

#IBHYD2016



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ANNUAL CONFERENCE 2016  
*Hyderabad • 17–19 March*



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# Insights into International Mindedness

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## Goals of workshop

Share results from two research activities on  
International Mindedness

Use voices from our IB community to reflect on how International  
Mindedness can be defined and developed and demonstrated

Give ideas to inspire action back in your school



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# Reflect

In your own words...

1. How would you define international mindedness?
2. Please describe a situation when you demonstrated your international mindedness ....write 3 key words about that situation

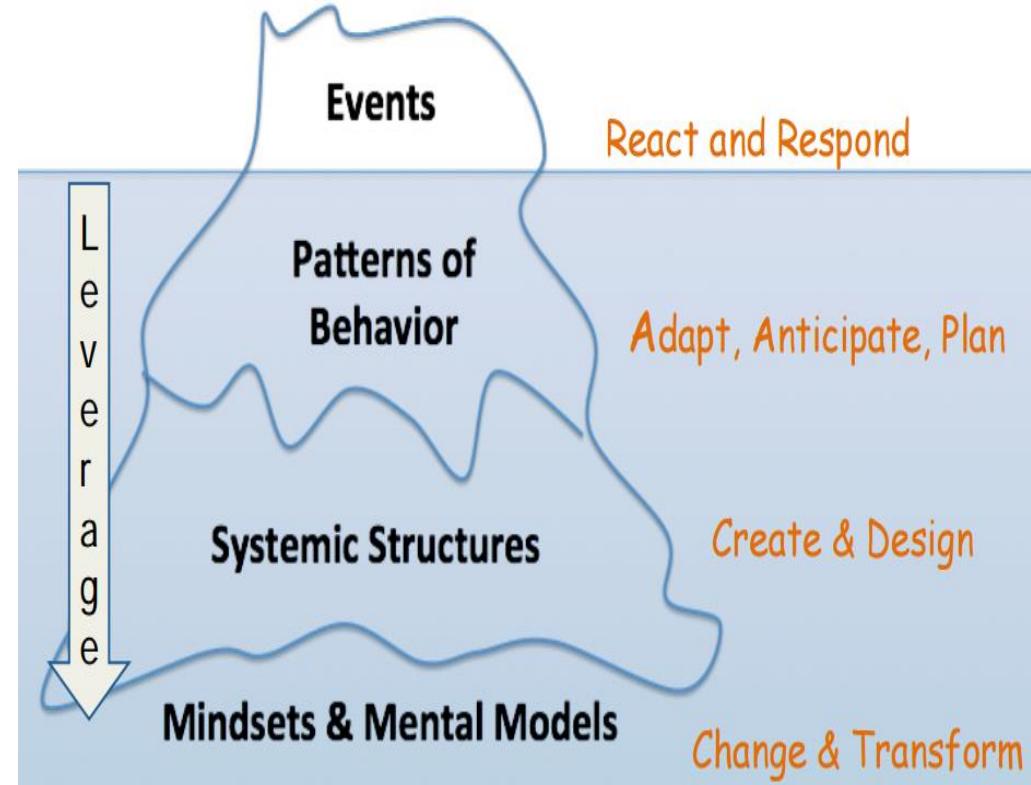


- Actions
- Beliefs
- Conclusions
- Assumptions
- Interpreted reality
- Selected Reality
- Reality and facts

### The Ladder of Inference

First put forward by organizational psychologist Chris Argyris and used by Peter Senge in The Fifth Discipline

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Alan AtKisson

Sustainability, transformative change  
Tool shared by Mike Johnston - Compass



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# Introducing Anabelle



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# A multi-voiced portraiture approach Pilot's Goals

- I. To develop a *pilot portrait* and accompanying support tools designed to deepen our understanding of *international mindedness* and strengthen our capacity to deliberate about it.
- II. To develop a unique approach to *documentation*: “*multi-vocal portraiture*” and understand its use in global education.
- III. To characterize how different members of the IB community *interpret* “*international mindedness*” across schools, regions and cultural orientations.



