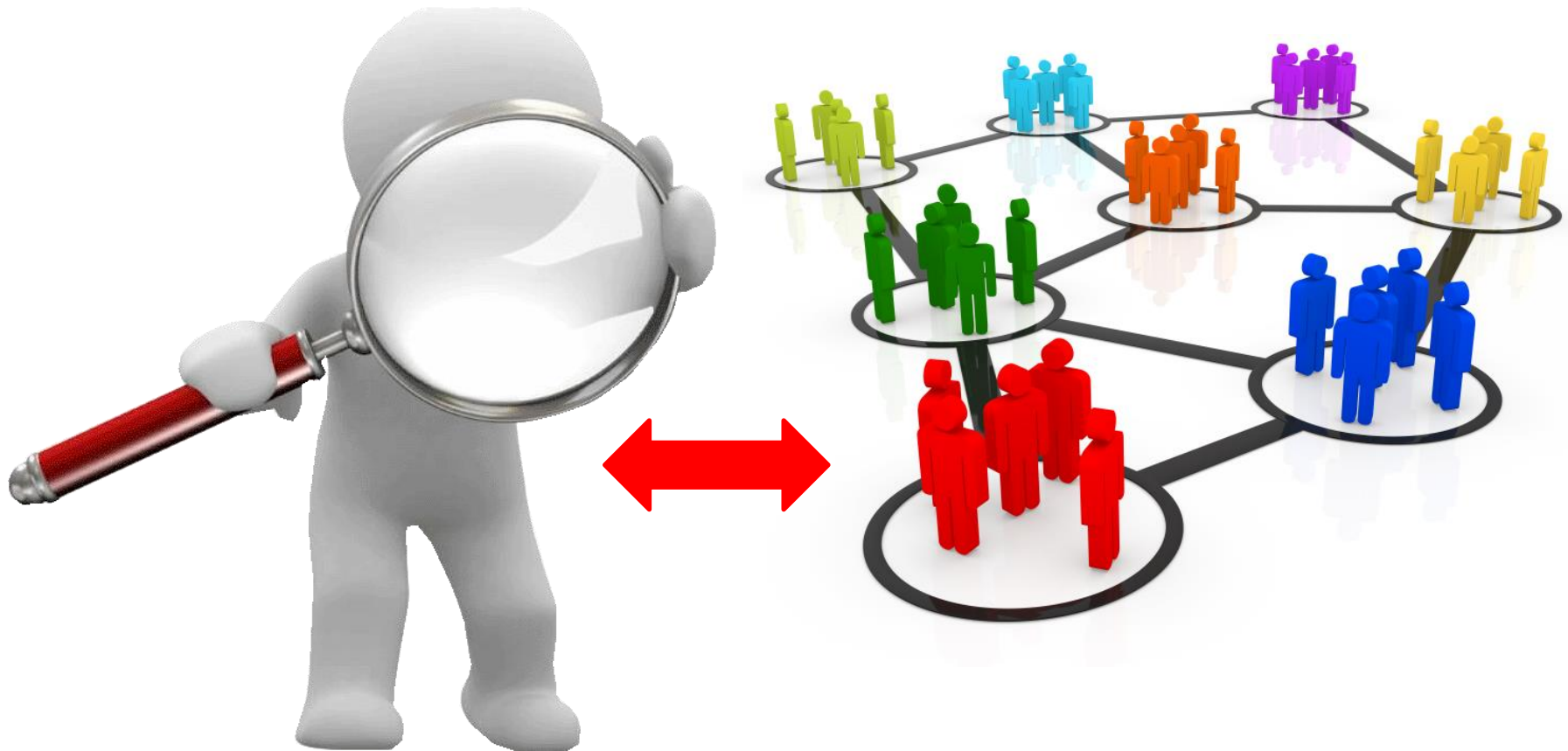
Whose viewpoints are we considering



What are our spheres of influence



Really knowing “me” first



Considering how I see “me” – then understand you

The challenge



How can we enable this within our schools?

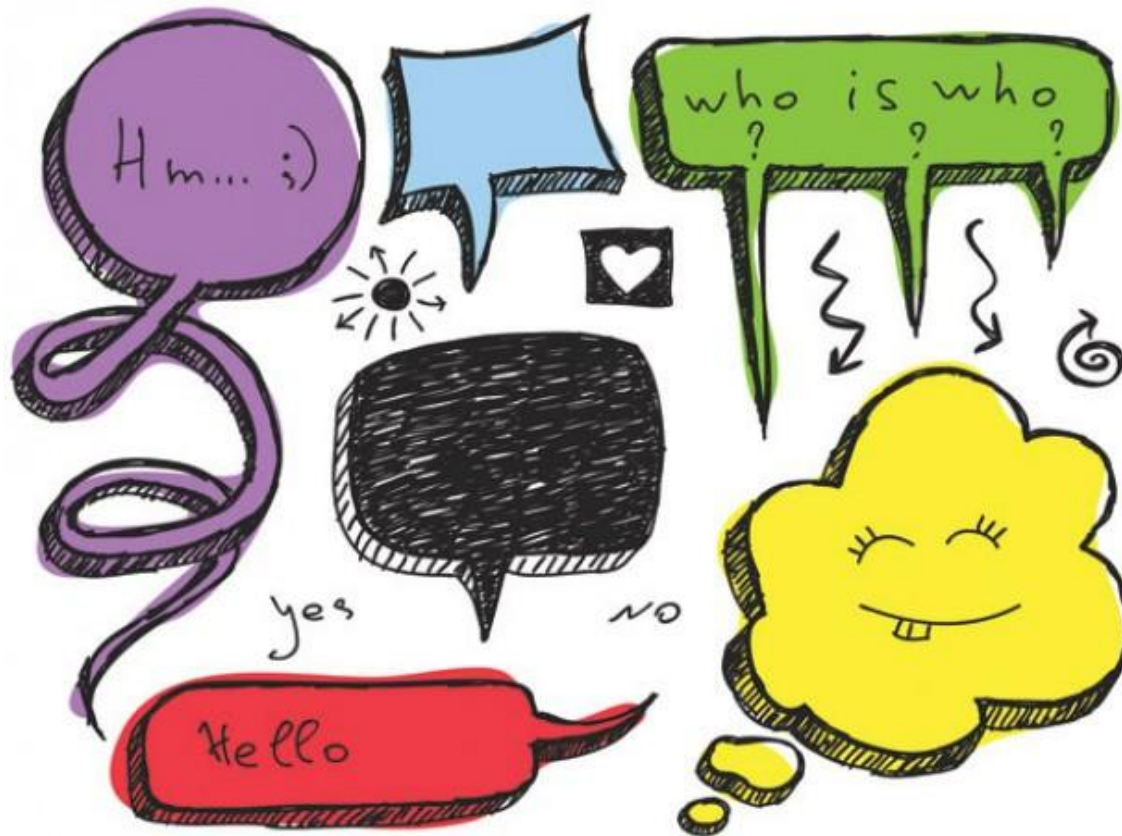
Why is learning about IM essential?



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?



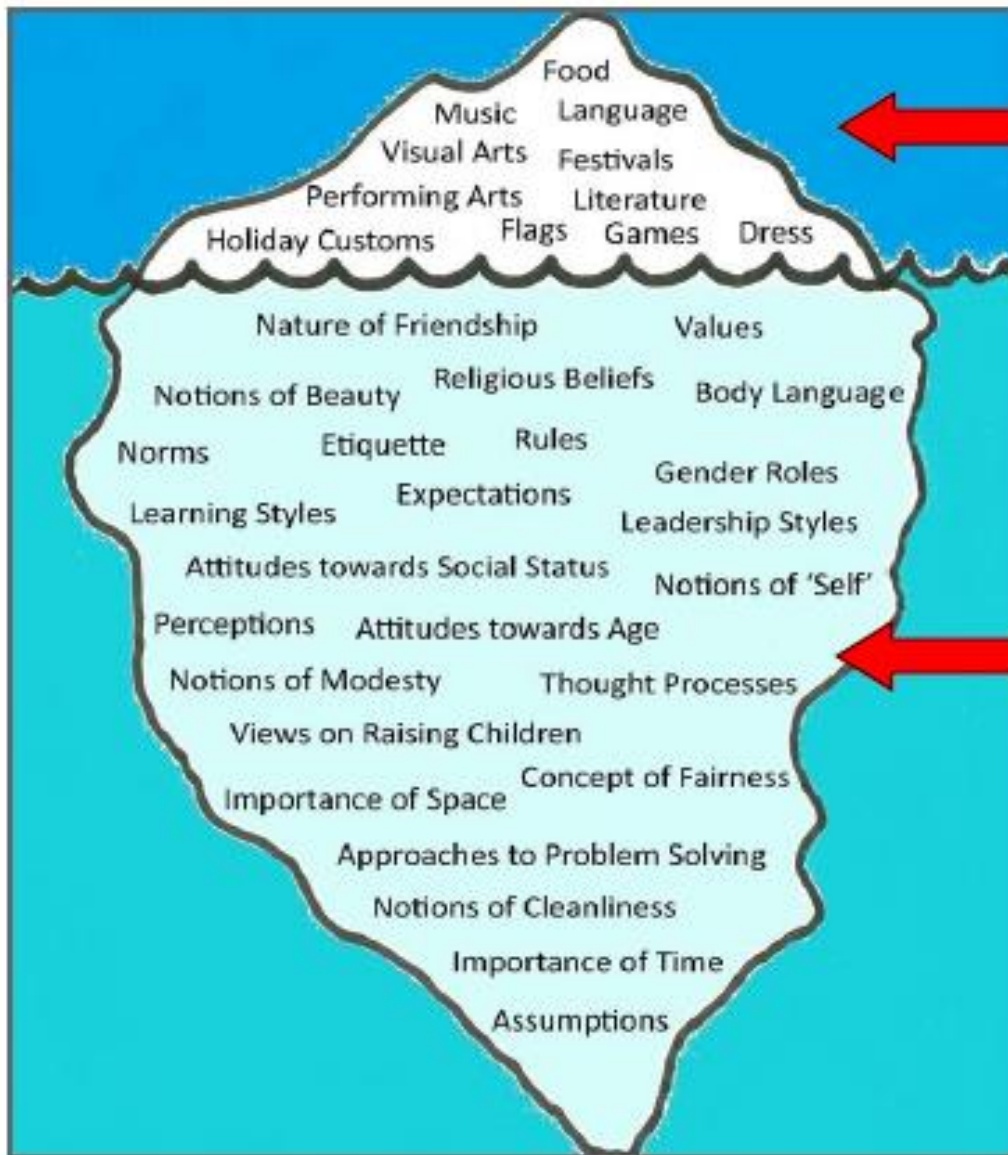
School Mission and Vision Statements



**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



Student Voice

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)

