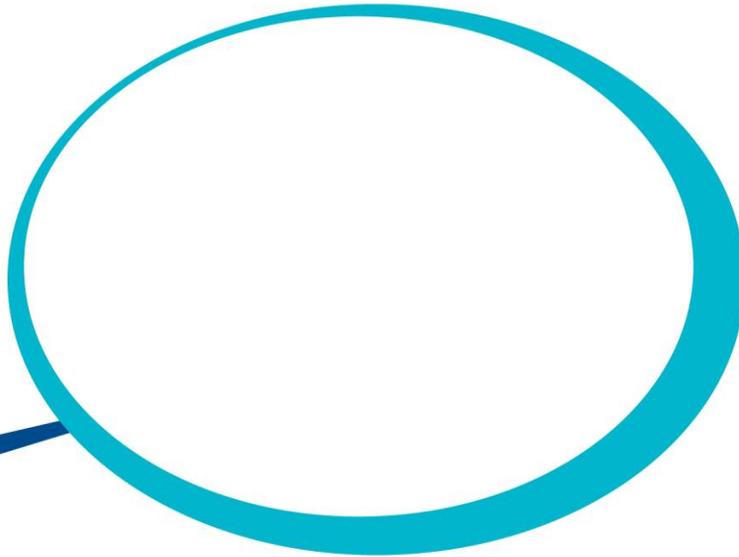




**IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2014**
ROME • 16–19 OCTOBER





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:

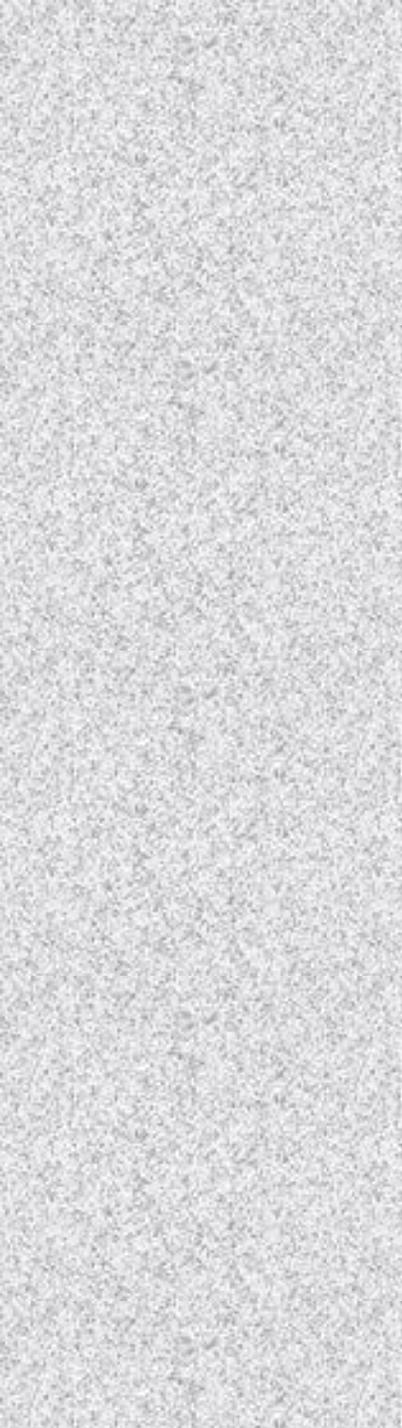
- There is a plethora of related and overlapping terms on the subject.
- What *Global Culturalism* is.
- How BELS defines, implements and measures *International Mindedness*.
- What you can do in your schools.







