



Citation for published version:

Barratt Hacking, E, Blackmore, C, Bullock, K, Bunnell, T, Donnelly, M & Martin, S 2017, The International Mindedness Journey: School Practices for Developing and Assessing International Mindedness Across the IB Continuum . International Baccalaureate Organisation.

Publication date:
2017

Document Version
Publisher's PDF, also known as Version of record

[Link to publication](#)

Publisher Rights
Unspecified

University of Bath

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

The International Mindedness Journey: School Practices for Developing and Assessing International Mindedness Across the IB Continuum



Photo credit: International Mindedness, Amazon (Student Photograph)

Elisabeth Barratt Hacking, Chloe Blackmore, Kate Bullock, Tristan Bunnell,
Michael Donnelly, Sue Martin

Department of Education, University of Bath

August 2016



Abstract

International Mindedness (IM) is an overarching construction related to intercultural understanding, global engagement and multilingualism. The concept is particular to the International Baccalaureate Organisation (IBO) and sits at the heart of its educational policies and programmes. While IM is seen as a desirable quality for students and schools, it is, nonetheless, a complex and contested notion. It can be challenging for schools to develop not least due to the emotions and controversy it can evoke. Overlapping concepts such as Global Mindedness, Global Citizenship Education and Development Education have faced intense scrutiny in recent years.

The aim of this research study was to examine systematically how IB programme schools conceptualise, develop, assess and evaluate IM, and to understand related challenges and problems. The study was intended to improve practice in schools and was guided and informed by an Expert Panel. The research protocol and instruments were trialled in two dissimilar schools. Nine Case Study Schools, identified as being strongly engaged with IM, were then selected for an in-depth scrutiny of their practice and thinking related to IM. The schools were chosen to reflect stages of educational development (Primary Years, Middle Years and Diploma) as well as a range of contextual factors. This purposive selection recognised that promising practice may vary in different socio-cultural, political and institutional contexts. A multimethod approach was adopted, drawing on qualitative tools including interviews, focus groups, classroom observation, on-line surveys and the collection of documents and artefacts to gain a variety of perspectives from leadership, teachers, students and parents at each school. Data were analysed in order to identify how IM is defined, practiced, assessed and problematized across the schools. Using an iterative process, a synthesis of the findings was used to highlight common issues and generate recommendations for promising practice that could be shared among IB schools and beyond.

While the study captured many 'fuzzy' definitions of IM, it found that stakeholder conceptions converged on three philosophies. First, IM is relational in that it is about reaching out to how we perceive and interact with others from diverse cultures. It then becomes intra-personal or reaches in to better understand ourselves with respect to different others. Above all, IM is a process or a journey and that this process is more important than any fixed definition. Useful and noteworthy practices in schools were also collected, and presented as vignettes. These were found in leadership practices, Professional Development opportunities, the IB curriculum, extra-curricular events and activities, the hidden curriculum and relationships with the community. A cross analysis suggested that the Case Study Schools saw little benefit in the summative assessment of IM, but most recognised that internal formative assessment was helpful in understanding and developing IM. Formative assessment was considered to be constructive for students, teachers and schools.

Challenges for schools remain. Not least of these is the tension between realising IM both as an attribute to be acquired by students and an educational philosophy for schools. This is compounded by the diversity and impermanence of the school community and the expectations of the local and national culture.

Contents

Contents	i
List of tables	v
List of figures	vi
List of vignettes of promising practice	vii
List of photographs	viii
Acknowledgements	x
Glossary of abbreviations	xi
1. Introduction and Purpose	12
1.1 Introduction to the study	12
1.2 How to read the report	13
2. Background	16
3. The Research Questions	21
4. Methodology	22
4.1 Introduction	22
4.2 Methodological approach	22
4.3 Selection of schools/programmes	23
4.4 The Case Study Schools	25
4.4.1 Primary Years Programme	29
4.4.2 Middle Years Programme	30
4.4.3 Diploma Programme	31
4.5 Methods	32
4.5.1 Interviews	32
4.5.2 Student-led tour	33
4.5.3 Focus groups	33
4.5.4 Observations	34
4.5.5 Parent survey	35
4.5.6 Collection of documents	35
4.6 Analysis	36
4.6.1 Case-by-case analysis	36
4.6.2 Cross-case analysis	36
4.7 Challenges and limitations	36
5. Defining International Mindedness	38
5.1 Introduction	38
5.2 International Mindedness is fuzzy	38
5.3 International Mindedness is relational	40

5.3.1	Reaching out	41
5.3.2	Reflecting in	42
5.3.3	Learner Profile	45
5.3.4	Intercultural competencies	45
5.4	International Mindedness as process	47
5.5	Key messages	50
6.	Practising International Mindedness	51
6.1	Introduction	51
6.2	Leadership	51
6.2.1	Intentionality	51
6.2.2	Champions	53
6.2.3	Student Voice	54
6.2.4	Key messages	57
6.3	Professional Development	57
6.3.1	Key messages	63
6.4	Language and learning: home, host and other	63
6.4.1	Home language	65
6.4.2	Host language	66
6.4.3	Other languages	67
6.4.4	Key messages	67
6.5	International Baccalaureate curriculum	67
6.5.1	Subjects and areas of the curriculum	68
6.5.2	Creativity, Activity, Service (CAS)	78
6.5.3	Pedagogy	79
6.5.4	Teacher mindset	82
6.5.5	Key Messages	84
6.6	Events and activities (extra-curricular)	84
6.6.1	Connecting cultures	84
6.6.2	Celebrations and the 5 Fs	85
6.6.3	Trips and exchanges	87
6.6.4	Model United Nations	88
6.6.5	Barriers to participation in events and activities	91
6.6.6	Key messages	91
6.7	Hidden curriculum	91
6.7.1	School culture	91
6.7.2	Diversity and difference	93
6.7.3	Role models	94
6.7.4	Key messages	97

6.8	Relationship and engagement with communities	97
6.8.1	Families	97
6.8.2	Local (and national) community	98
6.8.3	Key messages	102
7.	Assessing International Mindedness	103
7.1	Introduction	103
7.2	Assessment lenses, fitness for purpose and the nature of what is being assessed	104
7.3	Concern about summative assessment	105
7.4	The case for formative assessment	106
7.5	Assessment in relation to students - formal and informal	108
7.5.1	In the Primary Years Programme	109
7.5.2	In the Middle Years Programme	113
7.5.3	In the Diploma Programme	114
7.6	Assessment as monitoring and evaluation – at the school level: making the implicit more explicit	116
7.6.1	Training and development	117
7.7	The role of the IBO in International Mindedness assessment	119
7.8	Key messages	120
8.	Challenges with International Mindedness	121
8.1	Introduction	121
8.2	Relationship with community/nation	121
8.2.1	Tension and cultural dissonance with the local environment	121
8.2.2	Tension between integrity and respect	123
8.2.3	Tension between school policy and state directives	123
8.2.4	Creating an inclusive and non-divisive environment	124
8.3	The school	125
8.3.1	Keeping parents/ carers informed, aware and involved	125
8.3.2	Bursting the privilege bubble	126
8.3.3	Preparing culturally sensitive educators	126
8.3.4	Consistency, stability and high teacher turnover	127
8.3.5	Taking International Mindedness beyond superficiality	128
8.3.6	Being realistic in approach and intentions	128
8.4	The individual	129
8.4.1	Reconciling International Mindedness with national mindedness	129
8.4.2	Dealing with the sensitivity and discomfort of students	130
8.5	IBO support	131
8.5.1	More emphasis on International Mindedness in IBO documentation	131
8.5.2	Support for International Mindedness in the IB curriculum	131

8.5.3	Offering more Professional Development related to International Mindedness	132
8.5.4	Support with assessing International Mindedness	133
8.5.5	IBO advocacy	133
8.6	Key Messages	134
9.	Key Findings for the International Mindedness Journey, Recommendations and Provocations	135
9.1	Introduction and caveats	135
9.2	Key messages	136
9.3	Key findings	138
9.3.1	The framing and defining of International Mindedness in IB schools	139
9.3.2	The practice and procedure of International Mindedness in IB schools	139
9.3.3	The assessment and feedback of International Mindedness in IB schools	141
9.3.4	The challenges in developing and assessing International Mindedness in IB schools	141
9.4	Next steps on the International Mindedness journey	143
9.5	Final thoughts	146
	References	149
	Appendices	154
	Appendix 1: Initial literature review	154
	Appendix 2: Expert Panel	158
	Appendix 3: Short report on findings from nominations phase	159
	Appendix 4: Researcher toolkit	167
	Appendix 5: Parent survey and findings	199
	Appendix 6: List of nodes exported from NVivo	203
	Appendix 7: The case studies in brief	205
	Appendix 8: Examples of scales/tools available for assessing IM	233

List of tables

<i>Table 1: The four phases of research</i>	<i>22</i>
<i>Table 2: Summary characteristics of the nine sample schools and two pilot schools.....</i>	<i>26</i>
<i>Table 3: Analysis of Head, Heart, Hands, responses</i>	<i>45</i>
<i>Table 4: The Range of Professional Development (PD) activity associated with International Mindedness by Case Study School staff.....</i>	<i>59</i>
<i>Table 5: An overview of the different approaches to language in the Case Study Schools</i>	<i>65</i>
<i>Table 6: Examples of International Mindedness contributions from different programmes and curriculum areas as recognised by stakeholders</i>	<i>72</i>
<i>Table 7: Key messages from the findings.....</i>	<i>136</i>
<i>Table 8: Key messages and principles for the International Mindedness journey.....</i>	<i>144</i>

List of figures

<i>Figure 1: Framework of critical global citizenship education pedagogy.....</i>	<i>18</i>
<i>Figure 2: An overview of the sampling process.....</i>	<i>24</i>
<i>Figure 3: Map to show the distribution of sample schools by programme and geographic location</i>	<i>25</i>
<i>Figure 4: International Mindedness as reaching out and reaching in</i>	<i>41</i>
<i>Figure 5: The International Mindedness journey</i>	<i>143</i>

List of vignettes of promising practice

<i>Vignette 1: The Respect for SOLE Policy (Nile (PYP))</i>	47
<i>Vignette 2: Defining International Mindedness (Mekong (DP))</i>	48
<i>Vignette 3: Defining International Mindedness (Tigris (MYP): The School on the Hill)</i>	49
<i>Vignette 4: Admissions and Recruitment policy (Mekong (DP))</i>	52
<i>Vignette 5: Making IM a Priority in the School (Trent (PYP))</i>	53
<i>Vignette 6: Student Voice: Guidance and Support Group (Hudson (MYP))</i>	55
<i>Vignette 7: Student Voice: Zero Tolerance of Bullying (Danube (MYP))</i>	56
<i>Vignette 8: Cultural Forum (Mekong (DP))</i>	63
<i>Vignette 9: Content and Language Integrated Learning (Danube (MYP))</i>	64
<i>Vignette 10: Global Contexts (Tigris (MYP))</i>	70
<i>Vignette 11: Remembrance Wall (Amazon (DP))</i>	71
<i>Vignette 12: Personal Project: Ayes and tales (Mekong (DP) and Danube (MYP))</i>	82
<i>Vignette 13: Jersey Friday (Colorado (DP))</i>	85
<i>Vignette 14: Model United Nations (Tigris (MYP))</i>	89
<i>Vignette 15: Model United Nations (Hudson (MYP))</i>	90
<i>Vignette 16: World Issues Map (Colorado (DP))</i>	93
<i>Vignette 17: Teachers as role models</i>	96
<i>Vignette 18: Building a Motorbike (Amazon (DP))</i>	100
<i>Vignette 19: Micro School (Amazon (DP))</i>	101
<i>Vignette 20: Lanyards (Colne (PYP))</i>	110
<i>Vignette 21: The 3Rs Tree (Trent (PYP))</i>	111
<i>Vignette 22: The Awards Assembly (Nile (PYP))</i>	111
<i>Vignette 23: International Mindedness Report Card (Peace (PYP))</i>	112
<i>Vignette 24: Student blogs (Amazon (DP))</i>	116
<i>Vignette 25: Evaluation of IM: Use of the IDI (Trent (PYP))</i>	118
<i>Vignette 26: Hett's Global Mindedness Survey (Mekong (DP))</i>	119

List of photographs

<i>Photo 1: Trent (PYP) (School Website)</i>	29
<i>Photo 2: Nile (PYP) (School Website)</i>	29
<i>Photo 3: Peace (PYP) (Researcher Photograph)</i>	29
<i>Photo 4: Danube (MYP) (Researcher Photograph)</i>	30
<i>Photo 5: Hudson (MYP) (Researcher Photograph)</i>	30
<i>Photo 6: Tigris (MYP) (Researcher Photograph)</i>	30
<i>Photo 7: Amazon (DP) (Researcher Photograph)</i>	31
<i>Photo 8: Colorado (DP) (Researcher Photograph)</i>	31
<i>Photo 9: Mekong (DP) (Researcher Photograph)</i>	31
<i>Photo 10: Student focus groups (Researcher Photographs)</i>	34
<i>Photo 11: Respect for SOLE poster, Nile (PYP) (Researcher Photograph)</i>	47
<i>Photo 12: Visual definition of International Mindedness, Mekong (DP) (School Website)</i>	48
<i>Photo 13: Model of International Mindedness, Tigris (MYP) (Researcher Photograph)</i>	49
<i>Photo 14: Diversity in the school canteen, Mekong (DP) (Student Photograph)</i>	52
<i>Photo 15: Anti-bullying tree, Danube (MYP) (Student Photograph)</i>	56
<i>Photo 16: Home language use, Trent (PYP) (Researcher Photograph)</i>	66
<i>Photo 17: Global contexts noticeboard, Tigris (MYP) (Researcher Photograph)</i>	70
<i>Photo 18: Maths Noticeboard: Mapping Global Contexts to MYP Maths Concepts, Tigris (MYP) (Researcher Photograph)</i>	70
<i>Photo 19: Remembrance wall, Amazon (DP) (Researcher Photograph)</i>	71
<i>Photo 20: Photo montage: visual art and identity</i>	7
<i>Photo 21: Illustration from book, 'The New Kalevala', Danube (MYP) (Jami's Illustration – the author)</i>	82
<i>Photo 22: Flags at Hudson (Student Photograph)</i>	90
<i>Photo 23: World issues map, Colorado (DP) (Researcher Photograph)</i>	91
<i>Photo 24: Amazon (DP) School grounds planted</i>	97
<i>Photo 25: CAS Project - Building a motorbike, Amazon (DP) (Student Photograph)</i>	100
<i>Photo 26: CAS, working in the local community with children from the Kampung, Amazon (DP) (Student Photograph)</i>	101
<i>Photo 27: Lanyards hanging on the tree (one for each LP attribute), Colne (PYP)</i>	110

Photo 28: The 3Rs Tree, Trent (PYP) (Researcher Photograph)111

Acknowledgements

We would like to thank the nine Case Study Schools and two pilot schools and, in particular, the school leaders, teachers, students and parents who were generous in inviting us into their schools and classrooms to share their thinking, practice and experiences. We acknowledge the contribution of members of the Expert Panel who acted as our critical friends and brought considerable and wide-ranging expertise to this study. Thank you to those who made the school nominations and to the schools who took the time to respond to surveys, thus enabling us to learn from a wider range of promising practice. Finally we would like to thank the IBO for funding this study.