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

Pause n Reflect

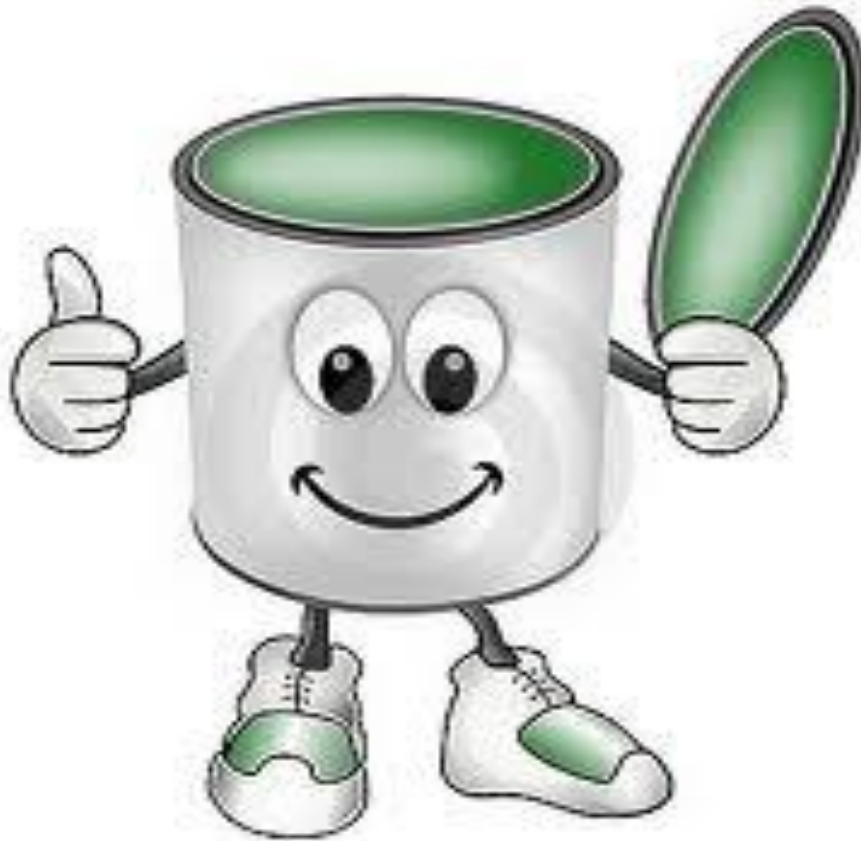


What would your students say?

Inspiring possibilities

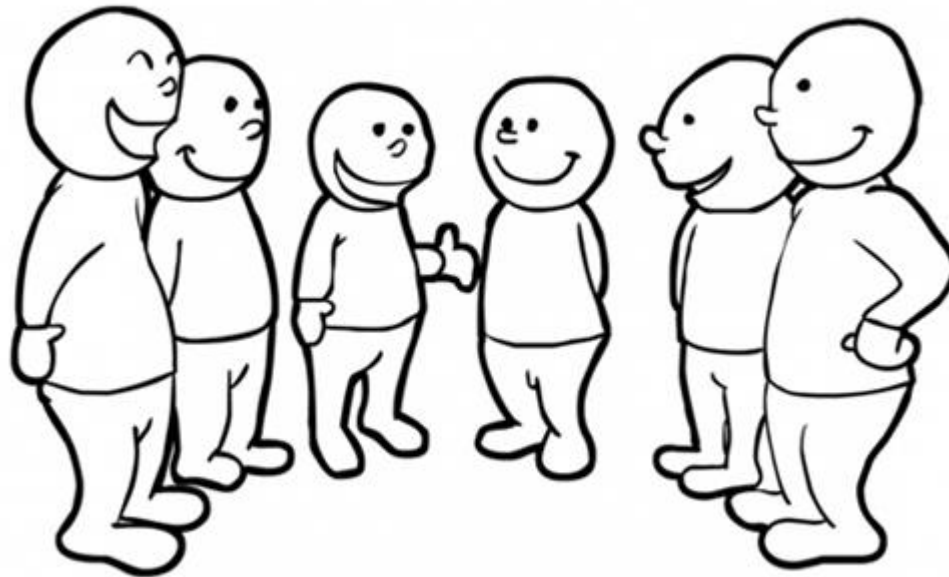


What happens when we lift the lid?



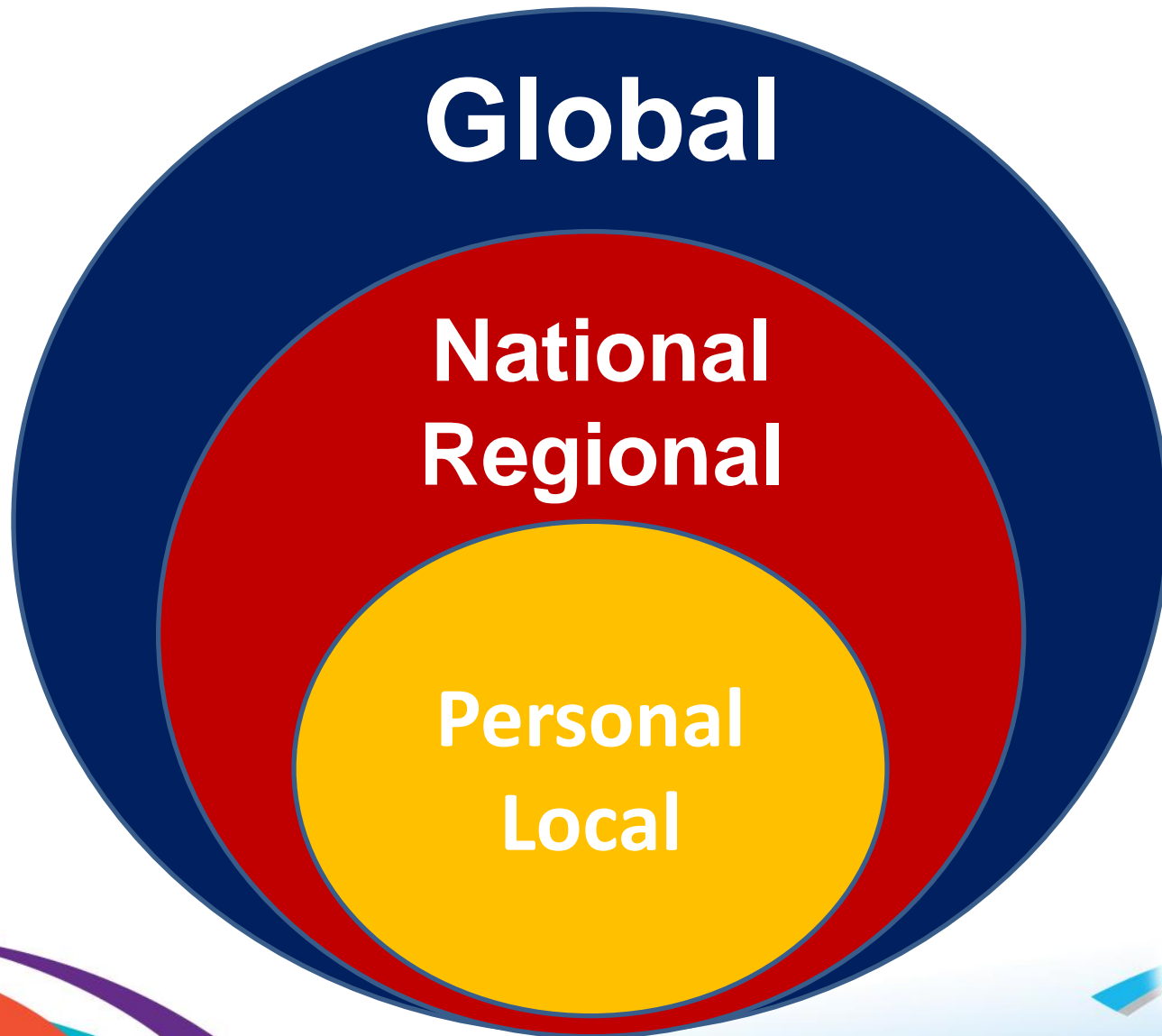
What's packaged inside your school's "tin"?