2007



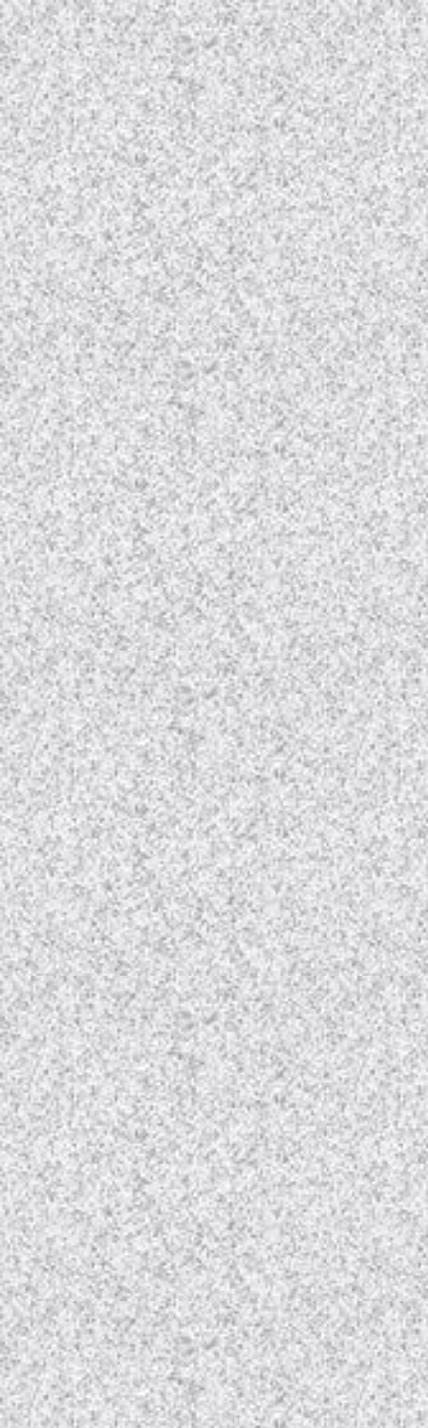


Connecticut
Welcomes You
Birthplace of
George W. Bush

We Apologize.

WEIGH -
INSPE
STAT



















WHAT IS INTERNATIONAL MINDEDNESS?



10/13/2014

What is international mindedness?

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

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**, **help to create a 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**, personal histories, as well as the values and traditions of others. We seek and evaluate a 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. We recognize our interdependence with other people and live.

REFLECTIVE

We thoughtfully **consider the world** and our own experiences. We evaluate our ideas and experiences, 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.