# International Mindedness

*“multi-lingualism, multi-cultural understanding, global engagement, embodiment of the learner profile attributes, mission in action”*

- Multiple meanings [e.g. more autonomous or relational self]
- Multiple forms [e.g. “humanist”, “internationalist”, “activist”]
- Stated and enacted: [e.g. descriptions or practice]
- Socially constructed: [e.g. cultures, environments, regions matter]
- Culturally shaped: [e.g. enculturation in an increasingly complex world]
- Fluid: [resisting strict or fixed definitions]





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# A multi-voiced portraiture approach

- Describing Anabelle (Visual Ethnography)
- Portraying Anabelle (Visual portraiture)
- Deliberating across contexts (Action research)



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# Getting acquainted with Anabelle

## See

What do you *notice* about Anabelle and her world in this visual portrait?

## Find the familiar

What about Anabelle and her world feels familiar to you and how?

## Find surprise

What about Anabelle and her world feels surprising to you and why?

## Wonder

What questions does Anabelle's portrait raise for you at this time?



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# Connect...

## Revisit

Re-read your initial definition of international mindedness.  
What might you edit, add, or change?

## Expand

Read the selection of quotes\* by students, teachers and alumni in order to gain more insight into what IM means to different people. Which quotes resonate with you? Which ones add a new dimension to your thinking? What questions do these quotes raise for you?

## Share

Share your observations with a partner. What commonalities and differences do you notice? What kinds of influences (context, school, life experiences, country, region) might be informing your views?



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# International Mindedness Survey

## Table 2. Number of Survey Responses

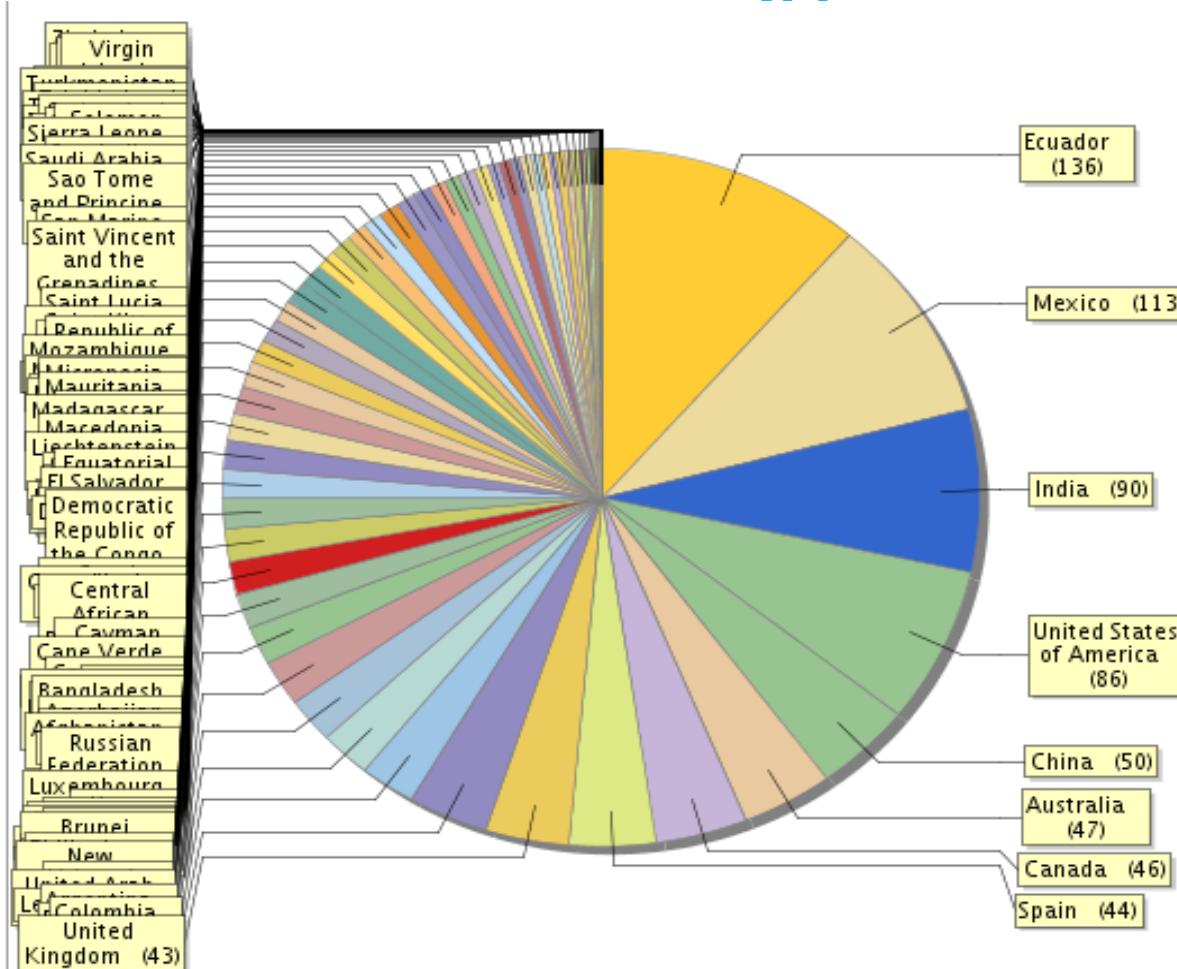
Participant Group	Number of participants	Number coded		
		Total	English	Translated
Students	1293	667	455	212
Educators	1405	615	415	200
Alumni	906	554	407	147*