Creating opportunities for conversations and connections

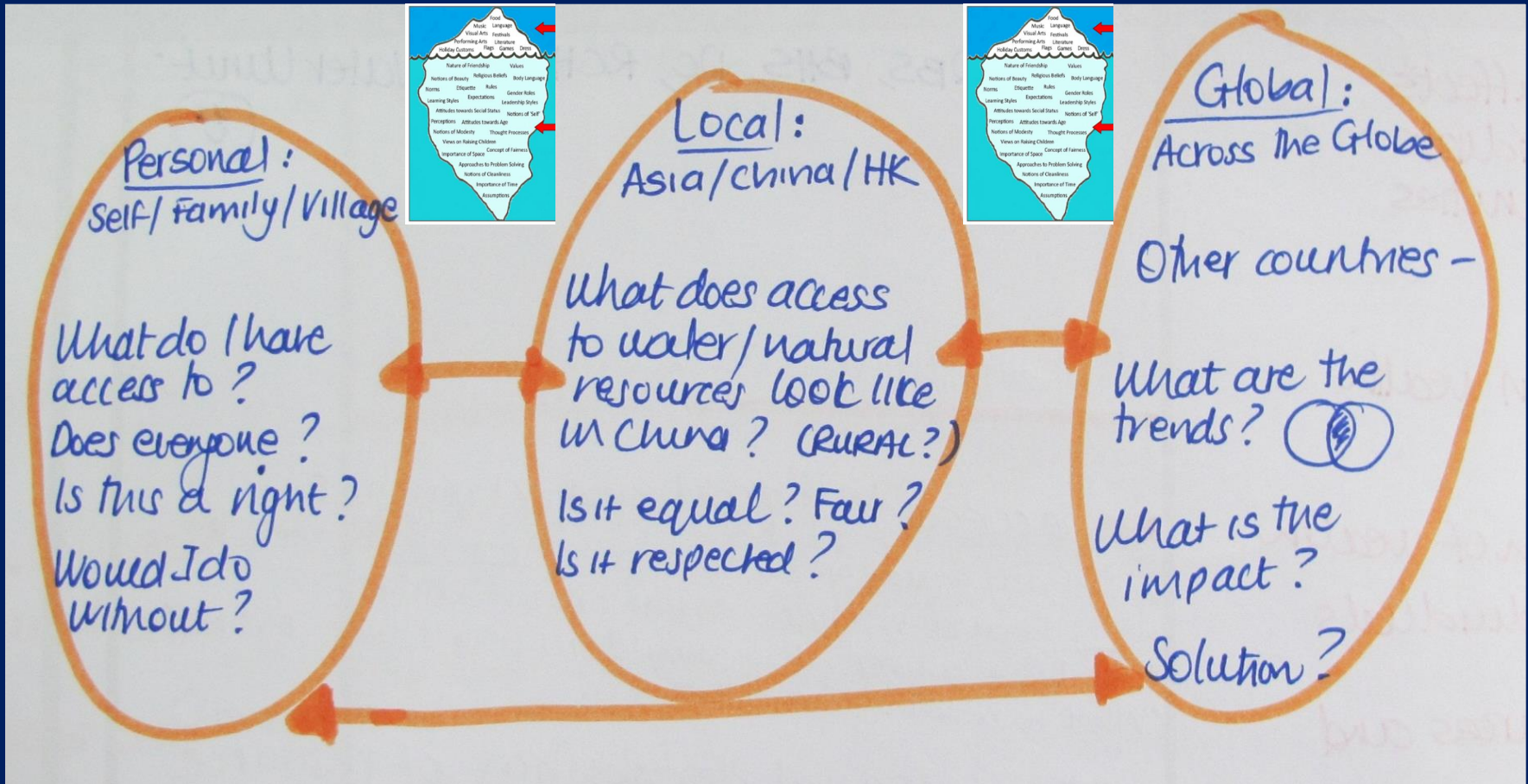


Creating deeper thinking from beneath the iceberg

Curriculum Connections



Consideration before UoI starts



Opportunities in every UoI



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	<u>20 Aug—7 Sept:</u> How we organize ourselves: 10 Dec—21 Dec 22nd April—3rd May 17th June—28th June	<u>10th Sept—19th Oct:</u> Who we are: Peoples relationships with each other (Friendships)	<u>29 Oct—7th Dec:</u> How the world works: Materials behave and interact in different ways (Properties, use of materials)	<u>7th Jan—22nd Feb:</u> Where we are in time and place: Interpretation of artifacts (Teddys and Toys)	<u>25th Feb—19th April:</u> Sharing the Planet: Plants sustain life on earth and play a role in our lives (Identify, Protect, Value)	<u>6th May—14th June:</u> How we express ourselves: Celebration are expressions of shared beliefs and values
Year 2	<u>20 Aug—5th Oct:</u> Who we are: Awareness of our characteristics (Mr Men)	<u>8th Oct—30 Nov:</u> How we express ourselves: Stories can engage	<u>3rd Dec—25th Jan:</u> Where we are in time and place: Homes : local / cultural / environmental influences	<u>28 Jan—22 March:</u> How we organize ourselves: Transportation systems	<u>8 April—15th May:</u> How the world works: Living things go through change (Lifecycles)	<u>21 May—28 June:</u> Sharing the Planet: Animals and people interact / environments
Year 3	<u>3rd Sept—5th October:</u> Who we are: Choices affect peoples well being (Balanced Choices)	<u>8th Oct—7th Dec:</u> How we express ourselves: Through the arts people express themselves and convey their uniqueness (Visual Arts and me)	<u>10th Dec—1st Feb:</u> Sharing the Planet: People make choices—using the Earths Resources (Reduce, Reuse, Recycle)	<u>18th Feb—22nd March:</u> Where we are in time and place: NEW: Ancient civilizations, connecting past and present	<u>8th April—15th May:</u> How the world works: Understanding and use of forces (incl: Air as one example)	<u>20th May—28th June:</u> How we organize ourselves: Products—how they are made and get to us (Field to table)
Year 4	<u>27th Aug—5th October:</u> How we express ourselves: Visual Arts through the lens of different cultures (Art in different cultures)	<u>8th October—30th Novem:</u> Who we are: Reviewing: Beliefs and Values that make us who we are (Faith, Tradition, Role Models)	<u>3rd Dec—1st Feb:</u> Where we are in time and place: NEW: Use of spaces and facilities and how people use them (Structures, place, spaces)	<u>4th Feb—22nd March:</u> How the world works: Changes in the earth impacts on the way people live their lives (Natural Disasters)	<u>8th April—15th May:</u> Sharing the Planet: Living things share, compete and impact upon the environment (Biodiversity / Adaptation)	<u>20th May—25th June:</u> How we organize ourselves: Understanding Economics and Trade
Year 5	<u>27th Aug—9th Oct</u> Where we are in time and place: Explorations lead to discoveries and new understandings	<u>29th Oct—7th Dec:</u> Sharing the Planet: Access to equal opportunities: / distribution of wealth (Water)	<u>10th Dec—8th Feb</u> How the World Works: Materials undergo changes that provide challenges and benefits to society Parent Happening	<u>18th Feb—22nd Mar</u> How we organise ourselves: Creating organisations to support human enterprise (Workplace)	<u>8th April—10th May :</u> Who we are: Interactions between human body systems (PSE, Reproduction)	<u>13th May—28th June</u> How we express ourselves: Create or manipulate messages (Media / Advertising)
Year 6	<u>27 Aug—12 Oct:</u> Where we are in time and place: Significant events / nventions over time (History of)	<u>15 Oct—7 Dec:</u> How the World Works: Energy converted—used to support human progress	<u>10 Dec—1 Feb:TBC</u> How we express ourselves: People interact and communicate using the arts (Chinese Culture and Arts)	<u>4 Feb—15 March:TBC</u> How we organise ourselves: (Lead into EXHB) Organisations make decisions that make difference (NGO's and Charities)	<u>18 March—21 May: TBC</u> Sharing the planet Exhibition	<u>21 May—24 June: TBC</u> Who we are: Changes experienced at different stages of life (Decisions, PSE, KGV)



Related concepts : Create opportunities

Beliefs

Cultures

Behaviours

Diversity

Human Rights

Values

Social justice

Sustainability

Technology

Future

Conflict

Interdependence

Environmental issues

Organisations / Global Systems



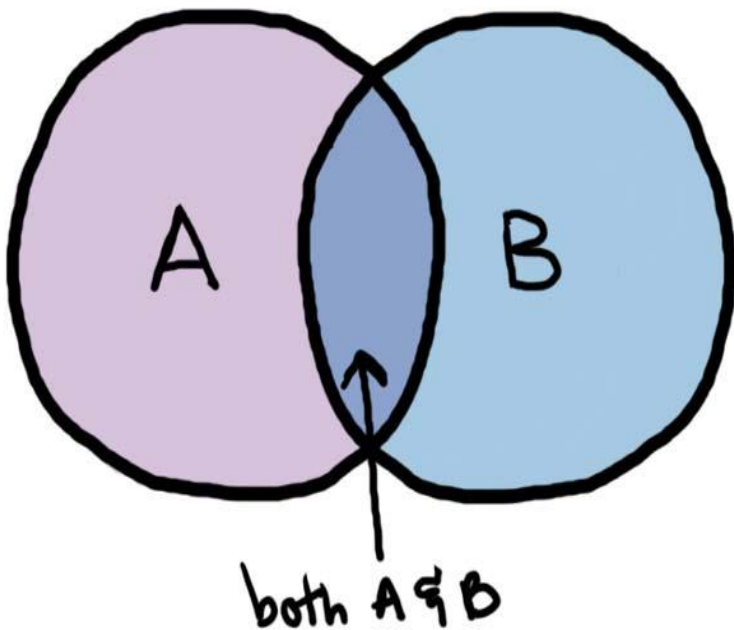
Chinese: Connect, Contrast, Reflect

CWBS Unit of Inquiry overview 2012 -2013						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	20 Aug—7Sept: How we organize our- selves; 10Dec—21Dec 22nd April—3rd May 17th June—28th June	10th Sept—19th Oct: Who we are;	29 Oct—7th Dec: How the world works;	7th Jan—22nd Feb: Where we are in time and place;	25th Feb—19th April: Sharing the Planet;	6th May—14th June: How we express ourselves; celebration are expres- sions of shared beliefs and values
Year 2	20 Aug—5th Oct: Who we are; Awareness of our character- istics (Mr Men)					1 May—28 June: Sharing the Planet; animals and people interact / environments
Year 3	3rd Sept—5th October: Who we are; Choices affect peoples well being (Balanced Choices)					9th May— 28th June How we organize ourselves; products—how they are made and get to us (Field to table)
Year 4	27th Aug—5th October: How we express ourselves; Visual Arts through the lens of different cultures (Art in different cultures)					9th May—25th June: How we organize ourselves understanding economics and Trade
Year 5	27th Aug— 9th Oct Where we are in time and place: Explorations lead to discoveries and new understandings					9th May—28th June How we express our- selves; create or manipulate mes- sages Media / Advertising)
Year 6	27 Aug—12 Oct: Where we are in time and place: Significant events / nven- tions over time (History of)	Energy converted—used to support human progress	People interact and com- municate using the arts (Chinese Culture and Arts)	Organisations make deci- sions that make difference (NGO's and Charities)	Exhibition	1 May—24 June: TBC Who we are; changes experienced at different stages of life (Decisions, PSE,KGV)