Glossary of abbreviations

ATL – Attitudes to Learning	IDU – Interdisciplinary Unit
BERA – British Education Research Association	IM – International Mindedness
CAS – Creativity, Activity, Service	ITE – Initial Teacher Education
DBS – Disclosure and Barring Service	LP – Learner Profile
DP – Diploma Programme	MYP – Middle Years Programme
DPC – Diploma Programme Co-ordinator	MYPC – Middle Years Programme Co-ordinator
EE – Extended Essay	MUN – Model United Nations
FSM – Free Schools Meals	PYP – Primary Years Programme
Gr10 – Grade 10	PYPC – Primary Years Programme Co-ordinator
GSG – Guidance and Support Group	SEN – Special Educational Needs
IB – International Baccalaureate	Title 1 – A US governmental programme which provides financial assistance to Local Education Authorities with high percentages of students from local-income families.
IBLP – International Baccalaureate Learner Profile	
IBO – International Baccalaureate Organisation	TCK – Third Culture Kid
IDI – International Development Inventory	ToK – Theory of Knowledge
	UoI – Unit of Inquiry

1. Introduction and Purpose

1.1 Introduction to the study

This one year research study set out to investigate practice and thinking around International Mindedness (IM) in nine Case Study Schools identified as strongly engaged with IM. The study was undertaken by a team of researchers from the University of Bath's 'Internationalisation and Globalisation of Education' research cluster which has a longstanding interest in IM (e.g. see Hayden and Thompson, 1995). This study reflects the research team's belief in the value and importance of developing IM and their view that this research has the potential to improve practice in this crucial aspect of schooling. Former IBO Deputy Director General Ian Hill (2012 p.246) suggests that IM is associated with values education and has the potential to improve lives: *'International mindedness is also a value proposition: it is about putting the knowledge and skills to work in order to make the world a better place through empathy, compassion and openness - to the variety of ways of thinking which enrich and complicate our planet.'*

The aim of the study was to identify promising and good practice in developing and assessing IM and to propose further ways of embedding and assessing IM in IB programmes and schools, across a diversity of school contexts. We chose to focus on *promising* practice in recognition that work around IM is not easy and may face a number of challenges. It was our proposition that good practice in one school in one context might not be appropriate or effective in others and thus that looking for *good* practice alone would not necessarily be helpful. In addition, we conjectured that schools in challenging contexts, for example, schools where the concept of IM might prove contentious for political or religious reasons, might be exploring contextually sensitive practices. Thus we wanted to find examples of practice in diverse and challenging contexts that showed promise, and where schools were actively working on IM.

It is recognised that effective practice in this field needs to take account of the socio-cultural, national and instructional contexts that IB schools are located in, due to the diversity of IB school contexts, not least their representation in more than 150 countries around the globe and the movement into national schooling in countries such as Ecuador and Turkey and most recently Japan. Given the growing diversity of the IB world, this research reflects the practice and assessment of IM in a variety of schools contexts (e.g. small and large schools, state as well as independent or international schools), and dissimilar cultural settings, in order to capture a range of contextually different approaches to supporting and assessing IM. An examination of activity beyond a Western-humanist cultural setting is also important. Therefore identifying a diverse and heterogeneous sample of research schools was critical to the research endeavour in order understand more about the situated challenges faced by IB schools in the development of IM, and how these can be overcome successfully.

The research team did not set out with a fixed understanding and definition of IM, rather the intention was to open up the concept by exploring the conceptualisations underpinning practice in schools. The concept of IM is a contestable one and has come under attack in an IB context, especially in the United States (see Bunnell, 2009; 2012; and Haywood, 2015). It is also acknowledged that 'there is no single coherent picture of ... "international-mindedness" within the individual that, presumably, international education aims to develop' (Gunesch, 2007, p 90). It is therefore timely to examine how IB World Schools conceptualise, develop, assess and evaluate IM, including those operating in a context where the concept may be challenged or opposed. Whereas the concept of IM is largely limited in its use to international education, overlapping concepts have faced intense scrutiny in recent years including global mindedness, Global Citizenship Education and

Development Education. Therefore, this project also draws on knowledge from overlapping fields of enquiry such as Global Citizenship Education research in the UK, which the research team has contributed to (see, for example, Blackmore, 2014; Marshall 2007a, 2007b and 2007c; Barratt Hacking, 2012; Barratt Hacking and Barratt, 2007).

It is recognised that individual IB schools will interpret IM in their own particular way according to their unique setting. This is something that the IB has always welcomed, for example, *‘Personally, I am more in favour of open-mindedness ... International-mindedness is part of that but it’s restricted because it’s related to nations. Open-mindedness starts at home and can be applied to any context at any moment’* (IB World January 2008). In other words, the practice of IM may reflect IB definitions but may also be more nuanced or adapted to suit the cultural setting; the on-going discussion about defining IM still *matters*. In particular, it is accepted that IM practice may differ according to a school’s cultural context, for example, *‘approaches to international-mindedness will differ from school to school ... IB schools have huge connections and similarities. They also have quite specific contexts. Some aspects can seem more conspicuous than others. In Tanzania, perhaps, it was the concept of service, in China the feeling of ‘otherness’ and engagement with the host country. And in Thailand, we have a target to approach international-mindedness at three levels – global, personal and social (or community)’* (as reported by a secondary principal who had worked across different contexts IB World, January 2008).

In recent decades the three main IB programmes have grown substantially across the world. To support the growth and development of the organisation’s programmes, the IB Research Department has commissioned a series of studies that seek to identify the impact and value of an IB education. In particular, the IB has commissioned studies that have explored how IM is addressed in the educational philosophy of the IB programmes, and which have identified instruments reported in the educational research literature for the assessment of IM. This study therefore builds on landmark studies of IM in an IB context (Singh and Qi, 2013; Castro, Lundgren and Woodin, 2013; Sriprakash, Singh and Qi, 2014). In particular, Singh and Qi’s study of the IB conceptualization of IM and existing methods for assessing it (op cit) suggests that the IB has developed three key dimensions in its evolving and maturing understanding of IM: i] multilingualism (*‘a reconfiguration of how we think about languages that takes into account the complex linguistic realities of millions of people in diverse sociocultural contexts’* (IBO, 2011 p.8) ii] intercultural understanding and iii] global engagement (Singh and Qi, 2013). Global engagement is seen as the commitment to address humanity’s greatest 21st century challenges in the classroom and beyond. Whether and how schools recognise and work with these dimensions was therefore of interest. This study can thus be viewed within a wider research ‘journey’; the IB in its *Towards a Continuum of International Education* (IBO, 2008 p3) document stated the mission to *‘define IM in increasingly clear terms, and the struggle to move closer to that ideal in practice.’* As such, this study extends the exploratory ‘struggle’ into defining IM, attempting to move closer to an understanding of how it is practiced, and whether, how and why it is assessed.

1.2 How to read the report

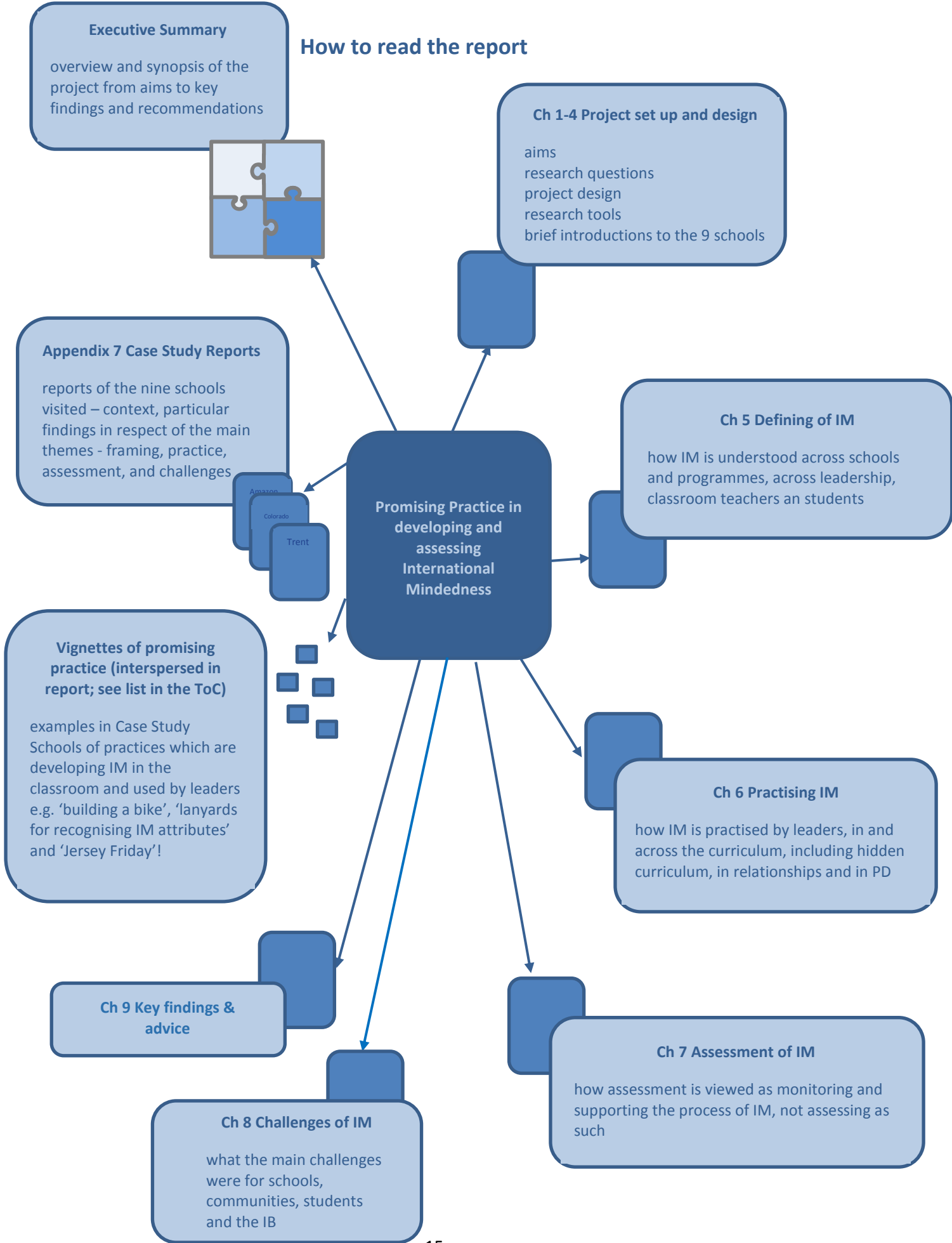
This Section should be read alongside the visual below. The findings are structured into four main Chapters reflecting the framework for the research questions (Chapter 3)

- how IB schools value, frame and define IM (Chapter 5)
- IM practice and procedure (Chapter 6)
- IM assessment and feedback (Chapter 7)
- challenges in developing and assessing IM (Chapter 8).

Each of the four Chapters, 5-8, includes the analysis and discussion of themes from the cross case analysis (Section 4.6.2). The discussion within each theme synthesises the evidence in the form of stakeholder quotations, researcher and student photographs and documentary sources. Whilst parent perspectives are incorporated into the discussion the findings from the parent survey are summarised in Appendix 5. As such, in reporting findings, we have given emphasis to stakeholder voice, with extensive use of stakeholders' words, photographs (in the case of students) and examples to illustrate and illuminate the thinking and practice found in the Case Study Schools. In the main body of the report we have prioritised discussion of findings that appear to be most promising, together with the challenges faced in practice.