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## Current location of students taking part in the survey





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# International Mindedness Survey



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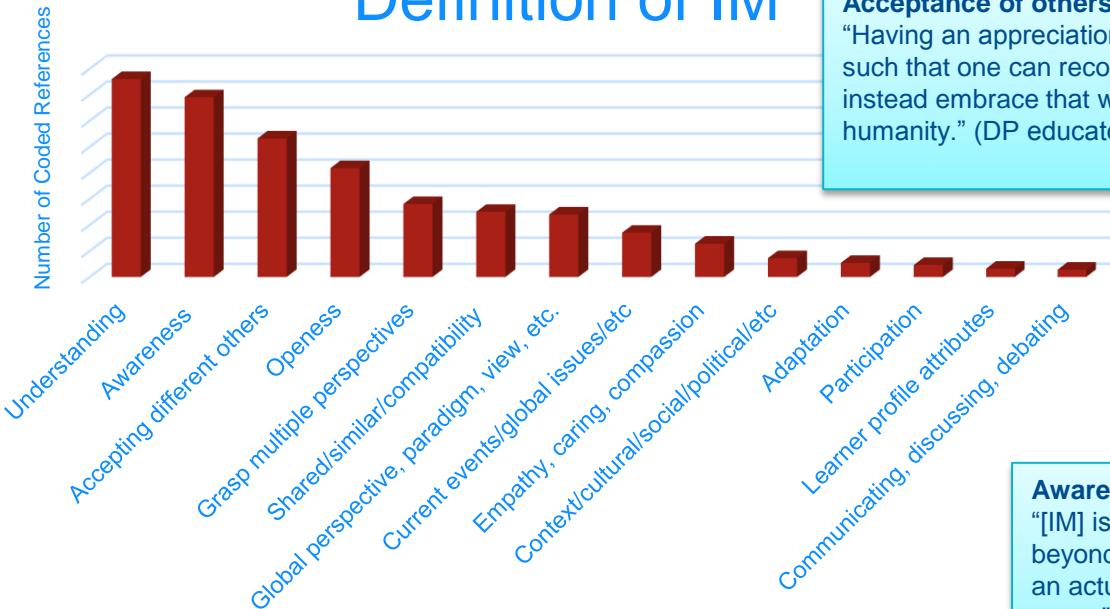