Moving beyond simple translations to comparisons

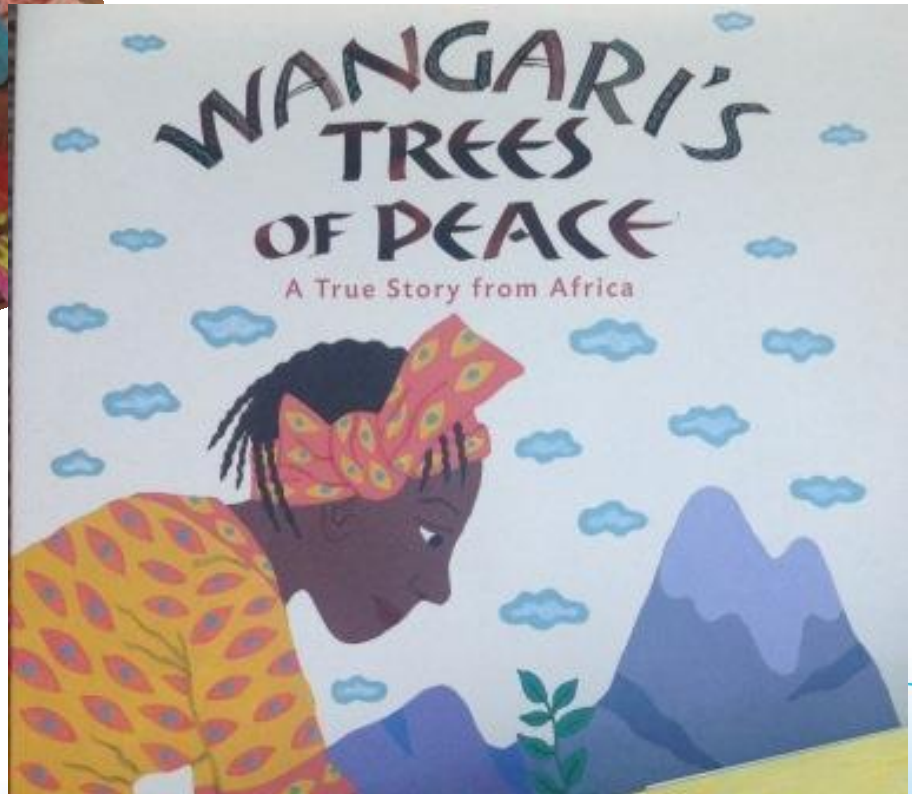
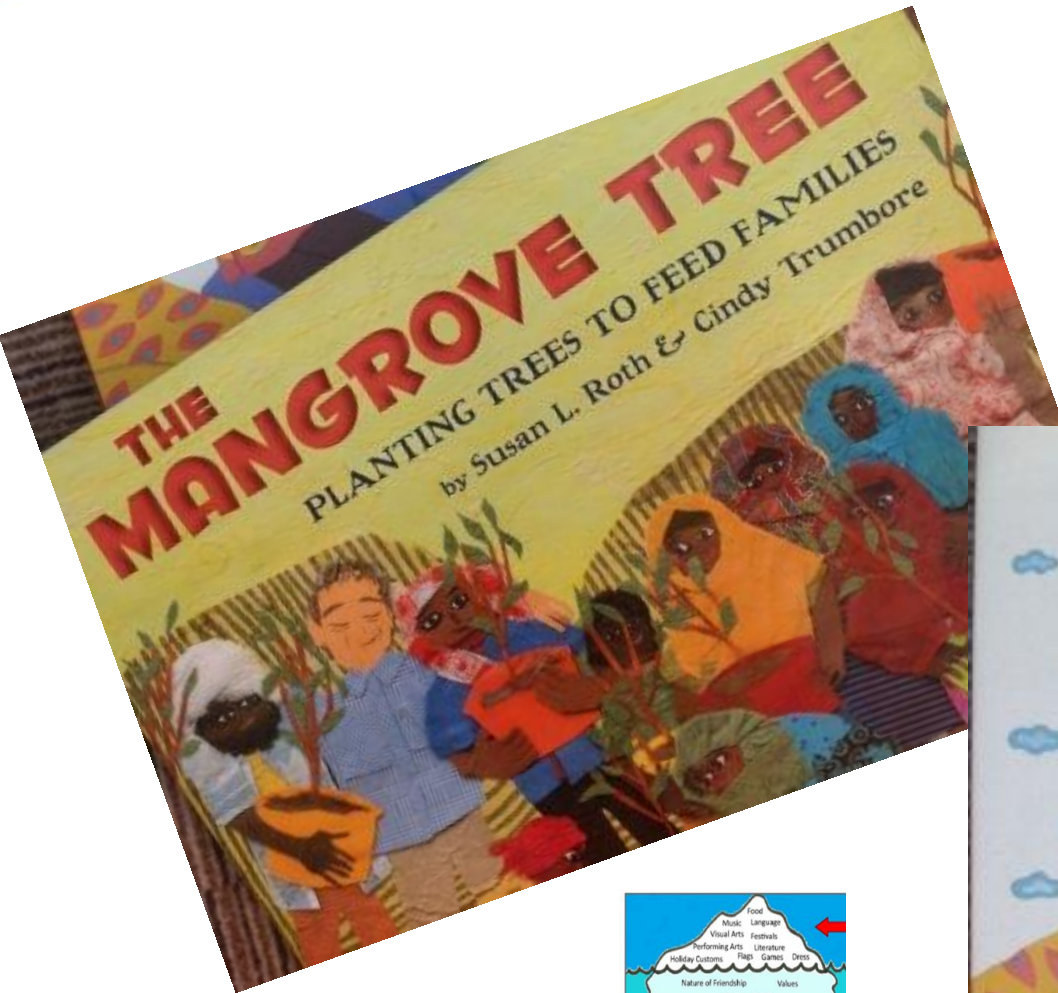
Similarities and Differences are key

VENN DIAGRAM!