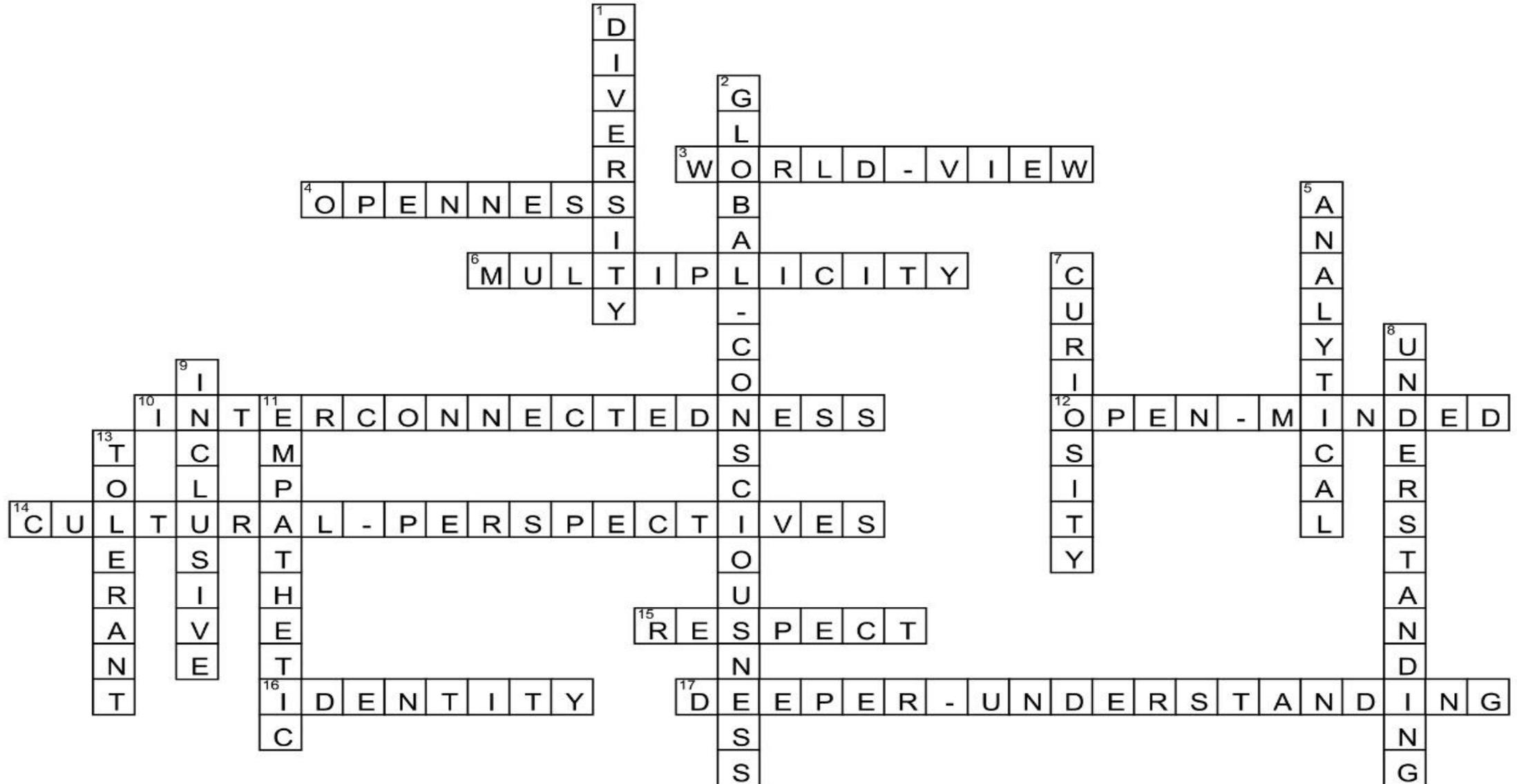
THE HANDBOOK FOR EVALUATORS

WHAT IS INTERNATIONAL MINDEDNESS?



International Mindedness

Attributes

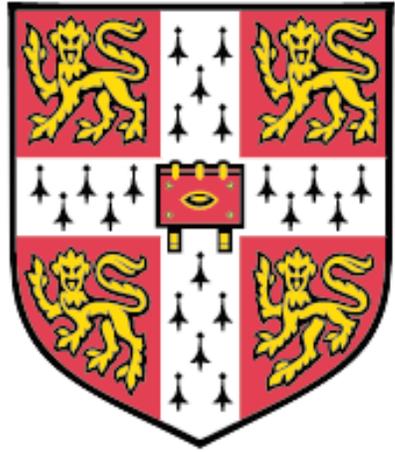


WHAT IS INTERNATIONAL MINDEDNESS?





ALJAZEERA
AMERICA



CAMBRIDGE

International Examinations

Excellence in education

~~MR~~ ~~MRS~~ ~~VAN~~
-arco

Demons
LITR
R
T
R
A
M

ELDER CURTIS
ÉGLISE DE
JÉSUS-CHRIST
DES SAINTS
DES DERNIERS JOURS

egye mission
Chamb

2) Je
3) ~~Et~~
retard hier
pas mor
Ma



HONG KONG ♥ MACAU (2012)