### Understanding

"[IM] involves being knowledgeable about others, caring towards others, principled in how we treat others, etc... In order to truly live international-mindedness one must first process one's own experiences, traumas, stereotypes, etc. Understanding where one comes from, and what spot one needs to grow in, creates a reflective human being which can then be a role model for others. Educators' responsibilities include going through this process to then help others also do the same." (PYP educator, Multi-ethnic female, Ecuador)

## Factors Comprising the Definition of IM



### Acceptance of others

"Having an appreciation for and understanding of cultures and perspectives, such that one can recognize and operate outside of embedded prejudice and instead embrace that which is shared and value that which is unique about humanity." (DP educator, White male, USA)

### Awareness

"[IM] is being aware of societies, history, and current events beyond the scope of your life. It is more than being aware, but an actual familiarity and ease with cultures other than your own..." (DP student, Mestiza female, USA)

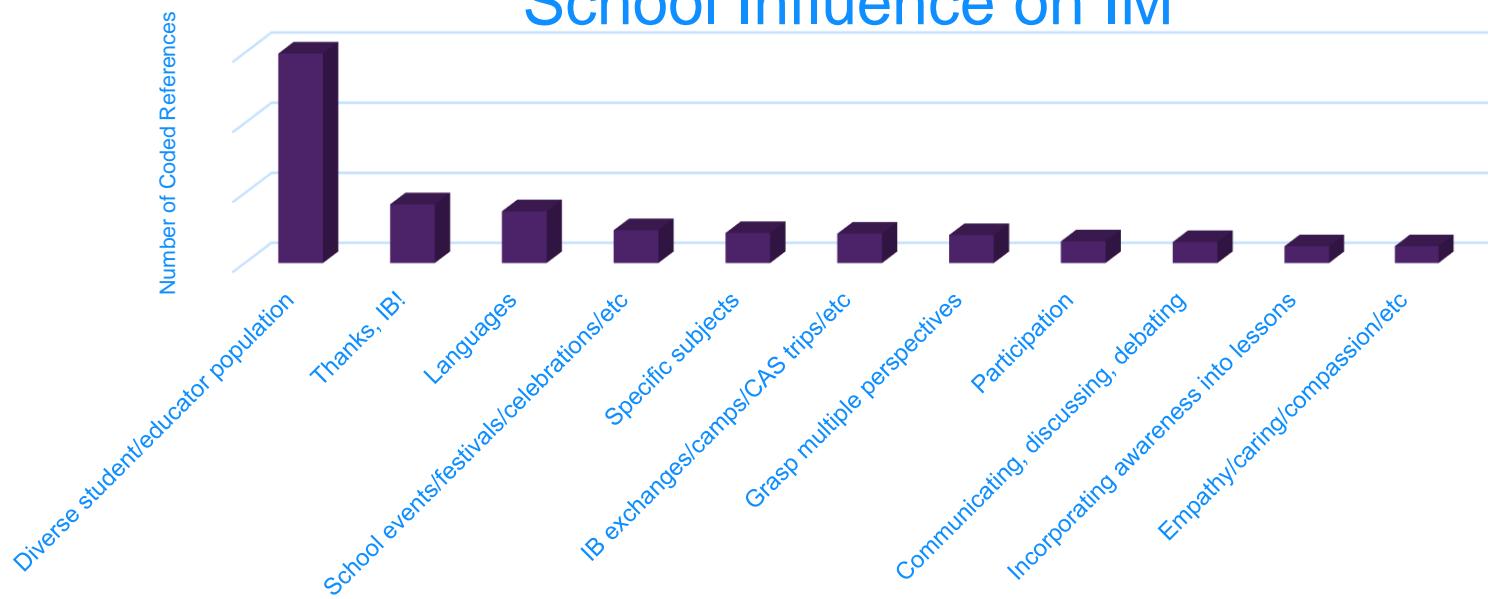




"Living in a culture different from your own makes you constantly question things around you, explain yourself in different ways, and understand people better. I really believe being not only exposed but immersed into a new culture, or exposed to a new language and having to live locally is the best way to learn how to understand and live side by side with the people. I believe that is how you become more internationally minded." (DP student, White female, India)