Where appropriate practice and procedures are contextualised, reflecting this study's emphasis on the influence of context in respect of IM thinking and practice. In addition, each theme also integrates evidence of promising practice in the form of 'vignettes' which present rich, stand-alone exemplars of IM thinking and/ or practice from each of the nine Case Study Schools. Typically, each vignette includes a summary of practice, a photograph (where appropriate), stakeholder quotations and an explanation of how the practice supports IM. The intention behind the vignettes is to illustrate the findings with real examples, bring the findings to life and disseminate examples of promising practice. Within each theme the strength of findings is discussed, for example, the extent to which findings are strong, emerging or tentative, or typical, transferable or unique; this reflects, in part, the number of sources identified for each 'node' as identified through the cross-case analysis (Section 4.6.2). Importantly, each Section ends with a statement of key messages that derive from the findings. These messages set out what the findings suggest about what IB World schools need to do in order to develop, enhance and evaluate IM-related activity whilst recognising the relevance of a school's context. The messages are intended for multiple audiences including professionals in practice, IBO staff/ policymakers and scholars/ researchers and later feed into our key findings and advice (Chapter 9).

How to read the report



2. Background

IM is the key precept underpinning all programmes offered by the IB and central to its stated mission to promote intercultural understanding and respect. It is undeniably a ‘key concept’ (Castro, Lundgren and Woodin, 2015: 187). For the IB, education is holistic (Hare, 2010). It is the development of the whole person and learning as a lifelong process. Thus IB programmes emphasize intellectual, personal, emotional and social growth through all domains of knowledge. The IB recognises that the children and young people of today live in a globalised economy which offers great benefits for some, but distinct drawbacks for others. In this world, young people with an IM disposition are thought to be at an advantage. They are notable in terms of their wider, cosmopolitan attributes and well-adjusted behaviour (Gardner-McTaggart, 2016); and also distinctive in their understanding of world politics and events (Cause, 2009). There is much agreement (e.g. Skelton, 2013; Pelonis, 2014) that IM is a desirable attribute that should be nurtured from first entry to school.

There is no shortage of IM descriptors, neither in the literature (e.g. Carlin, 2013; Hill, 2013) nor among stakeholders (Jokikokko, 2005). IM is an overarching construction related to intercultural understanding, global engagement and multilingualism; these three aspects are identified by Singh and Qi (2013) as central ‘pillars’ for IM. Overall, the IB view of the ideal internationally-minded individual recognises common humanity and works towards a healthier and more peaceful world. Influenced by Howard Gardner, Skelton (2013: 13) takes an interesting view of IM as ‘a decline in egocentricity; while the following definition is suggested by Hill:

‘... an openness to and curiosity about the world and people of other cultures, and a striving towards a profound level of understanding of the complexity and diversity of human interactions.’ Hill (2012: 256).

Hill (2012), together with Singh and Qi (2013), see the characteristics of internationally-minded learners reflected in the ten aspirational qualities of the IB mission statement, the Learner Profile (LP). The IB learner profile (IBLP) is a public statement of desired student outcomes arising from common values and vision about the nature and purpose of education. The IBLP sets out the attributes that young people should develop through their experiences of IB World schools and programmes. Identified by key stakeholders and educators, these ten attributes or targets are descriptors that mould policy and practice and provide a shared ethos for disparate educational institutions. The ten discrete targets for learners can be reconfigured to reflect current theories of learning (Bullock, 2011). Effective learners, in general, are independent thinkers, well-motivated and have a clear understanding of themselves and others. The process of IM as a ‘journey of learning’ is discussed in IB documentation and adopted in this study; *‘Rather than representing ‘a profile of the perfect student, the IBLP can be considered a map of a lifelong journey in pursuit of international-mindedness’ (Rizvi et al, 2014 p.7).*

However, a major strength and distinction of the LP lies in its emphasis on the impact of social settings and group cultures on individual learning (see Lave and Wenger, 1991). Woolfolk, Hughes and Walkup (2008) argue that in the 21st Century we are all members of many groups and so are influenced by many different cultures. In any setting, children absorb the prevalent ideas and ways of doing things through reciprocal processes of social interaction. International schools, in particular, serve families from a range of cultural and ethnic backgrounds and offer unique opportunities for developing shared understanding, attitudes, and values (or IM) through modelling, reinforcement and social exchange. IM is emphasised in the IBLP by attributes such as open-mindedness, empathy and respect for one’s own culture and those of others. This embracing model for learners demands considerably more from teachers and schools than straightforward curriculum delivery and pedagogy (Bastable, 2014).

Cause (2009) has also observed that school ethos, practices and rituals are fundamental in securing the development of IM. Cause (2009) drew her arguments from a research study using three individual cases of year six students from different classes in one primary school. Support for this evidence (such as Lave and Wenger, 1991) suggests that teachers, along with other school workers, need to display the mindset and actions associated with global citizenship. This argument accords with Gardner-McTaggart's (2016) observation that schools should aim for visible models of openness, sharing and communication, with staff working together to create learning environments that are an honest representation of the social capital and diversity of the wider world. However, Walker (2010) has noted the obvious complication that, despite the overarching vision of an IB World School, each institution is individually moulded by its history; the cultural mix of its staff; the style of its governance; the location of its workplaces and the languages of its discourse. Added to such institutional influences on the nature of IM, are any modifications demanded by external priorities or dominant culture of the host State. This may be particularly problematic when IB schools have legal obligations arising from a national curriculum. Each student will also bring to the school the underlying attitudes of their own home. In some instances, these may support each other and combine to become a strong ideology affecting the school ethos. It may be, therefore, that IM becomes a distinctive concept in each different setting, dependent upon distinct tensions and constraints (Tarc, 2009).

Among others (see Lauder, 2007; Bunnell, 2012), Walker (2010) has also addressed the long-standing criticism that the IB is too closely associated with Western values and, despite its title, does not enable students to see the world from a truly international perspective. Considering evidence from different authorities, Walker's paper analyses the IB learner profile and asks how appropriate it is for the cultures of East Asia. His paper concludes that the learner profile (and hence IM) does indeed reflect the strong Western humanist foundations of the IB, but that this ethos appears to be growing in desirability worldwide.

While the generic features of IM are acknowledged in the IB world context, there is little consensus among wider stakeholders concerning definitions of the concept, the conduct of its delivery or the efficacy of its outcomes. In 2012, Merryfield, Augustine and Choi surveyed 124 IB Diploma Programme teachers from 110 schools across 40 countries. They found that few teachers conceptualised and understood IM in terms of equity, privilege and power. Concerned by this uncritical stance, Sriprakash, Singh and Qi (2014) interviewed 196 parents, teachers and students from six DP schools in three countries to determine their perceptions of IM in the DP. They found that almost all participants believed that IM is difficult to define and can be interpreted in multiple ways. IM was seen as a 'contested, multiply constituted concept that has varied implications for thinking, being and doing' (Sriprakash, Singh and Qi, 2014 p.1). This study revealed that the practices of IM varied across the six school contexts and were dependent on school cultures, level of commitment from teachers and leadership, and level of integration and promotion across school activities. In agreement with these observations, Carlin (2013) also argued for the need for teacher Professional Development around the complex issue of IM.

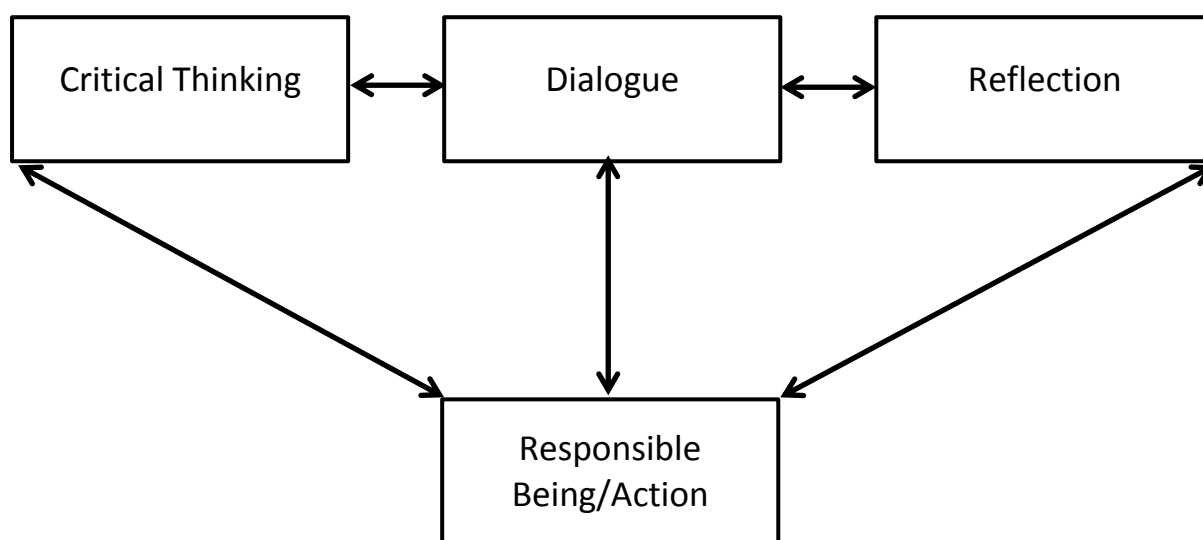
International Education, and IM within that, is one of a number of similar educational traditions including Intercultural Education, Global Education, Global Citizenship Education, Development Education and Education for Sustainable Development (Marshall, 2007; Roberts, 2009). The popularity of these terms is somewhat cyclical, yet there are important nuances between the terms. A recent growth of research into these related traditions, drawing particularly on critical and postcolonial perspectives, is particularly relevant to debates about the Western bias of IM.

Vanessa Andreotti's work distinguishes between soft and critical global citizenship education. At heart these represent different pedagogical approaches towards GCE. The emphasis of the soft approach is on campaigning towards pre-defined behaviour change outcomes. The content remains

fairly descriptive, with an emphasis on awareness raising to encourage learners to help others less fortunate than themselves e.g. by donating time, money and resources. She criticises this approach, saying that without critical reflection on the causes of inequalities, young people with good intentions and motivated to 'save the world' may inadvertently 'project their beliefs and myths as universal and reproduce power relations and violences similar to those in colonial times' (Andreotti, 2006: 1). In contrast, the critical approach encourages learners to question and reflect upon the political structures which underpin inequalities in power and wealth (Andreotti, 2006). It promotes change, not by telling learners what they should think or do but by '*creating spaces where they are safe to analyse and experiment with other forms of seeing/thinking and being/relating to one another*' (Andreotti, 2006: 7).

This has sparked growing interest in the significance of pedagogy (Bourn, 2015). For Bourn (2015), global citizenship education pedagogy consists of global outlook, recognition of power and inequality in the world, belief in social justice and equity, and a commitment to reflection, dialogue and transformation. At the core, it is about how knowledge is constructed and what is done with it (Andreotti, 2006; Bourn, 2015; Brown, 2015). This is a complex process; one that is individual to each learner, depending on their experiences and understandings, and one that is likely to produce varied outcomes (Brown, 2015). This pedagogy of critical global citizenship education is further developed by Blackmore (2016; forthcoming) (Figure 1).

Figure 1: Framework of critical global citizenship education pedagogy



With a systematic analysis of 30 IB official documents and a comprehensive literature review, Castro, Lundgren and Woodin (2015) appraised the way IM was presented in documentation. They saw a need for better clarification of what IM is in an IB World context and suggested an investigation of whether the children undergo any real transformative change from an IM focus in their learning. The writers were concerned that internationally minded IB learners are '*not required to adopt critical positions or to interrogate their own beliefs and values*' (Castro, Lundgren and Woodin, 2015: 193). This key point has also been noted by Walker (pers. com., 2016) and others (Waterson & Hayden, 1999) have also identified that the 'level of saturation' is a helpful focus when considering aims and progress in developing IM; specifically these were knowing, doing and being.

In a further argument, Sriprakash *et al.* (2014) found that many students saw IM simply as a form of Western cultural capital, especially in terms of being a tool with which to access western higher education. This view was endorsed by Tarc & Beatty (2012) in their work with Canadian students

who had transferred from the IBDP to undergraduate studies. Other writers (Doherty and Mu, 2011) suggest that IB students often express their aptitudes for IM in terms of multicultural families, travel and international friendships, but point out that these privileges in themselves do not ensure a curiosity about the world nor openness to disparate people and cultures.

A major difficulty for schools lies in gauging their effectiveness in delivering their model of IM. The identification of appropriate evidence for the progress and competence of learners and their teachers is not straightforward. Assessment can be conducted both formally and informally and for a variety of reasons such as diagnosis, monitoring and evaluation (Gipps, 1994). Little is written about summative or formal assessment of IM although psychometric tests for related attributes, such as Global Mindedness (Hett, 1993) and Cultural Diversity (Dimmock & Walker, 2000) have been developed.