DIANA LEONG
SONY
α NEX-5N



WELCOME

HONG KONG

Disneyland Resort

歡迎蒞臨

香港迪士尼樂園度假區



MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS



GREENPEACE

لا اله الا الله

الله
رسول
محمد

والتوحيد
الافتراسلامية



SAMSUNG

삼성전자

SAMSUNG ELECTRONICS





CAMBRIDGE

International Examinations

Excellence in education



HONG KONG ♥ MACAU (2012)
DIANA LEON
SONY
αNEX-5N

international

international
sensitivity

globally
minded

multiculturalism

international

capabilities

culturally

cultural diversity **global**

interculturalism

culture

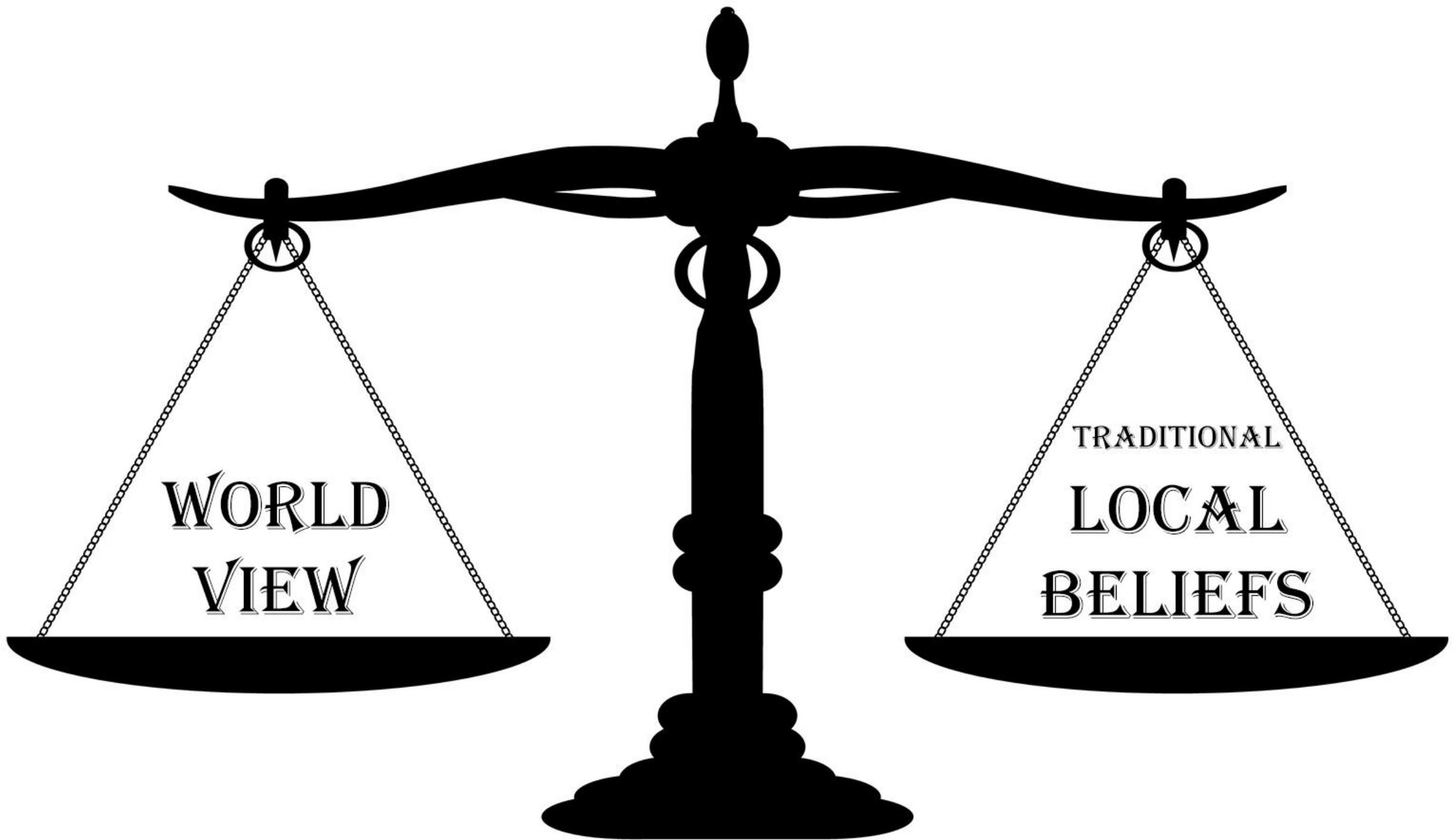
sensitive

biculturalism

citizenship

global mindedness

internationally minded



WORLD
VIEW

TRADITIONAL
LOCAL
BELIEFS

international
cultural sensitivity
interculturalism
multicultural
globally minded
diversity
international
capability
interculturalism
culture
sensitivity
international
biculturalism
global minded
global minded
international
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