"My international school experiences have given me the opportunity to interact with students coming from very different backgrounds. This has allowed me to realise that although we have vast differences, we all have a shared sense of humanity that surpasses our differences." (DP student, Asian female, The Netherlands)

## Themes in School Influence on IM

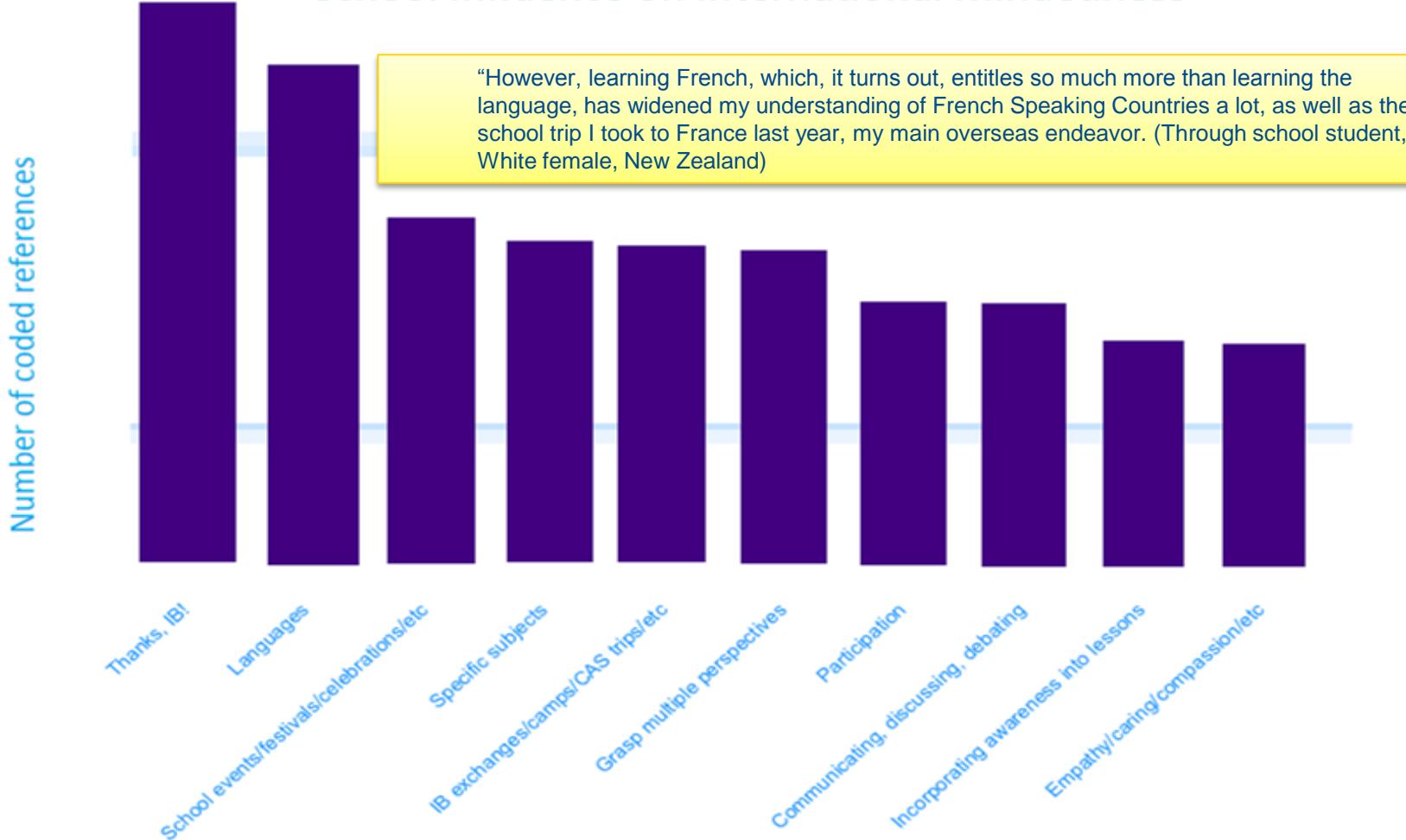


"Growing up in a very small international school but with many different nationalities, I thought it was normal to be in a space with 20-30 nationalities with under 100 children. We had families from all corners of the world (Zambia, Norway, Guatemala) and because the school was so small, there was a lot of mixing between year levels (we all had lunch together and shared tables). I never questioned my nationality/ethnicity at this school - it didn't define me and it didn't define any other children - it was just 'cool' to have new friends from different places." (Through-school alumna, Asian female, Indonesia)



"Studying a different language opened me to new cultures and different ways of thinking and doing." (DP student, White male, Italy)

## School Influence on International Mindedness



"I find the Language and Literature curriculums very interesting in developing a student's consciousness of their surroundings, and of the existence of contrasting cultures. Analyzing a text while remaining acutely aware of its context enables us to understand different mentalities and develop our international mindedness." (DP student, Asian female, France)



# Linking definition to influence

## Definition

### Key themes

- Understanding
- Awareness
- Accepting different others
- Openess
- Grasp multiple perspectives
- Shared/similar/compatability