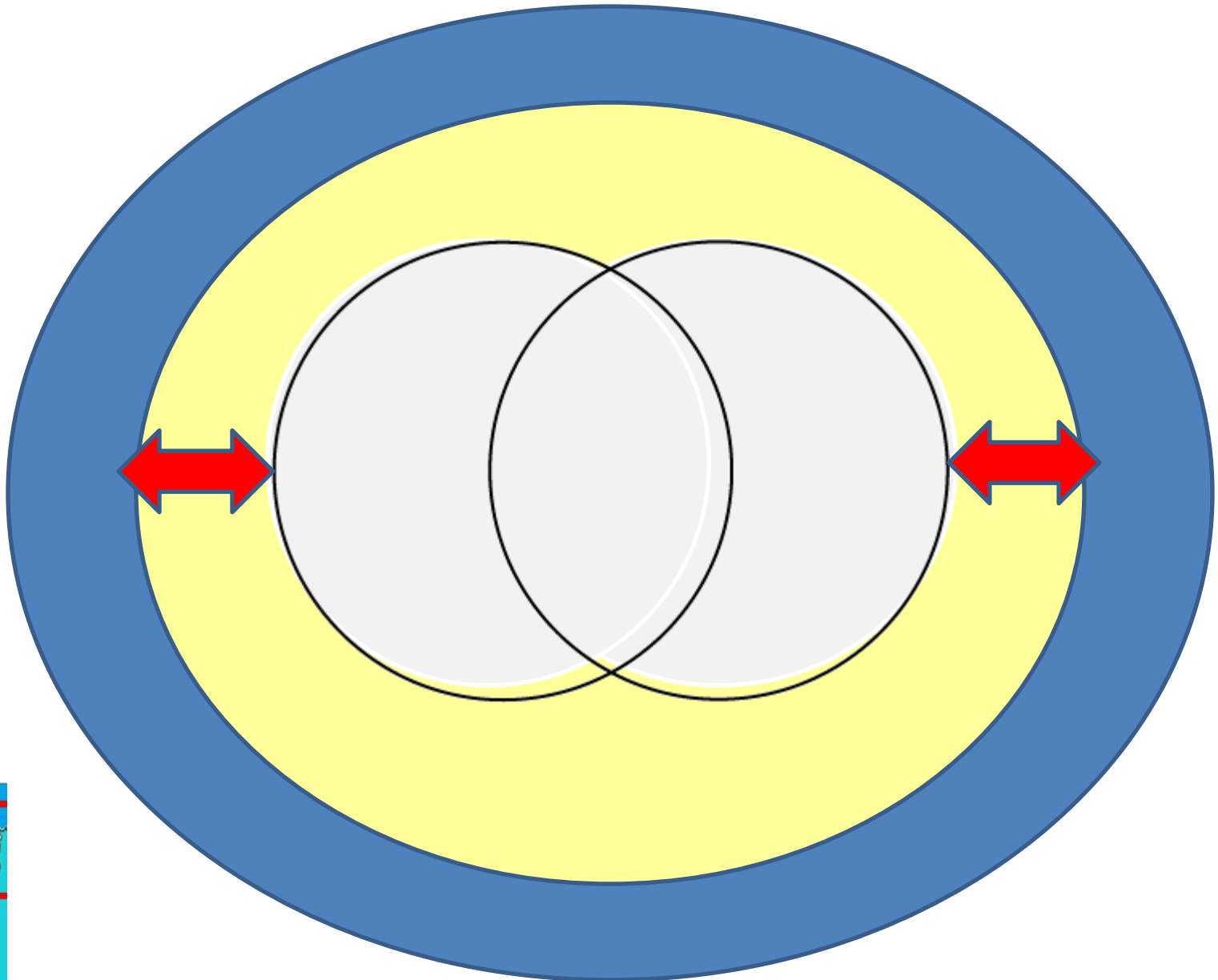


- *Attitudes*
- *Values*
- *Learner Profile attributes*
- *Beliefs*
- *Customs*
- *Celebrations (Why)*
- *Perspectives*
- *Behaviour*
- *Feelings*
- *Everyday life and living*

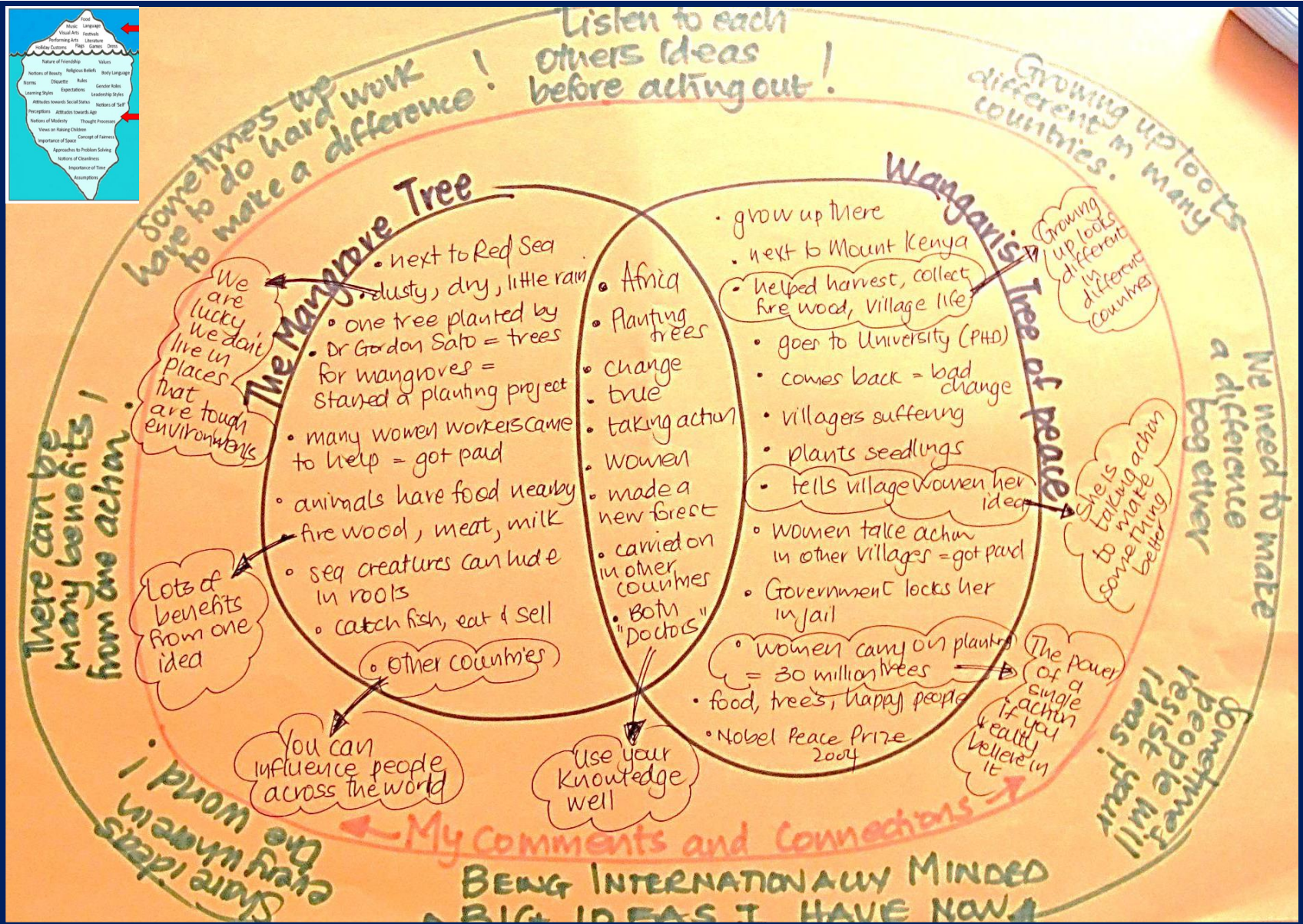
Similarities and Differences are key



Similarities and Differences are key



Similarities and Differences are key



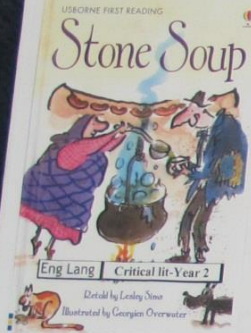
A hand-drawn map of the world, showing continents and oceans. Various cultural and linguistic terms are placed in different regions. A red arrow points to the word 'Nation' in the upper right quadrant.

- Food** (North America)
- Music** (Europe)
- Visual Arts** (Europe)
- Performing Arts** (Europe)
- Holiday Customs** (Europe)
- Language** (Asia)
- Traditions** (Asia)
- Literature** (Asia)
- Games** (Asia)
- Religion** (Africa)
- Values** (Africa)
- Nature of Friendship** (South America)
- Notions of Beauty** (South America)
- Etiquette** (Europe)
- Rules** (Europe)
- Gender Roles** (Europe)
- Leadership Styles** (Europe)
- Attitudes towards Social Status** (Europe)
- Perceptions** (Europe)
- Attitudes towards Life** (Europe)
- Notions of Self** (Europe)
- Notions of Modernity** (Europe)
- Thought Processes** (Europe)
- Views on Raising Children** (Europe)
- Concept of Fairness** (Europe)
- Importance of Space** (Europe)
- Approaches to Problem Solving** (Europe)
- Notions of Cleanliness** (Europe)
- Importance of Time** (Europe)
- Assumptions** (Europe)



Similarities and Differences

Critical Literacy: Critical Thinking



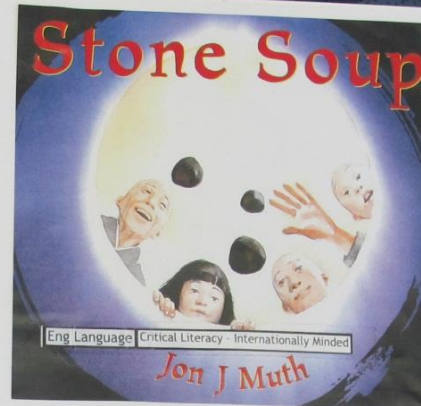
There's a shiny
stone." (Maia)
"When the old man
put the stone in
it was magic" (Klara)
"The stone is just
a stone" (Theo)

"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!



Longer
Story

SAME

houses look
like Hang Hau
temple

title

DIFFERENT

pot

stones

Set in China

tricks!

Set in olden times

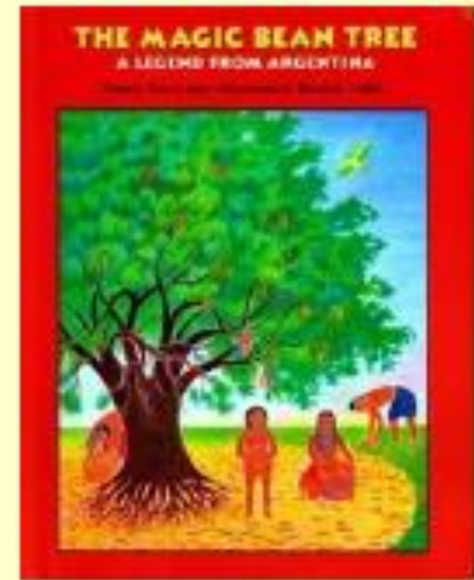
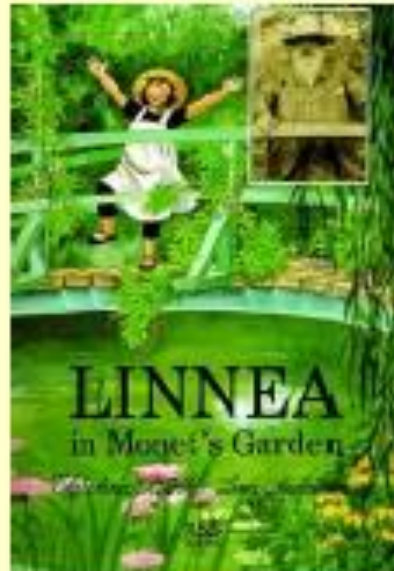
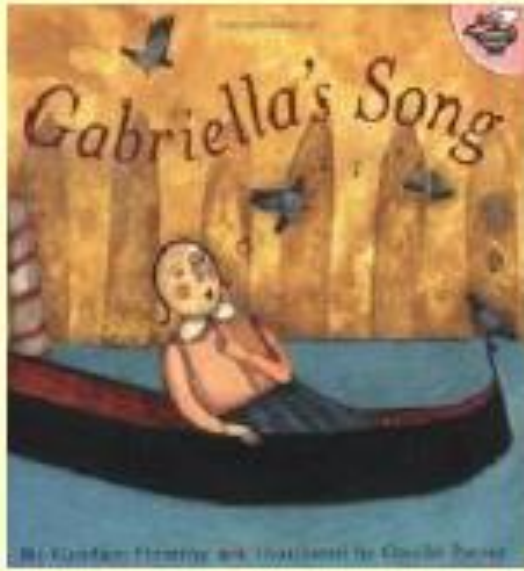
both are soup

different characters (monks)