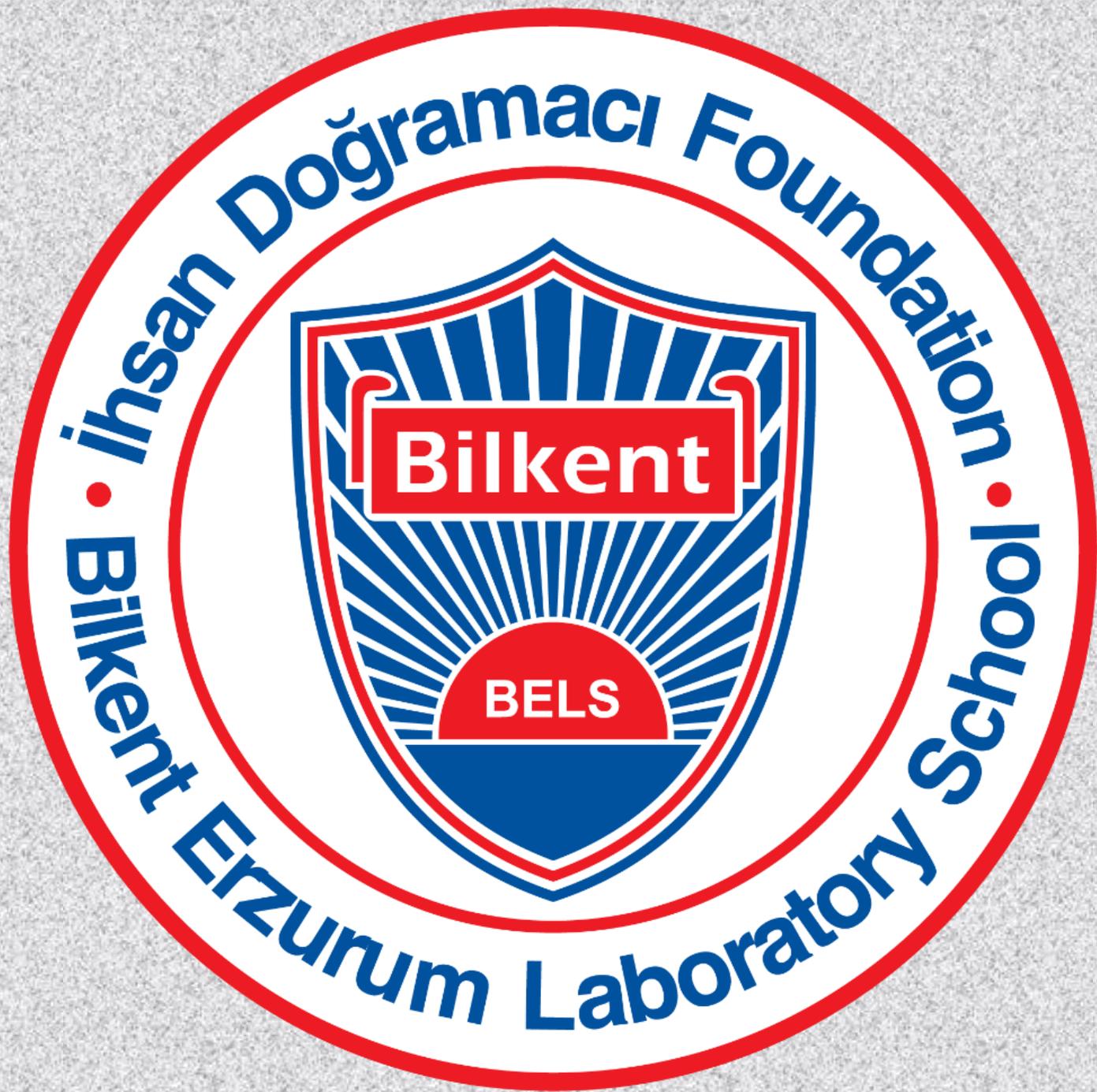


WHAT IS INTERNATIONAL MINDEDNESS AT OUR SCHOOL?



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





“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 16th. 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?

Your friend,

Furkan



Dear Adie,

hallo! 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 December 10th. I have 1 brother and 1 sister. My favorite color is white. I like to play soccer with my friends. What do you like to play? Goodbye!

Your friend,

Ayşe



November 21, 2013

Dear Rhya,

hallo! 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 Derya and İsmail. 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 Derya Çi



November 27, 2013

Dear Adie,

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 16th. I have 1 brother. His name is Mehmet. My favorite color is blue. I like to eat kebab. I like to play soccer with my friends. What do you like to play? Goodbye!

Your friend
İbrahim



December 3, 2013

Furkan,

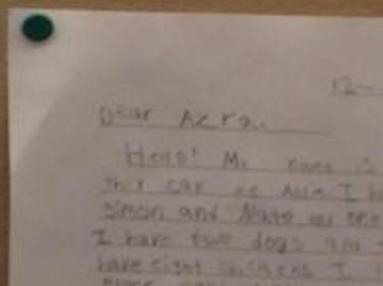
Hi! I am good. How are you? I am from Alpine, Texas. My school is called Alpine Montessori School. I like to play soccer and basketball. I am 8 years old. I am in 4th grade. What do you like to play?

Dear Azra,

Hello! My name is Azra. I am from Erzurum, Turkey. My school is called Elkent Erzurum Laboratory School. I am 10 years old. My birthday is December 10th. I have two dogs and one cat. My favorite color is blue. I like to play soccer with my friends. What do you like to play? Goodbye!