- Global perspective
- Current events/ global
- Empathy, caring, compassion
- Context/ cultural social/ political
- Adaptation
- Participation
- Learner Profile attributes
- communicating

## School influence

### Key factors

- Diverse student/ educator population
- The 'IB' experience
- Languages
- School events, festivals, celebrations, etc.
- Specific subjects
- IB exchanges, camps, CAS, trips, etc.
- Grasp multiple perspectives
- Participation
- Communicating, discussing, debating, etc.
- Incorporating awareness into lessons
- Empathy, caring, compassion, etc.





"[I decided to] join a movement to spread via web injustices lived in Venezuela and other countries that do not enjoy legal freedom." (DP alumnus, Hispanic male, Peru)

# How do you recognise International Mindedness?

## Themes in Participant Examples of Demonstrating IM



"During one of our World Religions classes, a Hindu friend was trying to explain the concept of 'morality' in Hinduism. There was a sense of fluidity that I wasn't quite capable of understanding because of my past background knowledge relating to the Abrahamic Faiths. It took me a while, but during a Hindu guest speaker's visit, something just dawned on me to re-evaluate my definition of religion as this morally absolute set of codes and conducts. Because of my friend and her explanations regarding her faith, alongside our study material, I was able to piece together that I had a very one-sided view of religion that needed to be expanded." (DP student, Middle Eastern/Arab male, Jordan)



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# Nurturing International Mindedness

What are the other stories out there?

Think about students in your school.  
What are their stories?