However, Harwood & Bailey (2004) have worked to construct a broad conceptual framework for the purposes of on-going, formative monitoring and evaluation of IM. Their conceptualisation of IM pulls together research literature, international teaching experience and current thinking and is given the title, 'Me and My World'. Five strands - world view, global issues, language, culture and human society are identified. Within each of these areas, the student experience is monitored at four different levels of involvement – me, my school, my country, the world. In some respects this hierarchy of experience mirrors the seminal work of Bronfenbrenner (1979) on child development. Harwood & Bailey (2004) continue to use this model to identify evidence for monitoring and evaluation. They suggest that evidence can be gathered from the following sources: written (essays, poems and the like); research (internet, library, museums); visual (art, models, PowerPoint); public speaking (presentations, debates) and participation (charities, sports, events). However, despite this framework, Sriprakash, Singh and Qi (2014) were critical of the assessment of IM. They found little evidence to suggest that, at an organizational level, schools were capturing, documenting and giving accounts of how IM was being implemented.

This led to the conclusion that: 'It may be necessary and advantageous for the IB to clarify their own position' (Castro, Lundgren and Woodin, 2015: 188). The term IM is closely related to the IB curriculum and ethos. A wider debate about the philosophical underpinnings of the term could strengthen its theoretical base. Castro, *et al.* (2015: 194) also suggest that: 'IB may wish to address whether or not the concept *international* itself is appropriate for the type of mindedness that IB schools aim to develop.' These researchers (2015: 188) consider that a better picture would emerge from actually visiting schools and surveying several different stakeholders; 'It is recognized that a full understanding of how IM is used within IB schools would require observations in IB schools worldwide and listening to the voices of administrators, teachers, parents and students.'

These arguments informed the conduct of this present investigation from the University of Bath. From the outset the research team recognised that individual IB schools would interpret IM in their own particular way according to their unique setting; and that this diversity was welcomed by the IB. This project therefore explored activities and practices that aimed to support the development of IM in IB schools. With the growing diversity of the IB world, care was taken to research the practice and assessment of IM in a variety of schools contexts (e.g. small and large schools, state as well as independent or international schools), and in dissimilar cultural settings. An examination of activity beyond a Western-humanist cultural setting was a key ingredient in the sampling process. The research aimed to document how IB World schools (PYP, MYP and DP) seek to support student development, and teacher preparedness of IM through systemic mechanisms, such as school policy, as well as planned curricula, co-curricular and extra-curricular activities. This included formal and informal assessment and evaluation procedures used by IB schools. The general aims of this study were therefore two-fold:

1. to investigate how IM is defined, valued, approached (learning and assessment) and problematized by key school stakeholders
2. to identify promising practices, in terms of approaches and activities for learning and assessment for IM across the IB Continuum, that can be shared with the IB community (recognising that good practice might look different in different cultural/political/social and instructional contexts)

3. The Research Questions

The Key Research Questions

There are 14 research questions, identified initially by the IBO, which we have grouped and examined in four areas (a-d);

a) The framing and defining of IM in IB schools

1. In what ways is IM defined in IB schools? For example, how is it interpreted in school policy documents, and by the major school stakeholders (Senior administrators, programme coordinators, teachers, students, parents).
2. To what extent is the IB's definition of IM recognized in IB schools (i.e. a combination of multilingualism, intercultural understanding and global engagement)?

b) The practice and procedure of IM in IB schools

3. In what ways are IB schools successfully supporting student IM through:
 - School policies and structures
 - Curriculum and classroom practices
 - Non-academic activities
 - Extracurricular activities
 - Daily life of the school
 - Involvement of parents
 - Engagement with the local and wider community?
4. What rationale do school leaders and teachers give for the ways described above?
5. What opportunities are given to students to inquire, act and reflect on IM?
6. What formal and informal activities and procedures do schools use to monitor and assess (formatively and/or summatively) student IM? And why?
7. In what ways does a school's practice of IM reflect contextual factors such as school demographic features, local culture and identity, political circumstances etc.?

c) The assessment and feedback of IM in IB schools

8. What forms of student feedback is involved in assessing IM?
9. What do each of the main stakeholder groups perceive as being the value for schools and students of IM?
10. In what ways does a school's support and assessment of IM reflect contextual factors?
11. To what extent do schools' assessment of IM reflect the value they attach to IM?
12. How do schools view and monitor improvement in their assessment of IM?

d) The challenges in developing and assessing IM in IB schools

13. To what extent do the major school stakeholders identify challenges in developing and assessing student IM?
14. Are there particular ways the IB could better support schools regarding student development and assessment of IM?

4. Methodology

4.1 Introduction

This Section describes the methodological design of the research which was developed in close alignment with the aims of the research tender. It was carried out by a team of researchers at the University of Bath with expertise across a range of educational fields including the IB, assessment, alternative educations and participatory methodologies.

4.2 Methodological approach

This study is based on a case study approach in which nine schools (three PYP; three MYP; and three IBDP) were purposefully sampled to reflect promising practice in IM. The schools were chosen to reflect a range of contextual factors, which may impact on schooling and IM, recognising that promising practice may well look different in different socio-cultural, political and institutional contexts. A multimethod approach was adopted, drawing on qualitative tools including interviews, focus groups, classroom observation, on-line surveys and the collection of documents/artefacts, to gain a variety of perspectives from leadership, teachers, students and parents at each school. The data were analysed in order to identify how IM is defined, practiced, assessed and problematized across the schools. Using an iterative process, this was used to generate recommendations for promising practice.

The research consisted of four linked phases (see Table 1 below). The first phase consisted of a literature review focusing on the practice of IM in schools rather than theory or conception. This was achieved by focusing on the following terms: 'school', 'practice', 'teaching', 'learning', 'classroom techniques' and 'assessment'. The search was restricted to 'international mindedness' as a term rather than related terms such as 'global citizenship education', 'development education' and 'global learning'. The search returned 80 practice-orientated papers, which illustrates the emerging body of professional literature in this area (please see Appendix 1). This literature review informed the development of the research methods as well as the sampling process (for example, Baker and Kanan, 2005; Lai et al, 2014; Tamatea, 2008). The following phases are outlined in the remainder of this Chapter.

Table 1: The four phases of research

Phase 1 (April 2015 – October 2015)	Focused literature review Development of tools and methodology including piloting
Phase 2 (April 2015 – October 2015)	Sampling Contacting schools
Phase 3 (Nov 2015 – Jan 2016)	Fieldwork (and initial analysis)
Phase 4 (Jan – May 2016)	Analysis Writing report

Close collaboration and discussion amongst the team, and with the IBO was a key part of the methodology. In addition, an Expert Panel of 'critical expert friends' was assembled bringing

together a mix of expert knowledge and experience with regard to IM, including a balance of practice, policy and academic/research perspectives and alumni of the IB programme. This group met at significant points in the project to support and advise the research team by asking provocative questions, offering critique of our work and providing fresh perspectives and evidence. The team corresponded with the panel members throughout the project to seek their input, and extracts of the dialogue/input from Expert Panel members is woven through this report. For more information about the membership of the Expert Panel, please see Appendix 2.

The ethical framework for this research was guided by the British Educational Research Association guidelines (BERA website) together with the University of Bath's Institutional Code of Ethics. All investigators had substantial experience of research in schools and with children and young people, and all had a Disclosure and Barring Service (DBS) clearance prior to data collection in schools; this is a UK safeguarding requirement for anyone working in schools in activities with children and young people. Schools were invited to take part and given a full briefing of what their participation entailed, including potential benefits and the timelines for research activities. In particular, we were concerned to obtain children's genuine informed consent to participate rather than just relying on parental consent or Principal approval. This was achieved by using child-friendly briefing materials in advance and confirming issues around consent at the start of any research activity involving children.

All researchers undertaking school visits were briefed on dealing with sensitive topics surrounding IM and a non-judgemental/neutral role was adopted at all times. Confidentiality was maintained in the following ways:

1. Data was only kept on password protected machines
2. All hard copies of interview transcripts, field notes and the like will be disposed of through confidential waste procedures.
3. Schools are identified through pseudonyms only. We have used the names of major rivers as pseudonyms for our schools. Schools were given the opportunity to choose their own pseudonym but only Tigris (MYP): The School on the Hill did so. We therefore decided to combine the school's own choice with a river pseudonym to ensure consistency throughout the report. We often use the shorthand of Tigris (MYP) in the report.

The visits required a time commitment from the nine schools involved. However, the comments below demonstrate that the visits were also useful to the participants involved.

*'This visit was indeed a great opportunity for us to reflect on and present our passion for IM'.
(Principal, Nile (PYP))*

It was 'highly stimulating to talk about these issues during our meeting times rather than just plunging headlong into the day.' (Principal, Mekong (DP))

4.3 Selection of schools/programmes

Schools were selected purposefully to reflect promising practice in relation to IM. Purposive sampling is based on knowledge of the school and the purpose of the study in order to make sure that the choice is relevant to the research questions (Bryman, 2012). We therefore sought schools which could demonstrate current and active engagement with IM in order to identify practical examples of support and assessment of IM. We also sought schools operating in a variety of contexts in terms of their relationship with the IB (new IB school, established IB school, operating in a competitive arena, operating in isolation, growth area for the IB, single programme, continuum school, 'pioneer' school), the context of schooling (K-12, state funded, private, international, for-

profit, in a network, Title 1, elite/selective, bilingual, small), and the cultural, geographical, political and religious context of operation. The selected schools are not, and were not intended to be, representative of the 4500 IB schools around the world. They were chosen because they offer opportunities to learn about IM. Mitchell (1984) notes that it is often the unusual aspects of a case which make it interesting to study, as the idiosyncrasies can throw light on more general principles. In the language of case studies, these nine schools offered elements of both intrinsic and instrumental interest (Stake, 2000).

The selection process is summarised in the flow diagram below. Initial nominations were sought from regional associations, IB managers, University of Bath contacts (including a large cohort of MA Education students working in IB World Schools), and Expert Panel members. 83 nominations were received for 79 different schools. A short list of 32 schools was then drawn up based on the information provided in the nomination, school websites and discussions with Expert Panel members. The Principals and Programme Co-ordinators at the 32 short listed schools were then asked for further information about their current policy and practice in relation to IM. This information was used to identify those schools with current activity around IM, as well as to inform the research process (a summary of the findings from this stage of the research can be found in Appendix 3). The final sample was then checked against the range of situational factors noted above to ensure that we had chosen schools operating in a variety of different contexts. As a consequence there were many schools that did not make our final sample and this bears no reflection on their practice.

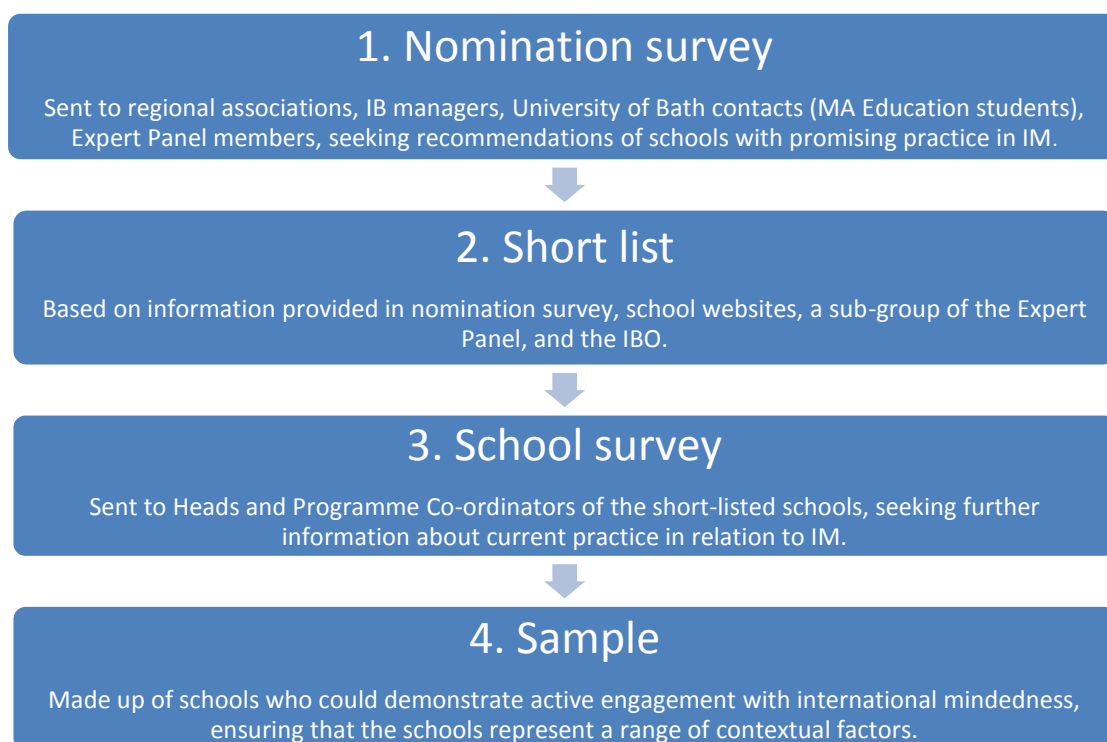
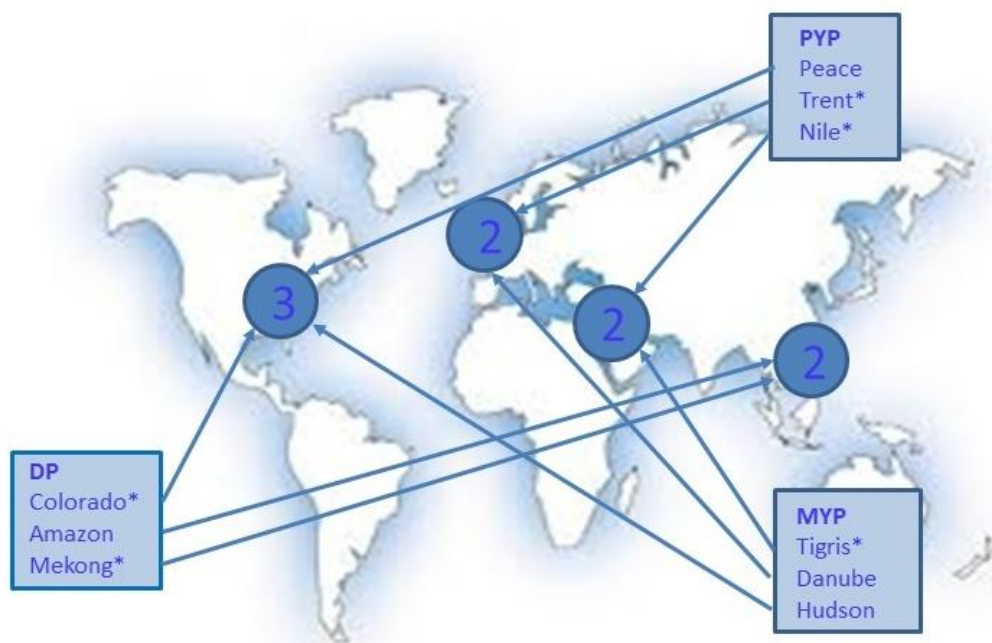