Your friend,

Azra



The iceberg concept of culture

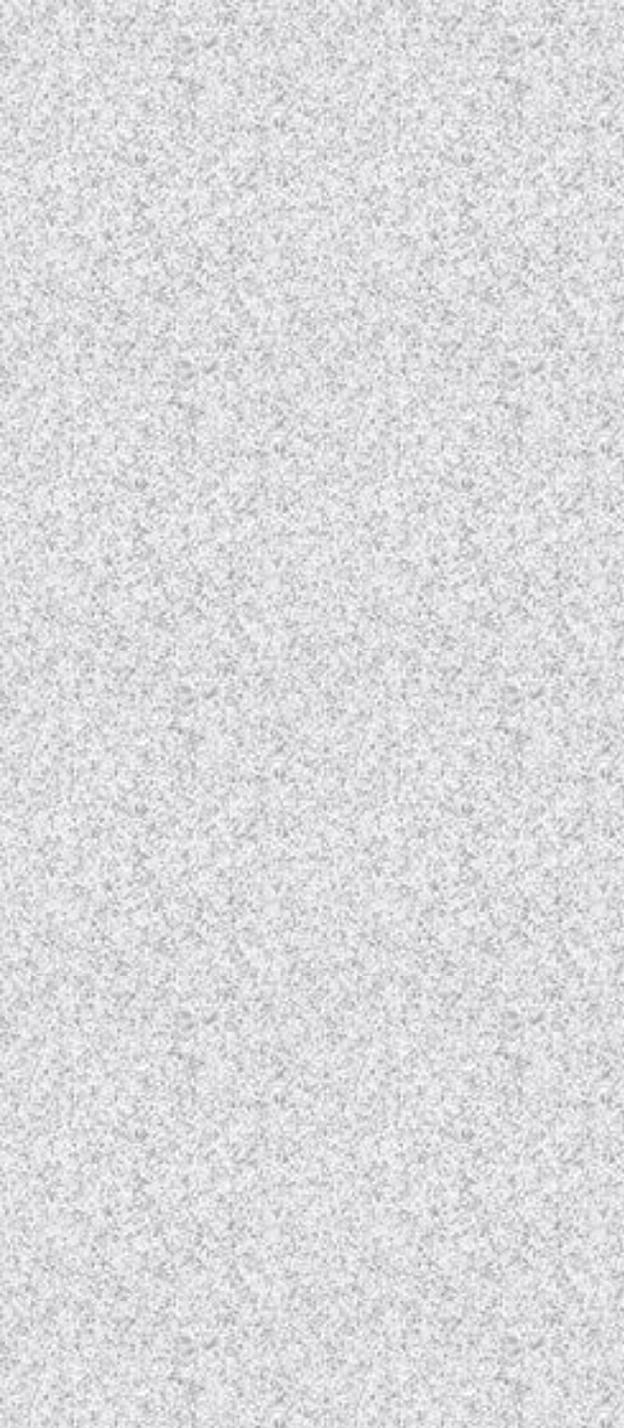
Primarily in awareness

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

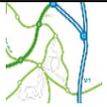


How the school believes, practices, validates and reviews its international-mindedness and multi-culturalism.



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 .

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 .

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.”

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).

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.”



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?