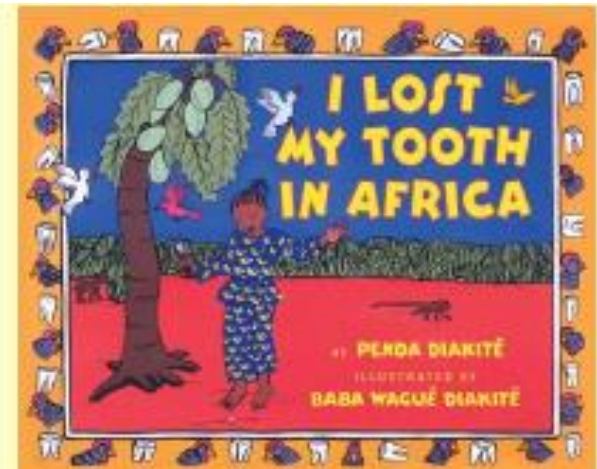
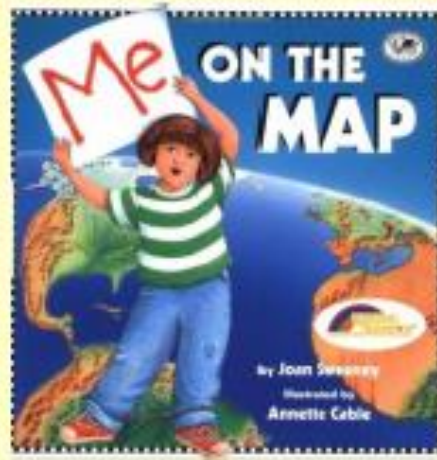
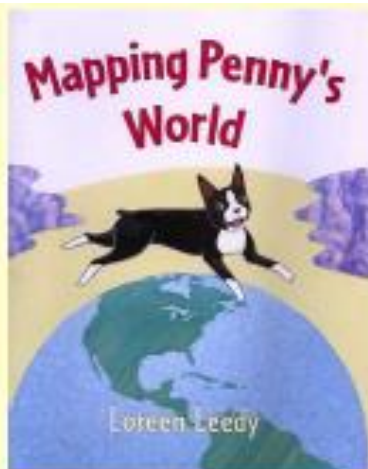
go to someone's house

different vegetables

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
5C

Book Title: Return to Sender

By Julia Alvarez

My connection to this book:
This book is like my life in
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: Wanagari's Trees of
Peace.

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

because: because I have
been learning about
resources.

Book Title: Day of the Dragon King

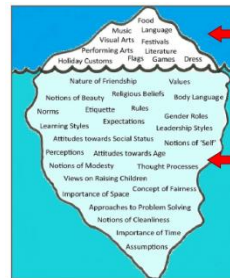
My connection to this book:
is that I'm from China and

because: This book is about
ancient China, therefore, I want to
read more about it.

Feli

How do I connect with this culture?

Bilingual Language Bazaar



Celebrations across our cultures

Second language learning



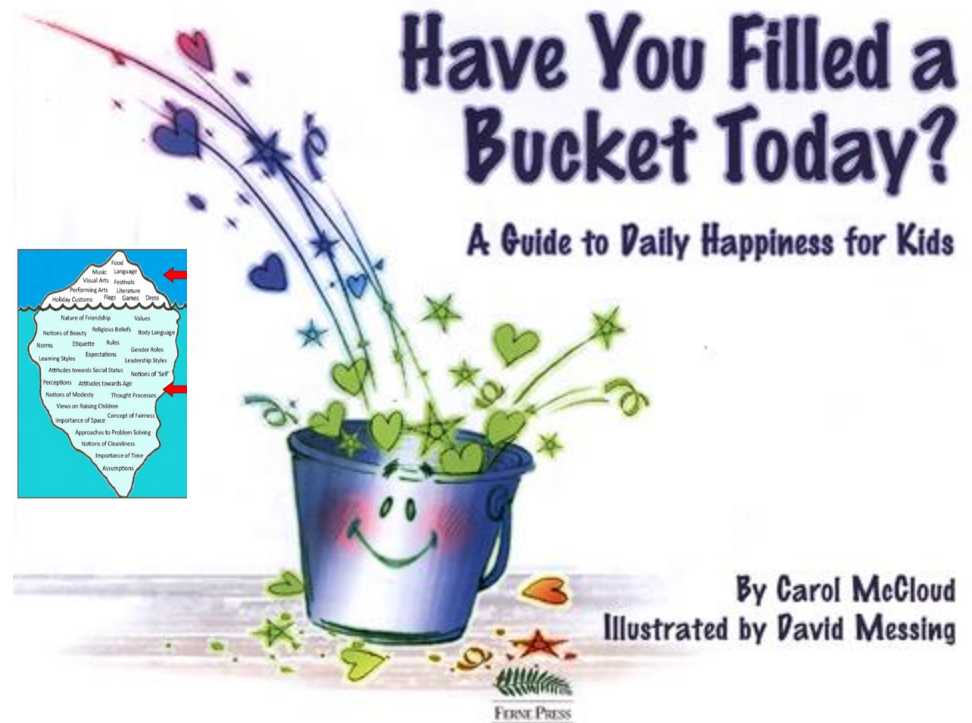
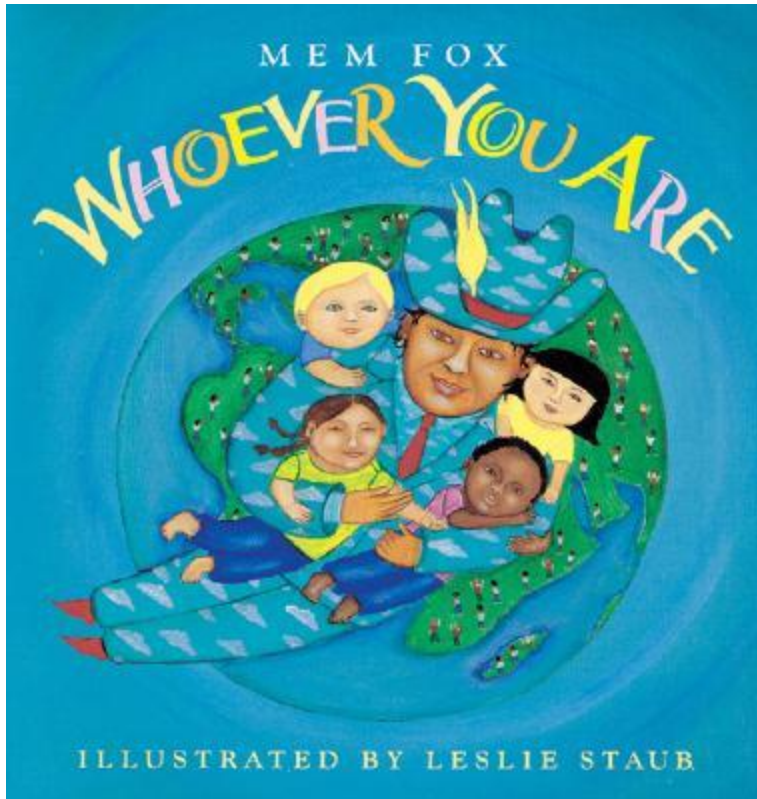
How do we promote, celebrate and explore this?