Figure 2: An overview of the sampling process

Each case study focused on one particular IB programme, even though five of the schools were continuum schools offering all three programmes. The map below shows the distribution of the final sample across the three programmes, with three schools in North America, two in Europe, two in the Middle East and two in Asia. In addition, we also made two pilot visits to schools in the UK to develop our methods. The pilot schools included a private girls' school in the south of England offering the IBDP (Thames (DP)), and a state school in a deprived area in the north of England offering the PYP (Colne). It should be noted that some of the data from the pilot schools have been

included and acknowledged in the report due to the valuable insights and practices revealed which we feel enrich the findings given the limitations of just nine case studies. This is especially relevant to assessment practice; explicit assessment of IM was limited across the case study schools and the PYP pilot revealed an example of innovative practice (Vignette 20).



* The school is a continuum school and offers all three IB programmes

Figure 3: Map to show the distribution of sample schools by programme and geographic location

4.4 The Case Study Schools

This section gives an overview of the context of each of the nine schools (Table 2) followed by descriptive information about each of the schools. Pseudonyms have been used to respect the confidentiality of the schools involved.

The nine Case Study Schools represent a rich and diverse set of contexts for study. Three offered an Islamic setting (Amazon (DP), Nile (PYP) and Tigris (MYP)) whilst at least one was situated in a Christian-oriented setting (Peace (PYP)). Three were state-funded (Danube (MYP), Hudson (MYP) and Peace (PYP)), whilst at least one served a predominately non-affluent area (Peace (PYP); a 'Title 1' school). There was one small school (Trent (PYP)) and one very well-established IB school (Colorado (DP)). At least one of the schools (Amazon (DP)) offered a very unequal setting, amidst a localised community living in relative poverty. For more information about each of the schools, please refer to the summarised case studies in Appendix 7.

Table 2: Summary characteristics of the nine sample schools and two pilot schools

Pseudonym	Country	School Type	Programme(s) Offered	Programme Studied	Size (whole school)	Size (programme)	Student demographics*	Staff demographics*
Peace (PYP)	USA	Public (Title 1)	PYP	PYP	588	588	68% Free/reduced school meals 40% White 38% Black/African American 11% Hispanic/Latino 6% Mixed race 3% Asian 2% Other	47 9% international
Trent (PYP)	UK	International	PYP, MYP, DP	PYP	250	118	38 nationalities 80% ESL 20% SEN 50% PYP <1 year 13%	Not available
Nile (PYP)	Qatar	International	PYP, MYP, DP	PYP	972	414	55 nationalities represented	Not available
Tigris (MYP)	Jordan	Private	PYP, MYP, DP	MYP	1167	433	95% Jordanian, 5% international 70% Muslim 30% Christian	70 in MYS 15 expatriate

Danube (MYP)	Finland	Public	PYP, MYP, DP	MYP	329	186	68% Finnish 28 nationalities represented	30 staff 30% international
Hudson (MYP)	USA	Public	MYP	MYP	1392	1392	30% economically disadvantaged 4% ESL 37% Hispanic 36% White 14% Asian/Pacific Islander 9% African American	79 61% White 20% African American 10% Hispanic 9% Asian/Pacific Islander
Amazon (DP)	Indonesia	International	DP	DP	1464	178	25 nationalities represented 43% Indonesian Average stay = 4 years	67 DP staff, majority British Average stay= 4 years
Colorado (DP)	USA	International	PYP, MYP, DP	DP	1160	160	23 nationalities represented 73% USA Average stay = 8 or 9 years 8% turnover of students per year	Not available
Mekong (DP)	China	International	PYP, MYP, DP	DP	1392	236	31 nationalities	65 in High School

							24% Asian 42% North American, Australian, NZ, UK 27% European	13 different nationalities 67% staff longer than 3 years
Colne	UK	Public	PYP	Pilot	462	462	27.9 % pupils receiving free school meals (FSM) 18.% special educational needs (SEN)	
Thames (DP)	UK	Private	DP	Pilot	642	26	11 nationalities 42% British 69% joined the school in the last 4 years	40 staff

4.4.1 Primary Years Programme

Trent (PYP) is a private school, centrally located in a large and cosmopolitan city in the United Kingdom. Founded in 1979, the school started offering the IBDP in the mid-2000s and now offers all three of the main IB programmes with the PYP authorised in 2008. It is a relatively small school, with 250 students, 118 of whom are in the primary school. There are 38 nationalities across PYP. The school has a very high turnover of children, with many students having little or no English upon arrival.



Photo 1: Trent (PYP) (School Website)



Photo 2: Nile (PYP) (School Website)

Nile (PYP) is an International School, offering all three main IB programmes. It is situated in a small Islamic oil-producing nation, which is a member of the Gulf Cooperation Council and the Arab League, governed mainly under Sharia Law. This is a relatively new school and programme (established 2008, PYP authorized in 2012), and therefore is to some extent still in its development phase, for example, in terms of policies. A key challenge has been establishing a unique identity, separate from that of the 'sister' school, a well-established IB school in Northern Europe.

Peace (PYP) is a state-funded primary school which offers the PYP (authorised in 2005). It is located in a 'conservative' state in southern USA which forms what is viewed as the 'Bible Belt' where religion is strong, with more (Christian) churches per square foot than any other part of America. It is a 'Title 1' school, reflecting it's relatively economically and socially disadvantaged catchment area and so receives financial federal assistance to help ensure that all children meet challenging state academic standards. The school has a large proportion of ethnic minority children, including a small number of children who arrived at the school not being able to speak any English.



Photo 3: Peace (PYP) (Researcher Photograph)

4.4.2 Middle Years Programme

Danube (MYP) is a state-funded school in Northern Europe, in Finland. The MYP was authorised in 2007; it also offers the PYP. As a state school it has to combine the Finnish curriculum with the IB programmes. The majority of students and staff are Finnish (68% of MYP students have Finnish as their mother tongue). Whilst the school is English medium, all students have to learn Finnish as a mother tongue or as an additional language. The main challenge in this context is the relatively mono-cultural setting.

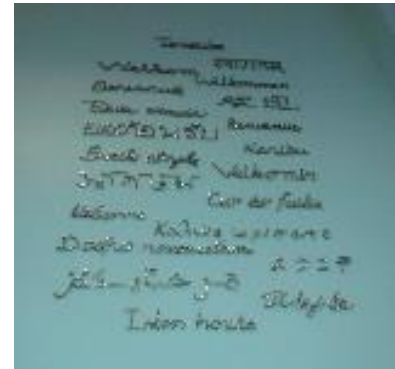
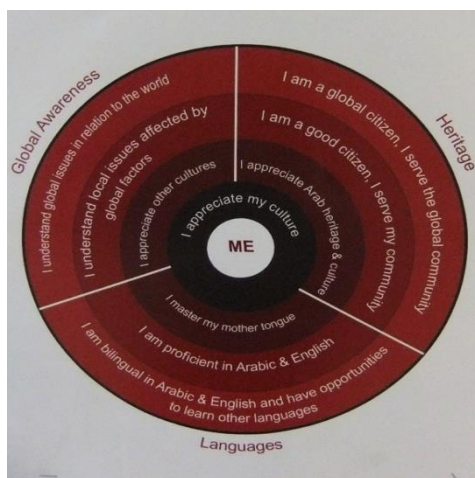


Photo 4: Danube (MYP) (Researcher Photograph)



Hudson (MYP) is situated in a relatively affluent suburb of a large city in a state located in Southern USA. The school is state-funded, offering the MYP (authorised in 2003); the area within which it is located is very affluent and has a 'liberal' feel and image to it. The school, like the city within which it is located, has a very ethnically diverse population.

Photo 5: Hudson (MYP) (Researcher Photograph)



Tigris (MYP) is a bilingual, coeducational day private school for grades K-12 in Jordan, a stable nation in a region of conflict and political turmoil with the Syrian crisis to the North, the Arab/Israeli conflict to the West, and Iraq to the East. The school is located in wealthy suburbs of a large city and was established in 1981. It offers all three IB programmes with the MYP most recently authorised in 2015. 95% of the students are Jordanian nationals, although the school does have a small international Section, and 70% of students are Muslim. The majority of students and many staff are of Palestinian heritage and origin. This school offers a highly politicized context of study.

Photo 6: Tigris (MYP) (Researcher Photograph)

4.4.3 Diploma Programme

Amazon (DP) is a British School in Indonesia; this is a very well-established IB school having been authorised for the DP in 1994. Indonesia's population is majority Muslim having the largest Muslim population of all countries in the world. The school's 'British' / 'Western' values are therefore to some extent at odds with its Muslim setting and the national and local context, in particular its privilege and wealth amongst poverty.



Photo 7: Amazon (DP) (Researcher Photograph)



Colorado (DP) is a very well-established IB school in South Western USA having been authorised for the DP in 1990. It is a 'continuum' school, offering all three main IB programmes. The school has a definite 'legacy' and sense of 'vision', set by the founding parents and the founding Director, with a strong tradition of multilingual international education. Maintaining a sense of mission as the school grows and changes is a challenge here.

Photo 8: Colorado (DP) (Researcher Photograph)

Mekong (DP) is an International School located in the suburbs of a populous and historic city in China. It was founded in 1994 and now offers all three IB programmes with the DP authorised in 2004. The buildings are colourful and incorporate Chinese architectural features, including a Chinese garden, and a Chinese-style bridge across the lake. Many students live in compound housing surrounding the school, an area which includes European shops and restaurants. Most are students of parents who work in global corporations and many have aspirations to go on to study at prestigious universities, mostly in the USA.



Photo 9: Mekong (DP) (Researcher Photograph)

4.5 Methods

Each Case Study school visit was completed over three days by one member of the research team. These were carried out between November 2015 and January 2016. The aim of each visit was to explore how IM is understood and developed within the school, ideas about assessment of IM, and opportunities and challenges for IM within the specific context of the school. During the visits, a range of methods were used in order to capture stakeholders' perspectives and ideas about IM as well to observe actual practices, behaviours and actions which occur in the school. Each case study consisted of the following activities.

1. Interview with the Principal (plus feedback)
2. Student-led/ designed tour of the school
3. Focus Groups
 - a. Senior leaders
 - b. Teachers
 - c. Students x 2 [i] final year group, [ii] mixed year groups
4. Focused lesson observation with follow up teacher interview
5. On-line survey (parents)
6. School audit
7. Collection of documents and artefacts / photographs

The tools were developed based on pilot work in two schools in England, as well as consultation with a group of IB alumni studying at the University of Bath and the Expert Panel. These pilot activities allowed us to develop and refine the research tools. In particular, the language used to talk about IM was adapted for PYP students as pilot work demonstrated that 'international' itself is a difficult concept for younger children. Following lengthy discussion and consultation with Expert Panel members we framed IM as 'how your school helps you to learn about the world' and 'how it helps you to get on with other people from around the world' for the youngest children. In the final version of the student focus group, we also invited students to suggest words that they use to talk about this. The pilot phase also allowed us to develop the activities themselves, prompting us to move from pre-prepared photographs to an auto photo-elicitation activity.

These seven activities were timetabled in advance of each case study visit with help from our contact in each school. Each researcher had a toolkit with guides for each of these activities in order to provide consistency in language and questions across schools (See Appendix 4).

4.5.1 Interviews

The interview with the Principal was designed to introduce the research, to ask about the school's history with the IB, and to explore policy and practice around International Mindedness (IM). A semi-structured style was adopted. Kvale (2007: 8) defines semi-structured interviews as 'interviews with the purpose of obtaining descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena'. Each interview focused around a series of themes with a pre-prepared list of open-ended questions about IM. We did not stick rigidly to these questions, often varying the order to create a natural flow, and asking different questions to get further into ideas and issues as they arose.

4.5.2 Student-led tour

The aim of the tour was to provide an initial orientation for the researcher to get to know the school from the students' perspective. The schools were asked to choose two or three students from the selected IB programme. Students were asked to decide for themselves where to take us.

