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

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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.
Connecticut Welcomes You
Birthplace of George W. Bush
We Apologize.
WHAT IS INTERNATIONAL MINDEDNESS?
What is international mindedness?

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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.
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 learner profile

The aim of all IB programmes is to develop internationally minded, earth-guardianship of the planet, helping 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 have 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**
confidently and creatively in more than one language. We collaborate effectively, respecting the perspectives of others. We speak more than one language.

**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 appraise the range of point of view, our own cultures and traditions of others.

**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 our personal lives—body, mind, and spirit. We value the significance of intellectual, artistic, and social and physical skills.

**REFLECTIVE**
We thoughtfully consider the world 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

DIVERSE
OPENNESS
MULTIPOLICY
INTERCONNECTEDNESS
CULTURAL-PERSPECTIVES

GLORIOUS
WORLD-VIEW
ANALYSIS
OPEN-MINDED

UNIVERSAL
RESPECT
IDENTITY
DEEPER-UNDERSTANDING
WHAT IS INTERNATIONAL MINDEDNESS?
ELDER CURTIS
ÉGLISE DE JÉSUS-CHRIST
DES SAINTS
DES DERNIERS JOURS
MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS
GREENPEACE
GLOBAL CULTURALISM

- international
- international sensitivity
- international capabilities
- culture
- culturally sensitive
- global mindedness
- globally minded
- multiculturalism
- interculturalism
- cultural diversity
- global citizenship
- internationally minded
- biculturalism
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
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. not bad
   4. thinking beyond your home country
   5. globalization
   Internationalism is looking beyond your home country to form a global perspective. It is not bad.

b) Internationalism is to be open, respectful, tolerant and accepting of others’ needs and values.

c) Internationalism is being respectful by thinking about needs and wants of others.

d) An internationally minded person:
   1. has an interest in all things
   2. is open, respectful, tolerant and accepting of others’ needs and cultures
   3. ideas more than just one
   4. things

e) International-mindedness

Words Repeated Frequently:
Global
Respect
Tolerant
Acceptable
Others
Cultural
Empathy
Citizen
Change/Adapt

Definitions of Internationalism:

1. The condition of internationalism is one of being international
2. Being able to adapt
3. The condition of quality of being international
4. The need to adapt
“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.”
Hello! How are you doing? My name is Nihal. I am from Erzurum, Turkey. I have two sisters and one brother. My mother's name is Fulya. My father's name is Cem. My sister's name is Dilara and my brother is Ahmet. My school is called Erzurum Erseven Primary School. I have no favorite color or food. I like to play soccer. What is your favorite food? I like to play soccer with my sister. What do you like to play?

Your friend,
Nihal

Dear Nihal,

Hello! How are you doing? My name is Grace. I am from Alpine, Texas. My school is called Alpine Elementary School. I love to play soccer and basketball. I am 9 years old. What is your favorite color? What do you like to do in your free time?

Your friend,
Grace

Dear Grace,

Hi! I am good. How are you? I am from Alpine, Texas. My school is called Alpine Middle School. I like to play soccer and basketball. I am 9 years old. What is your favorite color? What do you like to do in your free time?

Your friend,
Nihal

December 2, 2013

Dear Azra,

Hi! How are you? My name is Azra. I am from Erzurum, Turkey. My school is called Erzurum Erseven Primary School. I have no favorite color or food. I like to eat meat and I like to play soccer. What is your favorite color? What do you like to do in your free time?

Your friend,
Azra

November 21, 2013

Dear Azra,

Hello! How are you? My name is Tarkan. I am from Erzurum, Turkey. My school is called Erzurum Erseven Primary School. I have no favorite color or food. I like to eat meat and I like to play soccer. What is your favorite color? What do you like to do in your free time?

Your friend,
Tarkan

November 21, 2013

Dear Azra,

Hi! How are you? My name is Tarkan. I am from Erzurum, Turkey. My school is called Erzurum Erseven Primary School. I have no favorite color or food. I like to eat meat and I like to play soccer. What is your favorite color? What do you like to do in your free time?

Your friend,
Tarkan
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.
James Swetz @GDbels · May 11
#BringBackOurGirls
On Mother’s Day, our hearts go out to those who cannot celebrate with their high school daughters.

10:52 AM · 11 May 2014 · Details

James Swetz @GDbels · May 10
Good luck to Kagan C in next week’s Erzurum poetry recitation contest.
HOW DO WE MEASURE INTERNATIONAL MINDEDNESS AT BELS?
3 STAGES

- identify
- elaborate
- structure
4 CORE STRENGTHS

- Bedrock
- Schema
- Social Cognizance
- Fellowships
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

**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.”
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

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.
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.”
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).

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“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.”
SIGNPOSTS

4 CORE STRENGTHS

- Bedrock
- Schema
- Social Cognizance
- Fellowships
SIGNPOSTS

BILKENT ERZURUM LABORATORY SCHOOL ROUTE
SIGNPOSTS

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


References


NOW YOU’RE IM TOO!

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