Actions

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Beliefs

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Conclusions

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Assumptions

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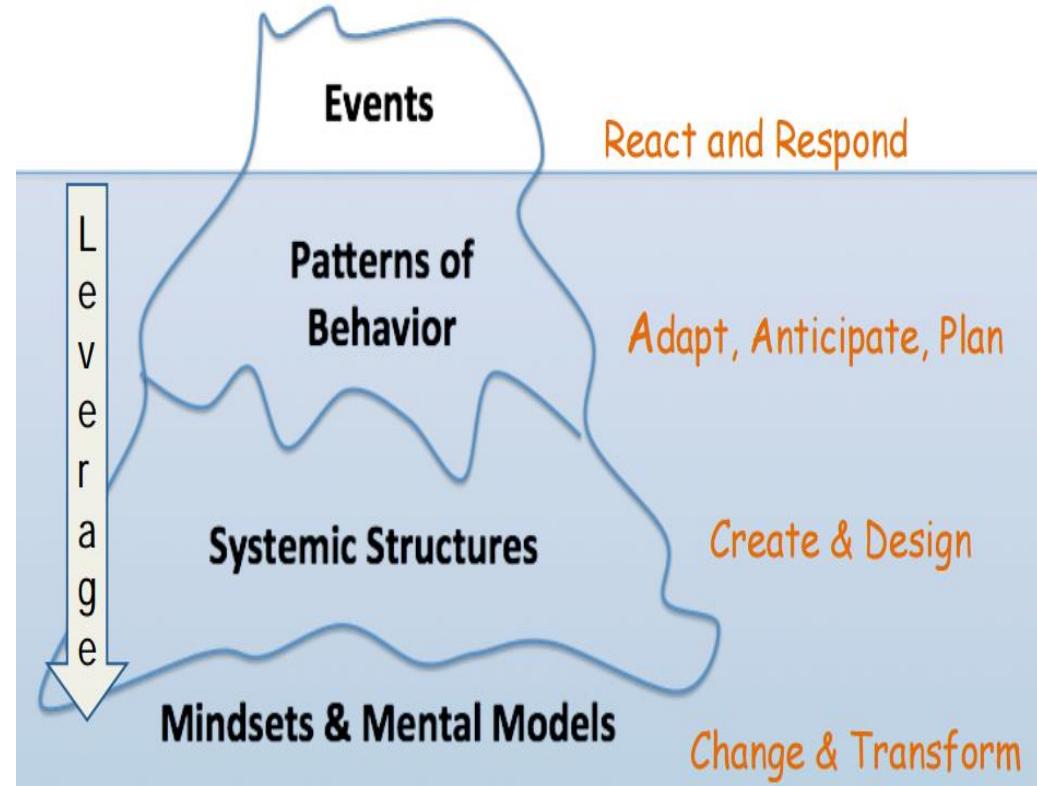
Interpreted reality