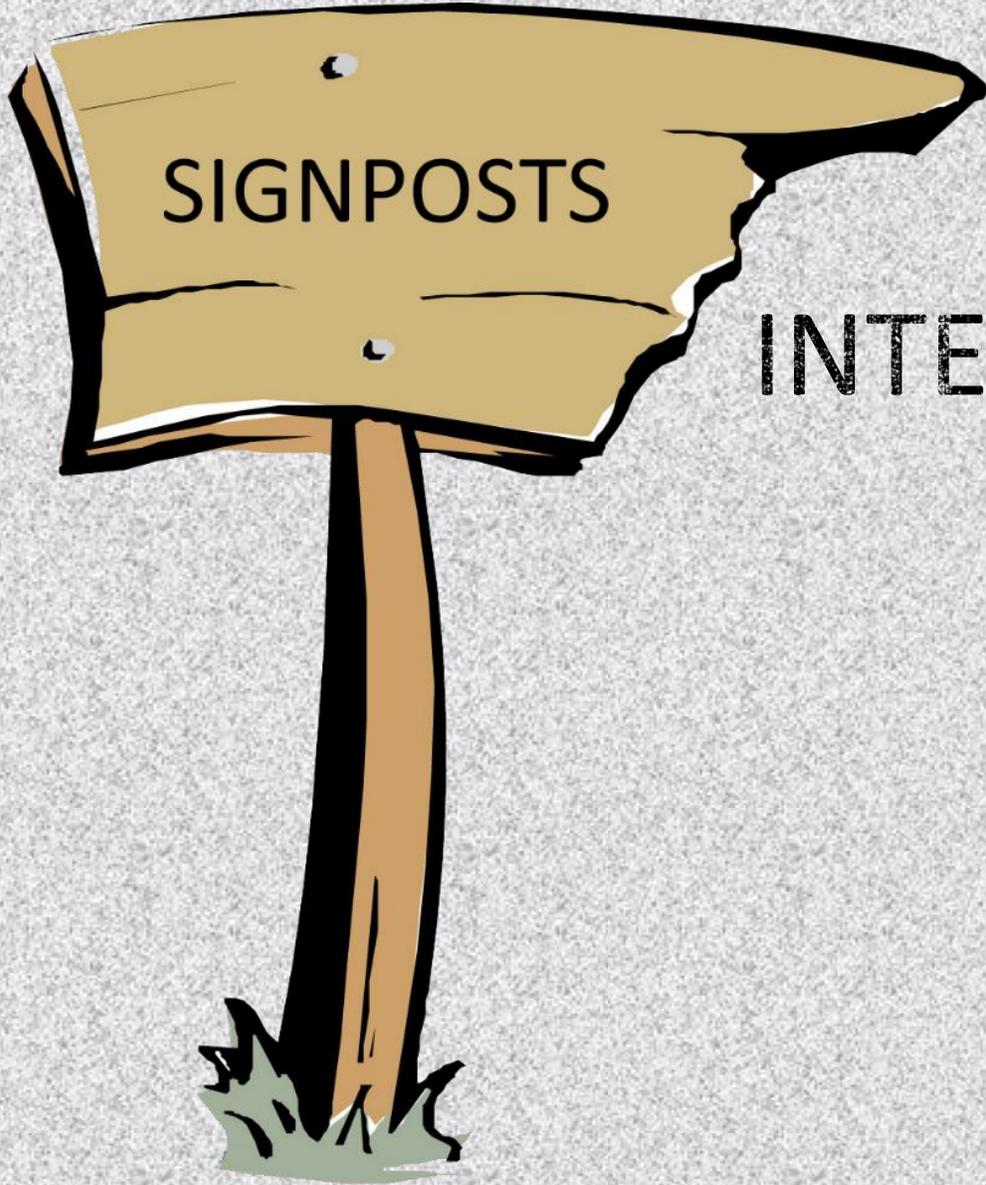




BILKENT ERZURUM LABORATORY SCHOOL ROUTE







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.





References

- Alvarez, M. International Mindedness: Moving from the Abstract to Implementation. In L.P.Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.91-124). Kent, England: Urban Publications.
- Bailey, K., & Harwood, R. (2012). Evaluating and fostering international mindedness. *International School*,15(2),18-20. Retrieved from http://www.johncatt.com/downloads/pdf/magazines/ismag/is15_2/is15_2.pdf.
- Bayliss, C. Sowing the Seeds of International Mindedness in the Early Years. In L.P.Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.51-62). Kent, England: Urban Publications.
- Bell, M. Achieving International Mindedness. In L.P.Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp. 31-49). Kent, England: Urban Publications.
- Boser, U. (2014). *Teacher diversity revisited, a new state-by-state*. Retrieved from <http://cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf>.
- Bristowe, R. (2013). What is the Global Dimension? In L. P. Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.63-78). Kent, England: Urban Publications.
- Cushner, K. (2007). The role of experience in the making of internationally-minded teachers. *Teacher Education Quarterly*,34(1).
- Davy, I. (2013). *Promoting international mindedness in our schools*. Retrieved from <http://www.ibo.org/iba/workshops/documents/DPC2LanguageALiterature.pdf>.
- Duwyn, D. Schools of the Future: Rooted Education for the Unrooted. In L. P. Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.205-214). Kent, England: Urban Publications.
- Fannon, O. Growing Up in a Shrinking World. In L. P. Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.143-164). Kent, England: Urban Publications.
- Hajisoteriou, C. (2013). Duty calls for interculturalism: how do teachers perceive the reform of intercultural education in Cyprus?. *Teacher Development: An international journal of teachers' professional development*,17(1), 107-126.
- Hall, E. The International View. In L.P.Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.125-142). Kent, England:Urban Publications.
- The Handbook for evaluators. (2013). Version 8.1. Retrieved from https://caisa.neasc.org/downloads/Resources_for_Team_Chairs.
- Hansen, C.B. Achieving as an Urban School with a Global Vision: One School's Journey to Become Internationally Minded. *International Journal of Learning*, 18(1), 99-110.
- Harwood, R., & Bailey, K. (2012). Defining and evaluating international-mindedness in a school context. *International School Journals*,31(2),77-86. Retrieved from http://www.ecis.org/uploaded/Documents/April_2012_ISJ.pdf.
- Hayden, M. & Thompson, J. International Mindedness: Connecting Concepts to Practice. In L.P.Stagg(Eds.), *International mindedness: Global perspectives for learners and educators* (pp.85-204). Kent,England: Urban Publications.
- International Baccalaureate Organization. (2014). Retrieved from <http://www.ibo.org/>.
- Lockhart, C. Bringing International Mindedness into the Classroom. In L. P. Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.1-14). Kent, England: Urban Publications.
- The Main guide to school evaluation and accreditation. (2013). School improvement through accreditation: journey to excellence in international education. 8th edition, Version 8.1,CIS/NEASC. Retrieved from <http://www.hillbrook.qld.edu.au/wp/wp-content/uploads/2013/10/8.-School-Improvement-through-Accreditation-Journey-to-Excellence-in-International-Education-CIS-NEASC.pdf>.
- Marcotte, C., Desroches, J., & Poupart, I. (2007). Preparing internationally minded business graduates: The role of international mobility programs. *International Journal of Intercultural Relations*, 31(6), 655-668. doi: 0.1016/j.ijintrel.2007.05.002.
- Mark, S. (2011, Jun9). What's "international" about an international school?. Retrieved from <http://www.eteachblog.com/international-mindedness-is-a-frame-of-mind%E2%80%A6/>