4.5.3 Focus groups

Focus groups were used to gather student, leader and teacher perspectives about IM. We ran four focus groups in each school with approximately six participants in each. The schools were asked to select participants given the following guidance:

- Senior leadership team including e.g. Deputy Head/Principal, Head of Section, Programme Co-ordinator, Heads of Languages/Humanities;
- Teacher focus group including teaching staff from a range of subject areas/year groups and those with responsibility for extra-curricular provision related to IM (e.g. charities, MUN) work;
- Student focus group with final year programme students reflecting the wider population of the school in terms of gender, nationality, ethnicity, class and ability;
- Student focus group with mixed year students reflecting the wider population of the school in terms of gender, nationality, ethnicity, class and ability.

The main advantage of focus groups is that they provide insight into interaction and meaning-making within groups. As O'Reilly (2009: 80) says, 'they generate conflicting ideas, cause people to think about things they may not have considered alone..., cause participants to question assumptions, and to perhaps change their minds'. This allows the researcher to access experiences and perspectives which only surface when discussed in groups with peers and colleagues. Given that this research is about capturing institutional understandings, practices and process, focus groups lend themselves well to this as they capture shared understandings amongst a social group.

Focus groups are also particularly well-suited to exploring abstract topics such as IM, or subjects to which participants might not have given much explicit prior thought (Barbour, 2007). A variety of visual and participatory methods were used in both the student and teacher focus groups in order to help facilitate discussion and to elicit participant thoughts and feelings. In particular, photo-elicitation has been found to be an effective method of evoking feelings, emotions, understandings and perspectives which are hard to reach and may not otherwise be captured by more conventional interview techniques and approaches (Harper, 2002). Taking photos is also practical and enjoyable. Like Banks (2007) suggested, the photos also provided a way to ease rapport during discussions as it gave participants something to focus on.

Students were asked to take photographs showing what their school does to help them to become internationally minded. MYP and DP students were asked to do this in their own time and send approximately five photographs to the researcher in preparation for the focus groups. PYP students were given time within the research visit to take photographs on digital cameras provided by the research team. Using the students' own printed photos, students were asked to work in small groups within the focus group and arrange or group the photos to show the researcher what they think IM is and how their school helps them to become internationally minded. They created posters which were used as a basis for discussion (see photo 1 below).

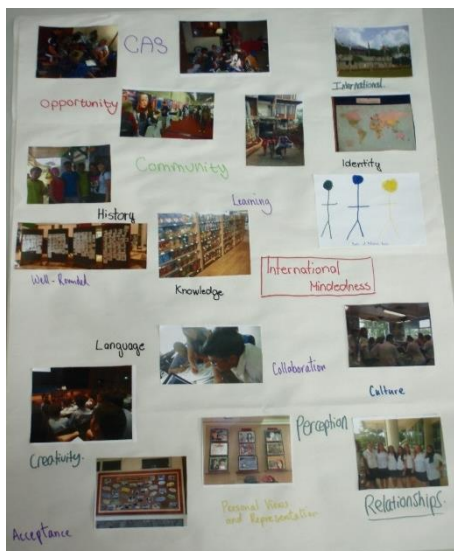


Photo 10: Student Focus Groups (Researcher Photographs)

Staff focus groups started with a Head, Heart, Hands activity (Appendix 4), asking teachers in pairs to discuss the ideal internationally minded student, in terms of the Head – what they know and understand, the Heart – what they believe in and value, and the Hands – what they do. An image (right) was given as a prompt to stimulate discussion. This was found to be a useful way to start the discussion. Many people also commented on how much they liked the Head, Heart, Hands tool as a way of thinking about IM. As well as a useful tool for discussing IM, it provided a basis for exploring levels of saturation that were targeted i.e. in respect of whether the intention was to influence the very core (or not) of beliefs and actions, for example, in terms of ‘knowing’, ‘doing’ and ‘being’ (Waterson & Hayden, 1999).

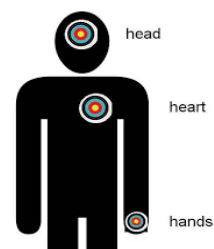


Image used for Head, Heart, Hands activity (image credit: iserveafrica.org)

Finally, the senior leader, teacher and student focus groups were asked to think about how well IM is developed at their school by thinking about the IM of different groups – teachers, students, parents and support staff. Many found this activity difficult as it required generalisations and some kind of understanding of what IM is. However, the activity stimulated a useful discussion which served to highlight the personal and fuzzy nature of IM.

With permission from participants, interviews and focus groups were audio recorded and transcribed.

4.5.4 Observations

Whilst focus groups are useful at gaining the perspectives of key stakeholders, they do not capture actual practices, behaviours and actions which occur within a school setting, some of which teachers and students may not always be fully cognisant of (or may try to deliberately obscure/engage in a process of ‘impression management’). Observation was therefore used to give a sense of how IM plays out in the school context and in the daily life of the school. Three lessons were observed in each school. Schools were asked to select lessons for observation including one language lesson, one humanities lesson, one ToK lesson (DP only), and one lesson of their choice (PYP and MYP). Each lesson observation was followed by a short (c. 30 minute) interview with the teacher. Recognising that these observations could not be representative of the teacher’s practice the

interview included reference to the lesson as a stimulus for discussion about its rationale and about IM as well as an exploration of the teachers' wider thinking and practice.

A lesson observation matrix was used during each of these observations, directing the researcher's gaze towards the challenges and opportunities for IM in:

- the classroom environment and resources
- learning and assessment and
- learners and teachers viewpoint and identity

Teachers were told that the researcher was not there to judge the lesson but to learn and to use the observation as a stimulus for discussion with the teachers. Any notes made by the researcher were shared with the teacher in the follow-up interview.

Lastly, we also asked to observe anything else taking place within the school that might be interesting in relation to IM. This included staff briefings, assemblies, parent meetings, and a visit to a CAS project, and, although limited in a three-day visit, helped to give the research team a sense of daily life within each of the schools.

4.5.5 Parent survey

An online qualitative survey was conducted among parents. Parents were asked about their reasons for choosing the school for their child, about their views of IM and how much these converge or differ with the school's view, as well as opportunities for transfer of ideas about IM between home and school. A copy of the survey can be found in Appendix 5. The questions were designed to be left open, giving parents the chance to express their views. The questions were piloted by a number of parents (some of whom were also teachers/ members of the Expert Panel) from IB World Schools known to us. Schools were asked to send the survey to all parents of students within the selected programme. Following the initial invitation to parents Case Study Schools were asked to send two follow up reminders. In total we received 437 responses from parents across the nine schools. The response rate varied between 3% and 31% of the population of parents across the schools, with an average of 12%. We recognise that the parents who responded to the survey may have been those who were more interested in IM, or who had a strong view of IM. Due to time limitations of the research we were unable to translate the parent survey into languages other than English.

4.5.6 Collection of documents

Schools produce a plethora of documents, texts and visual imagery, which can carry a range of different assumptions and understandings about IM. Some of these may be 'official' and institutional in nature, whilst other may be more unofficial. A range of documents and artefacts were collected from each school including: prospectuses/brochures, school mission statement, motto and core values, website pages, photos of wall displays, and other documentations such as rules, classroom handouts and policy documents.

These were collected through an initial analysis of the school's web pages which was conducted prior to the visit, as well as a school audit in which the researcher spent time looking around the school looking at indoor and outdoor spaces including the library notice boards and examples of student work. With permission, the researcher took photographs around the school.

4.6 Analysis

The process of analysis began during fieldwork and continued from November 2015 until March 2016. The focus of analysis was on interrogating the data in relation to the research questions. It drew on thematic analysis (Braun and Clarke, 2012) and consisted two phases:

4.6.1 Case-by-case analysis

The case-by-case analysis began during fieldwork with the researcher preparing reflections or key impressions on each interview/focus group/observation in respect of the research questions in their notebook. At the end of the case study, each researcher was asked to identify three key points about IM to share with the Principal. The Principal was invited to add his or her own reflections. The researcher then wrote up a summary of his or her impressions to share with the research team immediately following feedback. After the visit, the researcher checked all transcriptions and prepared a draft case study in respect of each of the research questions. The key task was to think about what the data were telling us in relation to the research questions and 'look fors'. These were themes and dimensions that might be useful in bringing to the initial data analysis, i.e. as a set of possible lenses through which to view and analyse the data and so form a tentative framework. The drafts were shared with the schools and the Expert Panel and feedback was collated before finalising the individual school case studies. This phase involved much discussion between team members which helped to draw out wider themes, as well as developing ideas in respect to the individual school case studies.

4.6.2 Cross-case analysis

The individual case studies were then read by one member of the team and used to identify themes within reach of the four areas of investigation: definition, practice, assessment and challenges. This coding framework was discussed with the team and developed further. The CAQDAS software package NVivo was then used to code five core transcripts for each school (Principal interview, Senior leader focus group, teacher focus group, 2 x Student focus groups) using the coding framework; this was done by one member of the team to ensure consistency. During the process of coding, some further codes were added in order to reflect themes which were not deemed important in relation to individual cases but which were raised on multiple occasions across the transcripts (e.g. sport). In total, 81 nodes were used, although there was a degree of overlap between these (see Appendix 6). Some nodes emerged especially strongly, being mentioned multiple times across a number of sources. These nodes, and their relative strength, form the basis of the findings Section of this report.

4.7 Challenges and limitations

Conducting research in such a wide range of cultural settings brings its own challenges, especially with limited time to get to know the culture and setting. Being a complete outsider to a setting has advantages in that it enables the researcher to ask what might be otherwise considered to be 'naïve' questions, but there is also a risk of misunderstanding the culture or the context, or missing local sensitivities. Our researchers familiarised themselves with school websites and read as much as they could about the local culture and context before leaving. However, this was limited by the time restrictions of the project and the short length of the case study visits.

As an all-white British research team, there is also a danger that we have (re)produced a Western view of International Mindedness within this report. To a large degree, this is part of the context and the reality in which we operate at the University of Bath and we have been cognisant of this

throughout. By focusing on stakeholder views of IM we have tried to move beyond our own biases. However, we will have inevitably brought our own assumptions and ideas about IM to the research through the questions we asked and the way we designed the study. Furthermore, although we chose schools in a variety of different socio-cultural contexts across the world, the Principals were all British, American or Australian (with the exception of the Finnish school). This highlights the Western nature of the IB which has been written about by Walker (2010).

To an extent, our sample was constrained by practical considerations. We were unable to include any of the growing number of state schools in Latin America (e.g. Ecuador) in our sample due to language and translation issues. This would be an interesting area for future study to explore how IM is developed outside of a Western context. Similarly, we were unable to translate our parent questionnaire into languages other than English due to the limitations of time. This inevitably limited the views of non-English speaking families within the research. Many American state schools were out of reach due to formal municipal ethics procedures which posed a barrier to access given the relatively short timescales available to gain access and carry out case study visits. This meant that a significant proportion of our sample was made up of 'elite' (i.e. private, fee-paying) schools. Six out of nine of our schools were private schools and two of the state schools were located in relatively wealthy neighbourhoods. However, we were able to include one Title 1 school in our sample with a high proportion of students eligible for free school meals. One of our pilot schools was also located in a deprived area of England.

Finally, as was acknowledged earlier, this research is based on nine Case Study Schools out of a possible 4500 IB schools around the world. Rather than claiming empirical generalisability from these nine schools, this research aims to understand IM in the context of a small number of schools who were demonstrating promising practice in relation to IM. It is about learning all that we can about IM from these nine schools. In doing so, this report offers low- and middle-range theoretical insights which may be applicable elsewhere, as well as drawing out recommendations which may be useful for other schools wishing to engage with the concept of IM and for the IBO in supporting them to do so.

5. Defining International Mindedness

5.1 Introduction

This Section looks at how IM is framed and conceptualised across the nine Case Study Schools. It aims to explore the following two research questions:

1. In what ways is IM defined in IB schools? For example, how is it interpreted in school policy documents, and by the major stakeholders?
2. To what extent is the IB's definition of IM recognised in IB schools (i.e. a combination of multilingualism, intercultural understanding and global engagement)?

The findings in this Section are arranged into three main Sections: firstly the idea that IM is difficult to define – it is fuzzy and is often interpreted differently by different people; secondly, while schools had a wide range of different definitions and ways of framing IM depending on their context, at heart, these conceptions centred around the idea that IM is relational in that it is about reaching out in how we interact with others and reaching in to understand ourselves in relation to others; and finally, the idea that IM is a process or a journey and that this process is more important than any fixed definition. While these three themes came across strongly across the case studies, the way that IM was framed varied from school to school. Some, notably PYP schools, emphasised the LP as a way of framing IM, while others took more of a values-based, or a skills-based approach in order to highlight and emphasise what they saw as important in relation to IM. This highlights the importance of discussing IM within schools, and of having tools available to help schools structure IM. Ultimately, however, it important for schools to make IM their own.

5.2 International Mindedness is fuzzy

While school mission documents often contain clear statements about IM, focus groups and interviews revealed much more nuance in defining and interpreting IM. Many students and staff expressed difficulty in defining IM as a whole. This came out in the responses that students gave to the focus group photography activity but also across all stakeholder groups.

'It's a contested concept, it means different things for different people.' (Principal, Amazon (DP))

'This is really hard, this activity is actually really hard - I don't think international mindedness is an occasion, or a picture, or people with different skin colours.' (DP 2 student focus group, Mekong (DP))

There was a sense that international mindedness means many different things, and that people will define these differently depending on their context or personal interpretations.