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**

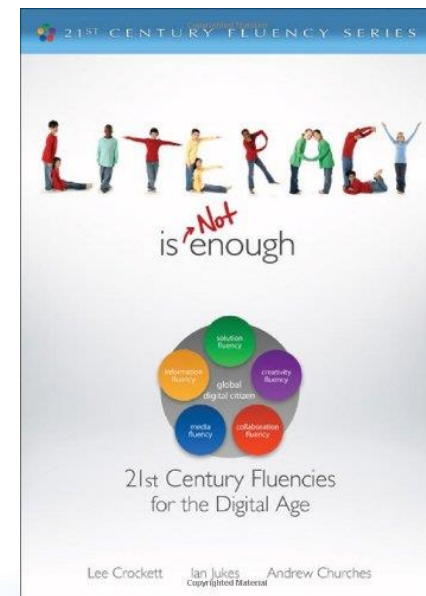


**Primary School:
Interests levels**

**Primary School:
tangible connections**

Tools, Sites, Connections, Organisations

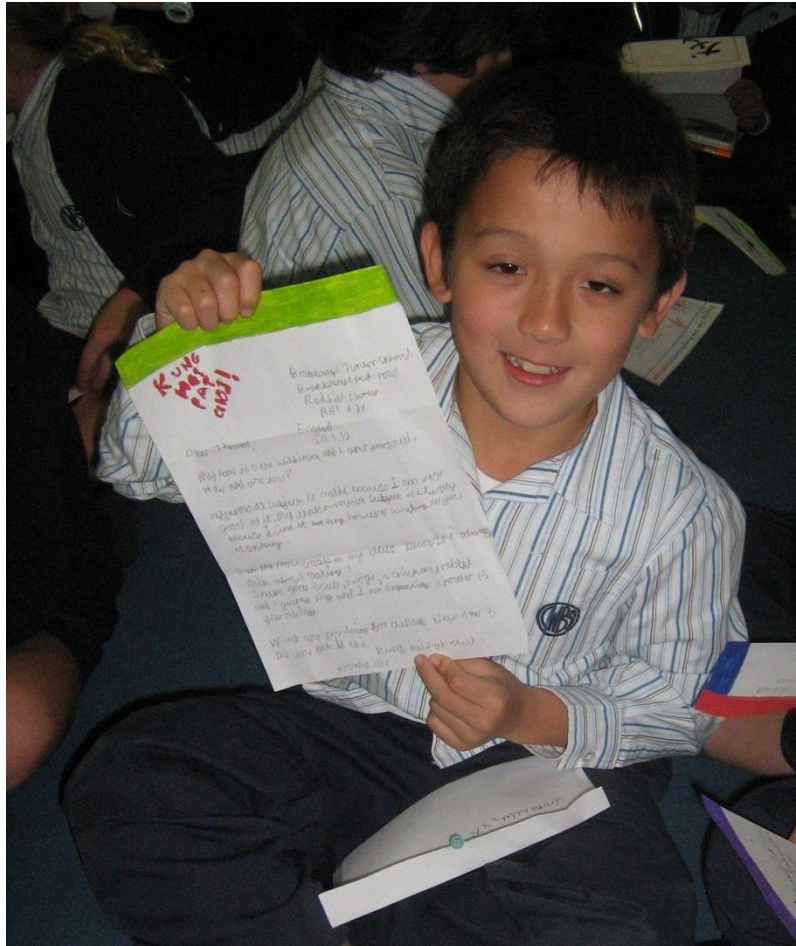
Global Digital Citizens



<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.

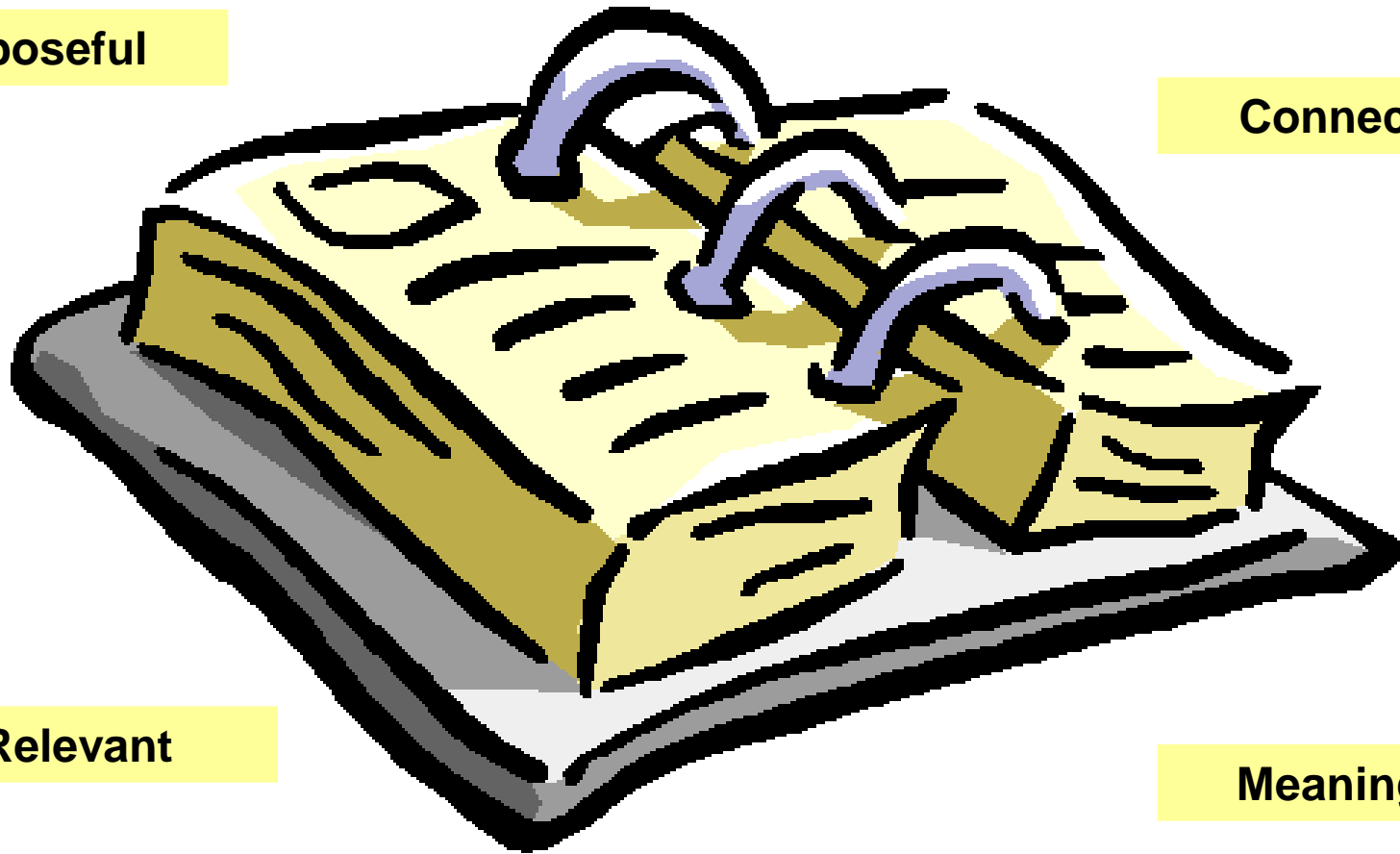
- *Instant and interactive*
- *All can see and communicate vs 1 only*
- *Way students interact with world already*
- *Purposeful and personal*
- *Exploring questions we ask (more below the iceberg)*

Knowing me; Connecting to you

Celebrating Key Days and Dates

Purposeful

Connected



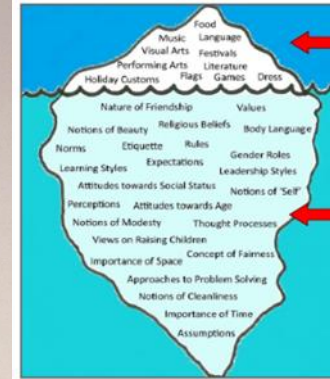
Relevant

Meaningful

How does this connect to us?

What does this mean to us?

Regular connections: IM through the Arts

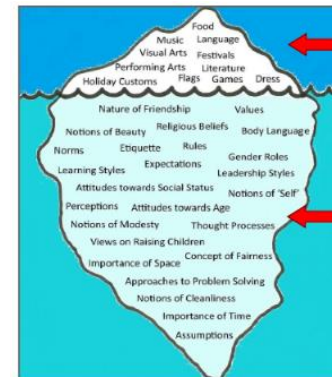


Expressing ourselves, respecting others expressions of themselves

Clubs, Groups, Guest Speakers



Fundraising: Real passion & purpose



Need to explore, discuss, reflect and believe in the need

Possible IM Passport: Collections



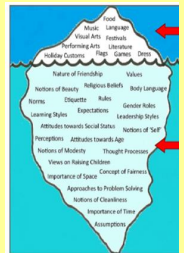
Delightful Children's Books
Find a book to delight a child

Find a book to delight a child

From: <http://delightfulchildrensbooks.com/read-around-the-world>

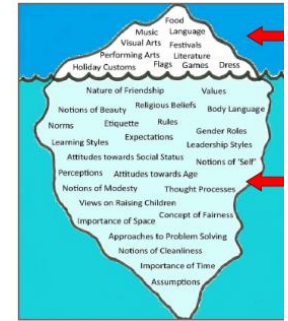
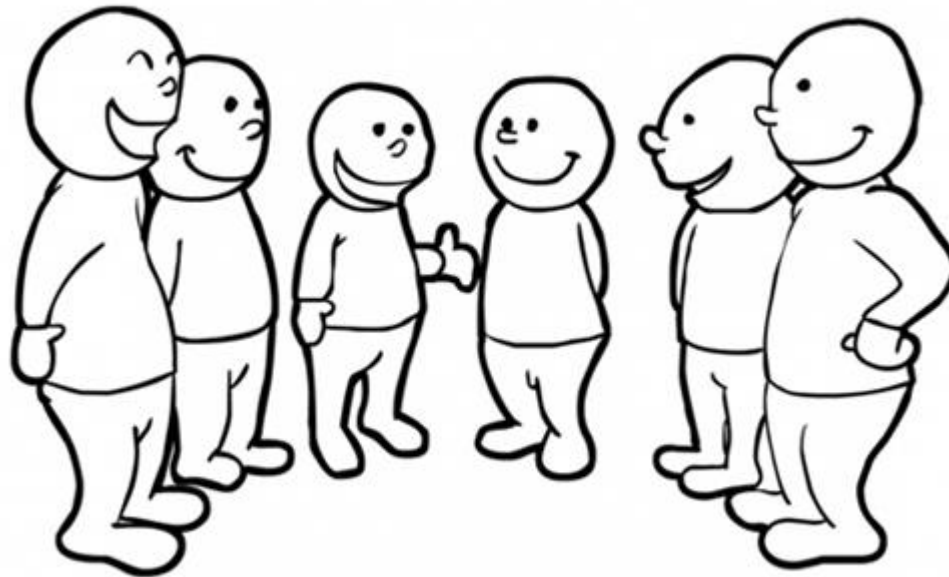
Contents could include:

- *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*



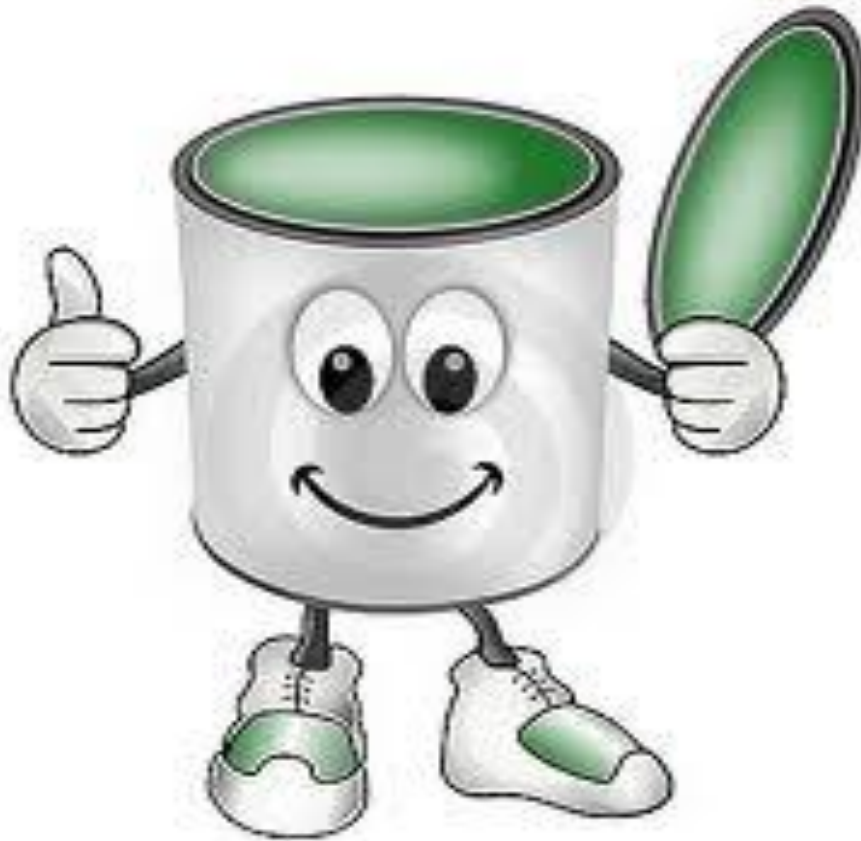
Connections across many cultures

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"?

Pause n Reflect



How could we dig deeper in our icebergs?

Transfer and Educate



**Who do we need to inform?
How do we need to inform?**

Links to Learning

Dec 2012 Edition

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.

MTWTFW 2012-2013

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 community, music, critical literacy and other facets of IM and will soon be launching an IM page on our CWBS learning platform called Cahoot.

Third Edition CWBS 2012

Community



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

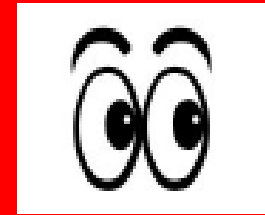


How you

- *question *talk *share
- *live *thank *aCt
- *teaCh *learn
- *play *work
- *CommuniCate



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?



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



Photo: AFP

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?

Up-to-date with
World News

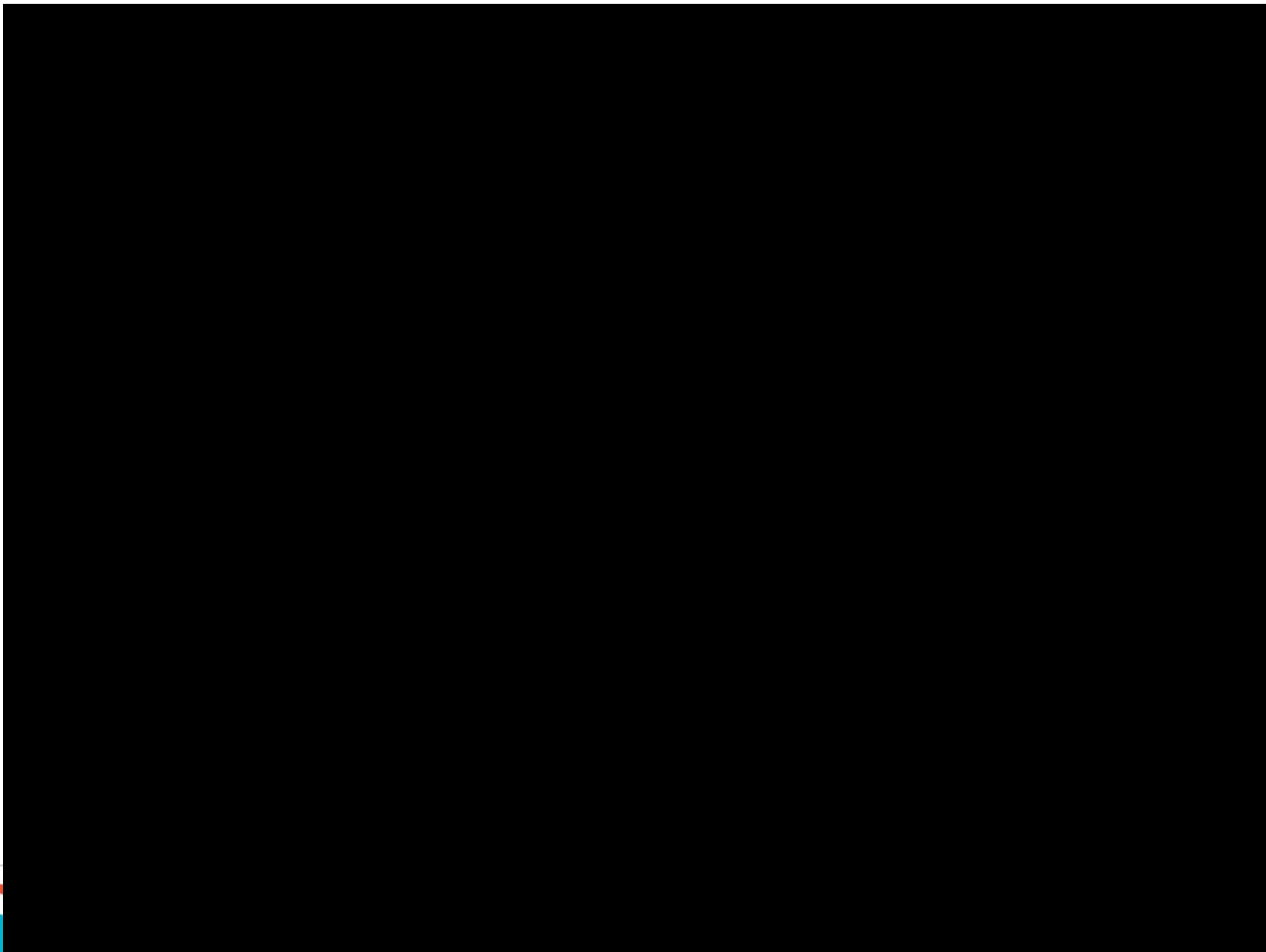
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Having the conversations



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.**

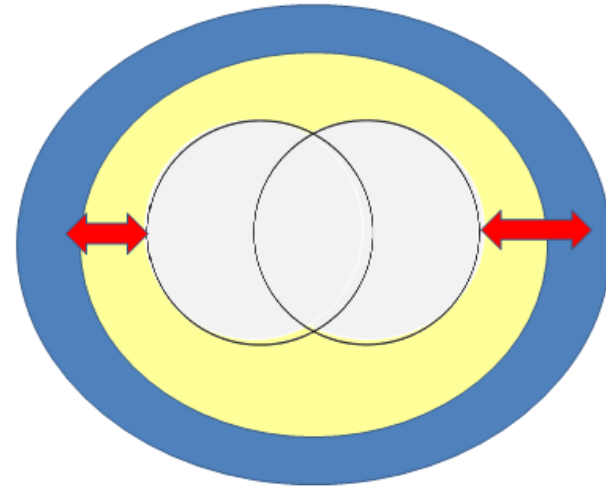
How do we honour IM in our schools?

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



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.

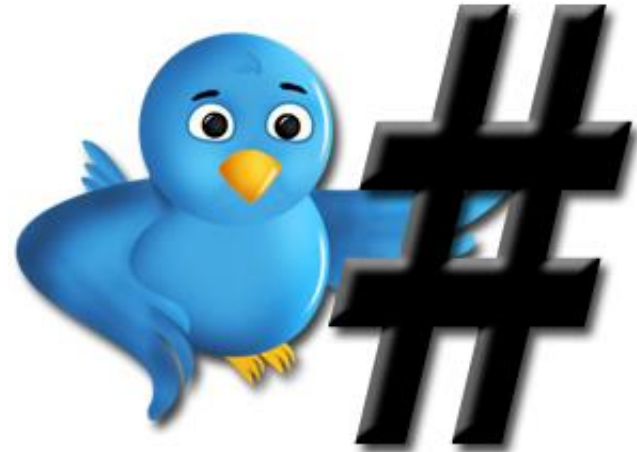
CWBS School Hall

Where is our community understanding now?

Paying it Forward as IB professionals



Google™ Docs



<http://goo.gl/kd9cb>

#cwbspyp

Collaborative contributions by all

Final thoughts

**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."

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References and Acknowledgments:

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

Oxfam: Educating for Global Citizenship:
<http://www.oxfam.org.uk/education/global-citizenship>

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