References

- Maxwell, B., Waddington, D. I., McDonough, K., Cormier, A. A., & Schwimmer, M. (2012). Interculturalism, multiculturalism, and the state funding and regulation of conservative religious schools. *Educational Theory*, 62(4), 427–447. doi: 10.1111/j.1741-5446.2012.00455.x.
- Metli, A., Akiş, D., & Altın, I. (2014). International mindedness at BELS: group presentation [PowerPoint slides].
- Middle States Associating of Colleges and Schools Commissions on Elementary and Secondary Schools. (2014). An introduction to the global literacies program of distinction. Retrieved from http://www.msa-cess.org/Customized/Uploads/ByDate/2014/August_2014/August_2014/August_27th_2014/An%20Introduction%20to%20Global%20Literacies79936.pdf
- Morgado, I. Rediscovering International Mindedness Through the Humanities. In L.P.Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.15-30). Kent, England: Urban Publications.
- Nette, J. (2006, October). Internationalism: a virtual reality? Paper presented at the 21st IB Asia-Pacific Annual Regional Conference, Hanoi. Retrieved from <http://www.ibo.org/ibap/conference/21stAnnualIBAPConference.cfm>.
- O'Dwyer, J., Aksit, N., & Sands, M. (2010). Expanding educational access in eastern Turkey: a new initiative. *International Journal of Educational Development*, 30, 193-203.
- OXFAM. (2014). Retrieved from <https://www.oxfam.org.au/campaigns/election/globalisa%20tion/globalisation.html>
- Pampanini, G., Adly, F., & Napier, D.(Eds.). (2010). *Interculturalism, society and education*. Rotterdam, Boston: Sense Publishers.
- Plotkin, W. (2013). International mindedness: Sounds good but what is it? In L. P. Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.1-14). Kent, England: Urban Publications.
- Ranger, G. International Mindedness at the Institutional Level in India. In L.P.Stagg (Eds.), *International mindedness: Global perspectives for learners and educators* (pp.165-184). Kent, England: Urban Publications.
- Roberts, B. (2014). Are we on the right terms?. *International School*, 16(3), 28-30. Retrieved from http://www.johncatt.com/downloads/is16_3/offline/download.pdf.
- Schein, E.H. (1992). *Organizational culture and leadership*. San Francisco: Jossey- Bass.
- Singh, M., & Jing, O. (2014). 21st century international mindedness: An exploratory study of its conceptualisation and assessment. Retrieved from University of Western Sydney website: http://www.uws.edu.au/__data/assets/pdf_file/0007/558529/21st_Century_International_Mindedness.pdf
- Skelton, M., Wigford, A., Harper, P., & Reeves, G. (2002). The World in the classroom: beyond food, festivals, and flags. *Educational Leadership*, 60(2), 52-55. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200210_skelton.pdf.
- Stagg, L., & Young, D. (2013). Internationalism in an international school: what does the future hold. In L. P. Stagg (Eds.), *International mindedness: global perspectives for learners and educators*. Rochester, United Kingdom: Urbane Publications.
- Swetz, J., & Swetz, M. (2014, May). *Fostering globally-minded citizens in a national school through the curriculum and action*. Paper presented at Bilkent University Graduate School of Education 11th International Conference, Erzurum, Turkey.
- Wilcox, A. (2009). The emergence of 'internationally-minded' national schools in Australia. *International Schools Journal*, 29(1).
- Wilkin, R. L. (2014). Finding ways to develop international mindedness in a Chinese public school. *International School*, 16(3), 26-27. Retrieved from http://www.johncatt.com/downloads/is16_3/offline/download.pdf
- Yuksekgretim kurumlari teskilati kanununda degisiklik uapilmasina dair kanun. (2006). *T. C. Resmi Gazete*, 26218, 4 Temmuz 2006.



NOW YOU'RE IM TOO!



Melanie SWETZ

mswetz@bels.bilkent.edu.tr

James SWETZ

jswetz@bels.bilkent.edu.tr