'For me, it was hard, just thinking about the definition of international mindedness because it depends on the person, what you think of personally.' (DP 1 student focus group, Colorado (DP))

'All of us have been working in different schools and the scenery is completely different, you cannot talk about international mindedness the same as you speak here, as if you do in Egypt, or Jordan, or anywhere it's completely different.' (Teacher focus group, Nile (PYP))

However, this lack of clarity was not necessarily seen negatively. On the contrary, the lack of consensus was seen as *'a little bit of the beauty of it [IM] too'* (Principal, Peace (PYP)). People were able to talk easily about component parts of IM and often welcomed the opportunity to do so. Some people were very explicit about how relative IM is.

'I noticed in our conversation, a lot of our judgements were based on relativity, so what we've seen in other places relative to what we've seen here.' (Teacher focus group, Mekong (DP))

This relativity was utilised directly in the focus groups by asking participants to compare their experiences of IM in their current school to other schools they may have been to, or to compare their views of IM with the views of other friends and family elsewhere.

There were different views expressed about whether it is helpful to arrive at a shared understanding of IM. These views were sometimes contradictory. For example, people recognised that IM is something personal and contextual, but then asked for further guidance on how to define IM. This suggests the importance of frameworks/models/rubrics of IM within which different ideas can be flexibly attached.

IM was also linked to range of different purposes including preparation for the future. For example, a very high proportion of parents who responded to the parent survey (97.6%) thought that having an IM disposition would be beneficial for their child's future:

'globalization is here to stay - and the best way to be prepared for that is through an international mind set.' (Parent, Colorado (DP))

Other purposes for IM-related work given by stakeholders included breaking down stereotypes, challenging misconceptions, being able to adapt and live in different places, fostering peace and understanding. These linked to leadership aims in different ways, for example, preparing future leaders, combatting radicalisation and extremism, contributing to peace, inclusivity, depending on the context of the school and current issues and agendas. Like other related concepts of global citizenship education and global learning, IM is a broad concept and can be attached to different political and leadership agendas.

While IM is the term used in this report, many other related terms were used in our nine case studies schools. Some people expressed a preference for one particular term over another, whilst others questioned the value of any term at all rather than just seeing IM as part of being a good person.

'So I never really thought about it as international mindedness, until today. I just thought about, more, like, part of life, and how I should be.' (DP 1 student focus group, Mekong (DP))

'I don't know if you think of global citizenship as part of international mindedness, or whether you put international mindedness as part of global citizenship.' (Principal, Nile (PYP))

'It's not a question of international mindedness, it's more a question of open mindedness. Because, you know, I think international mindedness is boxing people in.' (Principal, Colorado (DP))

Some of the terms that were used include: global mindedness, interconnectedness, open-mindedness, global citizenship, international competence, intercultural understanding, inclusivity,

diversity, international community, multicultural empathy. These were not necessarily interchangeable, and people had different views about the relationships between these terms. For example, Danube (MYP) preferred the term intercultural mindedness because they felt that culture was a broader concept which went beyond the borders implied by the 'national' in international. However, this was not uncontested within the school and others expressed different opinions which demonstrate the multiple ideas and realities at play even within one institution.

The complexity surrounding the terminology related to IM extends to ideas about culture and about scale and locality. For example, what was understood to be 'global' or 'international' in one school, was another school's 'local'. This is eloquently expressed by one of our Expert Panel members:

'this to me raises questions about the perennial debate about terminology and how it is interpreted because to me 'international' often seen in terms of nation states and around the world whereas 'global' can be as much about the locality as somewhere else. The sense in which the school sees itself as global which can mean relationship to the local community rather than international is one perhaps to reflect upon.' (Doug Bourn, Expert Panel member)

5.3 International Mindedness is relational

The nine Case Study Schools had different ways of thinking about IM depending on their context. For example, Colorado (DP) defined IM in terms of connections, Nile (PYP) in terms of respect, Peace (PYP) in terms of character building, Amazon (DP) in terms of local connection, and Tigris (MYP) in terms of balancing national and international perspectives. IM was described as 'a way of thinking', 'a way of acting', 'a way of living', 'a mind-set'. However, what each of these approaches has in common is that IM is understood to be something that develops in relationship.

'I do think that the interconnectedness, interdependencies, and leading people to think less in terms of international mindedness, and global mind-set, and more in terms of being able to relate to and understand other human beings, and their perspectives, and their point of views.' (Principal, Colorado (DP))

'So, for two people to be internationally minded, they both kind of need to interact.' (MYP Y9 final years student focus group, Danube (MYP))

Similarly, parents' definitions of IM included being confident in one's own environment and *then* knowing about, accepting and learning from other cultures.

'Being aware that one's own culture provides just one perspective on the world and that other people think differently. No one world view is the correct one ... being excited by the differences.' (Parent, Mekong (DP))

It is about reaching out to interact with others, people who have different perspectives than our own, learning to understand and respect their point of view even if we do not agree with them, learning to live in other cultural contexts and adapt to new situations. At the same time many talked about the importance of reaching in and exploring our own sense of identity, challenging ourselves to grow as individuals, and learning to acknowledge and explore our own assumptions and limitations. IM is therefore about 'reaching out' to relate to others and 'reaching in' to understand ourselves (Figure 4).

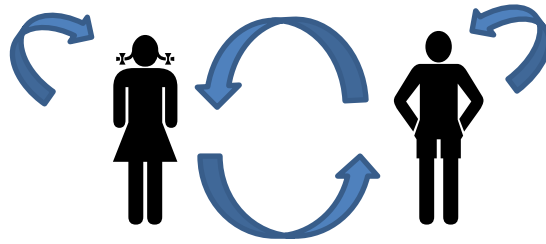


Figure 4: International Mindedness as reaching out and reaching in

5.3.1 Reaching out

IM as a way of relating to the world and to others came across clearly - connection and interaction with others was a key part of IM.

This was often described in terms of listening to others, understanding others, valuing other perspectives, respecting others, not judging others, accepting others and being open-minded and open to other perspectives.

'I think a big part is learning about different people, and respecting them, and not being biased to race, or one type of people, changing your point of view you have to be flexible, and be able to accept change, rather than deny it.' (MYP mixed years student focus group, Hudson (MYP))

This language of respecting other viewpoints echoes the IB's own mission statement. For example, IB statements such as 'that other people, with their differences, can also be right' was referred to directly in many of the leaders' interviews. Indeed, some of the Case Study Schools had adopted this language in their own mission statements (e.g. Amazon (DP)). Others had developed their own language in their mission statements, which continued to draw on the theme of interaction – for example Mekong's (DP) mission statement of Connect, Inspire, Challenge: Make a Difference.

Different kinds of interaction were emphasised in different schools, depending on their context. There was emphasis on face-to-face interaction with 'local' communities and a recognition that the global or international was also present at the local level (Massey, 2005). For example, Amazon (DP) school had a well-developed CAS programme which supported the 'local' community living in the poorer area surrounding the school. In other schools, global went beyond the local. All but one of the seven Case Study Schools visited after the Paris bombing mentioned it, emphasising that IM is not only about interacting with school peers, friends and family, or people close by, but about caring about people that you hear about on the news.

'When you are internationally minded, you don't tend to think about where you are. You think about others ... like the Paris thing (terrorist attack, November 2015), because we are in America, and it doesn't directly affect us because it didn't happen here in America, (but) it still affects others, even if it's on the other side of the world, it still a really big deal.' (Student focus group, Hudson (MYP))

This demonstrates the sense in which there are multiple locals and globals/internationals, in which IM does not necessarily have to have an international focus or outlook. What seems to be important is the relationship with others.

A key part of reaching out was being able to put this way of interacting with other into practice and to live IM. This included an emphasis on action e.g. taking responsibility, helping others, caring for others, living IM in everyday interactions.

'You see it each and every day within the classroom, in the school, the cafeteria, in every setting the way they interact with each other, the way they speak with respect and appreciation for each other, the way they are able to connect with texts, and connect with work, and new world experiences, and apply it to their experiences, it's a joy to watch. But no, you don't have to be born in another country to experience that, believe it, you show it through your actions.' (Senior leader focus group, Hudson (MYP))

In some of the schools, there was a strong sense that privilege brings responsibility to do something and make a difference to others.

'So, you would say that being colour blind is not enough? It's also about being bothered to really understand and engage in those societies at a personal level? It's being bothered enough to do things about injustices?' (Teacher focus group, Amazon (DP))

This sometimes led to views that could be seen as condescending or superior but others expressed concern that any interaction should not be paternalistic, that it should go beyond 'responsibility for' and be framed in terms of 'responsibility towards'. Amazon (DP) encouraged students to see members of the local community as 'teachers'. For example, some students learned how to build a motorbike from Sandy, a boy from the Kampung (shanty town). This encouraged the students to build a relationship with Sandy and to learn from him, again demonstrating the importance of interaction (see Section 6.8.2 and Vignette 17).

5.3.2 Reflecting in

A key part of being able to relate to others is having a sense of oneself and being able to work on oneself. The theme of identity as part of IM emerged strongly across all nine case studies. Staff and students talked about the importance of knowing yourself and your own culture. This included knowing your own culture and mother-tongue, having a sense of your own values, interests and opinions, as well as an awareness of your own abilities and weaknesses, and an acceptance of your past and background.

'I think the first step towards being internationally minded is to be culturally minded. You should know who you are, where you come from, your surroundings, your environment, and all that.' (MYP final years student focus group, Tigris (MYP))

'I think you need to be strong in your identity to be able to appreciate other cultures.' (Observed teacher, Danube (MYP))

The emphasis on national identity came across particularly strongly within the national schools in Jordan and Finland. There was recognition that national identity needs to be balanced with IM and this is not easy, either at the personal or organisational level. This sense of national identity was seen to be more difficult in international schools and Third Culture Kids¹ talked of the difficulties

¹ Third Culture Kids are children who have grown up in a country, but are not integral parts of those countries. These children also do not feel comfortable in their country of citizenship. They feel most at home in that interstitial culture, the third culture, which is created and shared by others who feel of a similar nature (Useem and Downie, 1976).

inherent in this in terms of feeling like they did not fit in, and feeling overwhelmed by so many different opinions and positions.

'I wanna go to England, and even though I am English, I'm going to be extremely out of place there because I am also part Indonesian, and I think that's, like, for many other people, because we are third culture kids, we don't really fit in.' (DP 1 student focus group, Amazon (DP))

'I'm a third culture kid myself, I've travelled all my life, and sometimes I wonder why I can't make my mind up about something. And people give this perspective, and people give that perspective and I agree with that one, and I agree with that one, and I think, sometimes, I have so much empathy, and am used to having so many different opinions around me, that sometimes, I don't know when to put a stake in the sand and say "this is what I believe".' (Teacher focus group, Mekong (DP))

Developing a sense of identity as part of IM was considered to be important for a number of reasons. In part, this was linked to the context of the school. For some there was concern that too much interaction and adaptation could lead to homogenisation and a loss of cultural difference.

'As this world is globalising, I feel people might slowly miss their own identity, and international mindedness is actually about exploring other people's so, one should stick to their own culture, as well as getting along with other people in different cultures.' (DP 1 student focus group, Amazon (DP))

In the Jordanian school, a member of the senior leader focus group spoke about the importance for students not to lose a sense of themselves when interacting with others and adapting to other cultures. This is strongly tied to the aims of the school which is to prepare students, the majority of whom study abroad for university, to be ambassadors for the Arab world.

'We want them to be able to adapt to these unfamiliar environments that have different values, different cultures, different traditions, but they also need to be themselves. What we don't want is for them to try to become mini Americans, we don't want that, we don't want them to lose their own selves.' (Senior Leader focus group, Tigris (MYP))

Having a sense of one's own identity was also considered to be important in being able to understand one's own bias and assumptions before being able to relate to others.

'They need to really see where they are coming from, what they are carrying with them in their luggages in terms of beliefs, values, in order to see and have a better idea of how other people will perceive them to have this kind of, bridge, ability to, to compare.' (Teacher focus group, Amazon (DP))

'Internationally minded is, I think when you scratch people, you know, dig a little bit, we all kind of suffer from our biases, and our prejudices.' (Senior Leader focus group, Mekong (DP))

Others talked about having a clear sense of identity as being important in minimising conflicts. There is a sense that finding an inner peace within oneself translates into respect and peace towards others.

'I think when you have a very clear picture about your own identity, and culture, you can get along better with the other cultures. But if you are unsure, and hiding something, then it creates conflicts.' (Senior Leader focus group, Danube (MYP))

'You have to be a strong individual in the sense that you're very present in yourself, and you kind of have a respect for yourself, and that translates into a communal respect, and a respect for everyone, and then, the idea of peace comes into that too.' (DP 2 student focus group, Colorado (DP))

For some having a sense of your own identity was seen to be a precursor for IM, and something that might be emphasised in kindergarten or primary years. For others, having a sense of personal identity can only be established through engaging with difference and is developed throughout the school.

Such personal development was seen as an important part of IM, perhaps linking to the view that neither identity nor IM are fixed or static. For example, people spoke of the importance of curiosity, passion and motivation as being important for IM. There was a sense that IM is something intentional or a choice by individuals to engage and take an interest in others.

'For me, curiosity, really has set a spark in the rest of my mind for international mindedness, because you have to be curious enough to say "Well, I wonder what they do, say, in a different country to the one I'm in, I wonder what their culture is" instead of saying "What I do is right, and anybody else is wrong"' (MYP mixed years student focus group, Hudson (MYP))

There was some debate about how the context of the school might foster or squash this curiosity and enthusiasm. Counter-intuitively, some felt that being in a very diverse school environment might encourage difference to be taken for granted, reducing thirst for knowledge or interest and inquisitiveness in others.