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Selected Reality

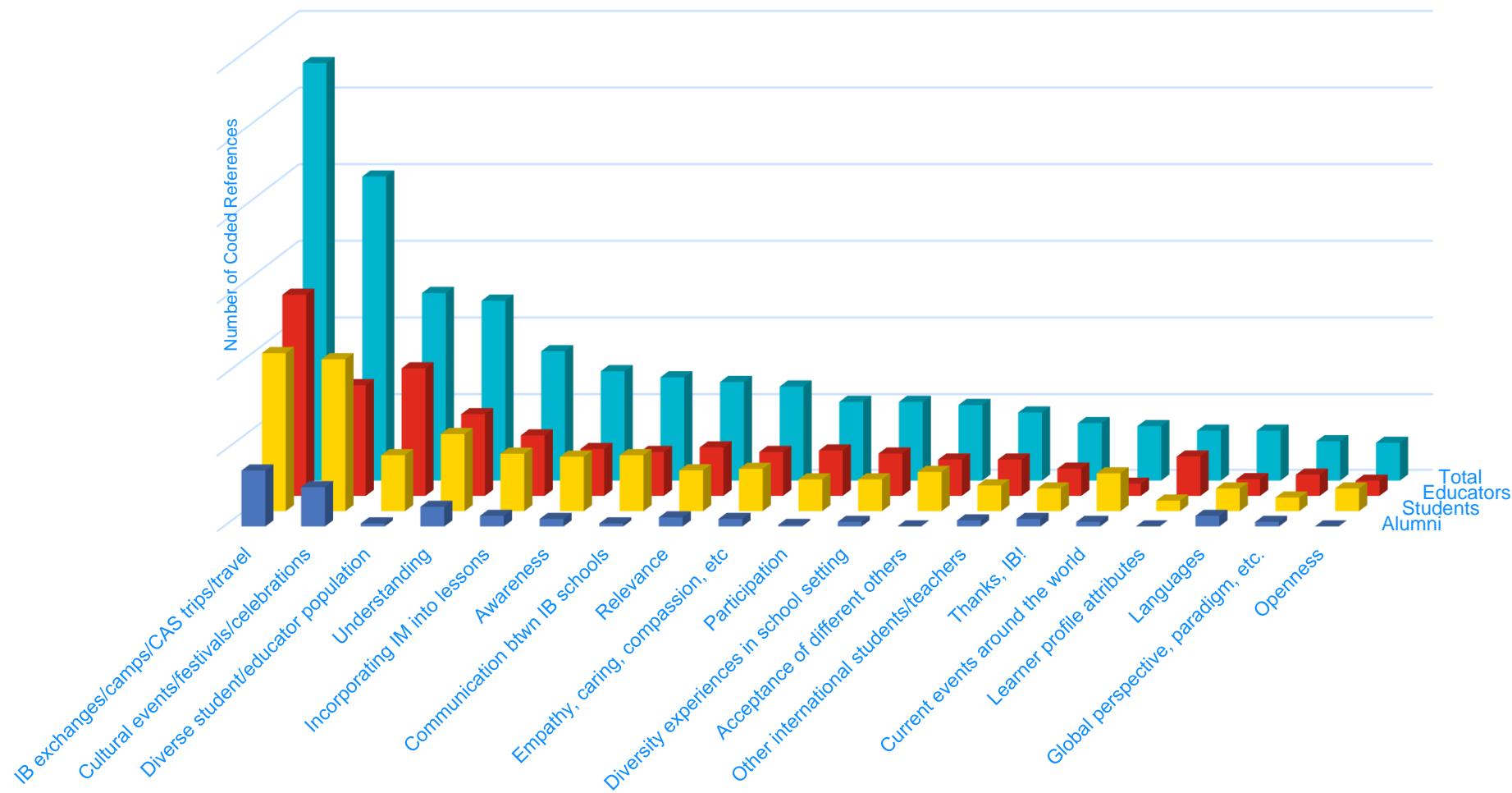
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Reality and facts





# What did survey participants recommend?

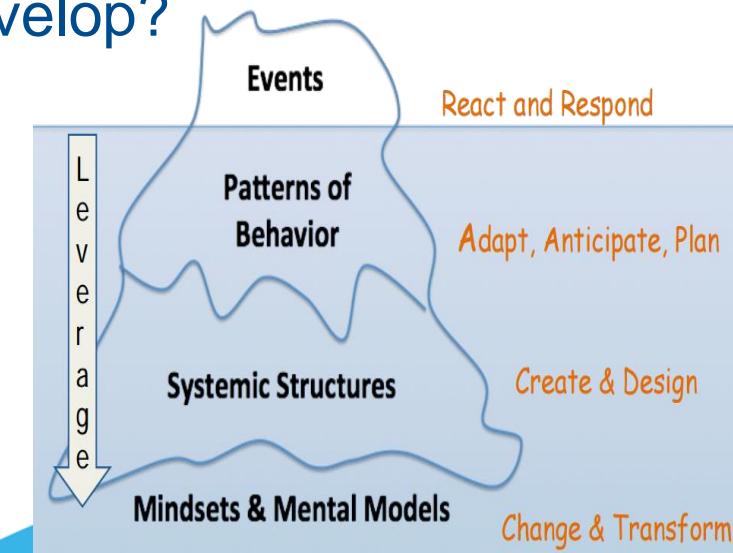




# How could you use ideas from today in your school?

- Could you build on those themes of influence?
- Recognise International Mindedness through those themes of demonstration?
- Could different stories from students in your school become part of a conversation to look at how International Mindedness can develop?
- Could we compare stories to see how International Mindedness develops in different ways in different contexts?

Actions  
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# Thank You

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