'Personally, because we have so many opportunities, and we are living within this international regime already, we kind of take international mindedness for granted. We don't have the motivation, or genuine interest to challenge ourselves, and to be more internationally minded' (DP 2 student focus group, Mekong (DP))

Finally, people spoke of the importance of challenging themselves, pushing their comfort boundaries, and entering the danger zone as part of IM. There was also some recognition that this process can lead to discomfort or personal crisis, but that it often led to deeper understanding and deeper analysis and reflection.

'It's really - challenge ourselves, challenge ourselves, and deliberately try to make us more international minded, not just taking it for granted.' (DP 2 student focus group, Mekong (DP))

'Do you have a food festival, or do you engage personally? Do you find the competence and empathy, do you draw up the effort to engage personally, so you keep chipping away personally at your previous dispositions, - cos, unless there is this discomfort, I don't believe anyone is being internationally minded.' (Teacher focus group, Amazon (DP))

There is growing recognition within related literature of the discomfort that can be inherent in learning to relate to difference (Taylor, 2013).

'It's a huge piece of the work, to get kids to understand what those concepts are, what does it look like, what does it sound like? What do I need to change? What are some things within

me I need to work on? Because all of that is pretty much internal to me. It's all internal.'
(Principal, Hudson (MYP))

While this relational view of IM ran across all nine case studies, the form that it took was different in each individual school depending on their context, and the frameworks and practices that schools used to encourage the kind of relationships that they wanted students to develop varied according to context.

5.3.3 Learner Profile

Some schools used the Learner Profile (LP) as a way of framing IM and defining the kind of reaching out and reaching in that they felt important. Open-mindedness was the attribute most often associated with IM but attributes of principled, caring, risk-taking and communicators were also mentioned. The LP was most prominently and directly used in the PYP Case Study Schools. It was talked about in the MYP and DP case studies too but afforded much less importance.

'The learner profiles help you do the right things.' (PYP mixed years focus group, Trent (PYP))

'I think it [the Learner Profile] categorises it [IM] in kid friendly qualities, traits. International mindedness is so big, the learner profile gives kids a starting point, gives parents a starting point, and gives students a starting point, when looking at, what are those traits that we try and focus on?' (Senior Leader focus group, Trent (PYP))

However, as widely discussed elsewhere (e.g. Rizvi, 2014) there was recognition of some of the limitations of the LP attributes in a cross-cultural context. For example, the implications of risk-taking within a non-Western context, and a suggestion that wisdom rather than knowledgeable would reflect the idea that it's not what you know but what you do with it that ultimately matters. This is thought to resonate more strongly with Asian and African cultures.

Some of the schools were familiar with Singh and Qi's (2013) three pillars of IM and in some cases this had been used to inform the schools' own approach. Generally, however, this way of conceptualising IM was not widely used. There was some confusion about the relationship between the three pillars and the LP in relation to IM.

5.3.4 Intercultural competencies

Other Case Study Schools went beyond the LP in framing IM. In the focus groups we asked people to talk about the ideal internationally minded students in terms of their head (knowledge), heart (values), and hands (skills). A wide variety of answers were given to these questions, as summarised in Table 3. These could be referred to as intercultural competencies (Jokikokko, 2005).

There was a sense that you need to start with knowledge in order to be able to develop skills and values. In some of the PYP case studies there was greater overlap with approaches towards behaviour. Some schools took one particular value and emphasised this as part of IM. For example, Nile (PYP) based their interpretation of IM on the value of respect. This is explored in Vignette 1.

Table 3: Analysis of Head, Heart, Hands, responses

Head (Knowledge)	Heart (Values)	Hands (Skills)
<ul style="list-style-type: none"> - knowledge and understanding of different practices - being aware of global issues e.g. climate change, migration - knowledge of other cultures and religions - knowledge about other social systems - knowledge about other countries - understanding of current affairs e.g. conflict in Syria - knowledge of different political systems - knowledge of other worldviews 	<ul style="list-style-type: none"> - tolerance - respect - open-mindedness - acceptance - empathy - caring - curiosity 	<ul style="list-style-type: none"> - language - communication (verbal or body language) - problem solving - cultural intelligence - ability to empathise - critical thinking - cultural sensitivity - emotional resilience - confidence - asking questions - adaptability - listening skills - social skills - ability to prioritise - risk-taking - ability to use technology - analytical skills - diplomacy - mediation skills - being able to work with others - comfort with ambiguity and nuance - seeing different points of view

Vignette 1: The Respect for SOLE Policy (Nile (PYP))

Nile (PYP) School has taken the attitude 'respect' and deeply embedded it into every-day practice alongside the core philosophy.

This school has a whole-school policy, based around 'Respect for SOLE'. This has four main aspects that apply to the school community. The school has translated these into statements for the students - for each of the four 'respects' there is one general statement and several detailed statements. The general statements are;

1. Respect for self.
2. Respect for others.
3. Respect for learning.
4. Respect for environment.

The cores aspects of the 'Respect for SOLE' initiative are reflected in posters throughout the school.



Photo 11: Respect for SOLE poster, Nile (PYP) (Researcher Photograph)

'Our Respect Initiative, aims to strengthen the ethos of respect and understanding across the entire school. Ours is a diverse community, with students, parents, teachers and support staff from a variety of cultural, social, religious and ethnic backgrounds. Every member of our school community has the right to feel safe and supported in school. Respect is an important concept in any international school and is even more important in the context of our multicultural community.' (School website).

5.4 International Mindedness as process

Thus there are many ways of framing IM and, as noted previously, this varies according to the context of the school. There was an overwhelming sense that IM is never achieved as an end point or an outcome but it is a journey, a constant process of defining, acting, learning, reflecting and re(de)fining. There was a sense that IM is ever evolving and growing in an attempt to understand the concept and to make it one's own. This can happen both at the level of the individual and the level of the organisation. Senior leaders talked about how this process is never ending because the context is always changing, both in terms of the institutional context of the school where staff and students are always moving on, and in terms of the global context and topical issues beyond the school. Case Study Schools also recognised that there was no space to be complacent because it is possible to take a step backwards as well as forwards in terms of IM.

Some of our schools had embarked on a process to define IM within their schools. This process was seen as a helpful way of starting a conversation and involving the whole school community in discussions around IM. This process was seen as being more important than the definition itself (see Vignettes 2 and 3 below on Mekong (DP) and Tigris (MYP)).

Vignette 2: Defining International Mindedness (Mekong (DP))

In 2013, Mekong (DP) embarked on a process to define IM within their school.

This was a collaborative process involving a committee of approximately 30 teachers, students and parents. The committee were asked to research, discuss and write definitions of IM in groups.

They decided to represent IM as a visual definition, as a way to capture the energy of the discussions, and to encourage all members of the community to think about IM for themselves.

The artwork for the definition was designed by a student working group, and the image is full of symbolism representing ideas that came up in the committee meetings.



Photo 12: Visual Definition of International Mindedness, Mekong (DP) (School Website)

'I think a process like this is beneficial regardless of the outcome - that process itself is much more important than the definition so what I think it's done is a nice focus on the conversation, and an awareness and understanding amongst all the stakeholders who are sort of aware of what happened, and took part ...' (Principal, Mekong (DP))

Vignette 3: Defining International Mindedness (Tigris (MYP): The School on the Hill)

In 2013, a committee of students, parents and staff developed a model of International Mindedness at Tigris (MYP) School.

They drew upon research, IB definitions, and views from the committee.

The model is referred to in student assemblies, staff meetings and parent meetings, and displayed on the walls of many classrooms and corridors. It is also embedded into the vision and motto of the school.

The committee also developed a list of 15 indicators which show how Tigris (MYP) school practices this model of International Mindedness.

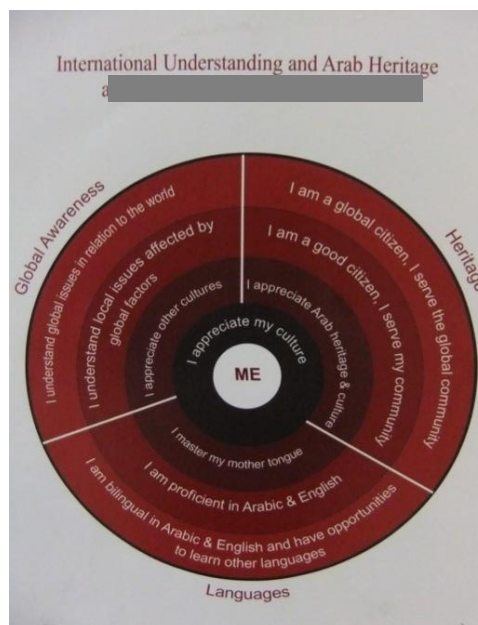


Photo 13: Model of International Mindedness, Tigris (MYP) (Researcher Photograph)

The model which emphasises the importance of balancing national heritage with international mindedness was very strongly shared across the school.

'The way we have it here, it's Arabic, but in the centre I appreciate my culture, and then I know my language, other languages, fluent in both, the final circle is an internationally minded student. I appreciate my culture, and others.' (MYP mixed years student focus group, Tigris (MYP))

5.5 Key messages

1. The process of discussing IM is more important than the final definition. Schools may benefit from embarking on discussions which involve the whole school community in the process of defining International Mindedness as this helps to ensure a sense of ownership amongst all stakeholders.
2. While IM is something personal and contextual, there are a number of frameworks or rubrics which might be useful for schools to pin their ideas about IM onto. For example, schools found the Head, Heart, Hands tool used during the focus groups to be useful in exploring ideas about IM. Other possible frameworks include:
 - The Learner Profile
 - The Three Pillars of IM (Singh and Qi, 2013)
 - Intercultural Competencies (Jokikokko, 2005)
 - Reaching Out, Reaching In (this report)

These would provide some structure whilst allowing flexibility for schools to define and develop IM in the way that most makes sense within their context.

6. Practising International Mindedness

6.1 Introduction

Chapter 6 aims to address research questions 3-5 and 7 (below) by analysing the practice and procedure of IM across the nine Case Study Schools. There is also brief mention of data from one of the pilot schools (Thames (DP)) due to the valuable insights and practices revealed in support of the findings (Sections 6.4 and 6.5).

3. In what ways are IB schools successfully supporting student IM through:
 - School policies and structures
 - Curriculum and classroom practices
 - Non-academic activities
 - Extracurricular activities
 - Daily life of the school
 - Involvement of parents
 - Engagement with the local and wider community?
4. What rationale do school leaders and teachers give for the ways described above?
5. What opportunities are given to students to inquire, act and reflect on IM?
7. In what ways does a school's practice of IM reflect contextual factors such as school demographic features, local culture and identity, political circumstances etc.?

The findings in this Chapter are arranged into seven Sections which reflect the key practice themes that emerged from the case studies. These are: leadership (6.2), Professional Development (6.3), language and learning (6.4), IB curriculum (6.5), events and activities (extra-curricular) (6.6), hidden curriculum (6.7), and relationship and engagement with communities (6.8). These themes emerged strongly from across the case studies, nevertheless, practices varied from school to school and this is explored in each Section. Given the broad range of themes emerging from the analysis of practice in the Case Study Schools key messages deriving from each theme are dealt with Section by Section.

6.2 Leadership

All of the Case Study Schools demonstrated strengths in the leadership of IM with strong support from the school leader and senior leadership team, nevertheless, some schools adopted a more distributed approach. The latter approach was characterised by devolved responsibility to students and/ or teachers. Further, three specific aspects of the leadership of IM emerged from the findings that are worthy of consideration; these are intentionality, championing and student voice.

6.2.1 Intentionality

In all Case Study Schools the principal and/ or senior leadership team played a significant part in leading or visioning work around IM and were instrumental in prioritising this work. This included ensuring that IM was embedded in the life of the school at a strategic level, for example, through mission statements and policies that informed practice and procedure. One example of this

observed in some of the Case Study Schools was in policies to do with teacher and student recruitment, for example,

‘Another intentional thing we do as well is that our staff are diverse’. (Principal, Trent (PYP))

This reference to intentionality in terms of recruitment and admissions policies can also be exemplified by Mekong (DP) where the school actively ensured balance in student and staff nationalities (see Vignette 4):

‘the school does have a diversity policy for admissions ... that’s very purposeful decision, and we’re not meant to go beyond 20% of any one passport and then we try to mirror that in hiring a faculty ... so the director at the end of last year said, “well, great job, but you’ve hired too many Canadians and Americans, so next year, you need to diversify”. We can’t always, we want good teachers ... we need to think about that too in our teaching faculty, because you can’t expect multiperspectives if you don’t hire for it also, in your faculty, right?’ (Senior Leader focus group, Mekong (DP))

Vignette 4: Admissions and recruitment policy (Mekong (DP))

Mekong (DP) operates an explicit admissions policy which ensures that no nationality goes above 20% within the student population. The current mix of student nationalities is approximately 30% Asian, 30% North American, 30% European and 10% other. While recognising that diversity is more than just how many different nationalities, this mix contributes to a sense that IM is something ‘natural’ within the school. Friendship groups were very mixed and the students really appreciated this.



Photo 14: Diversity in the School Canteen, Mekong (DP) (Student Photograph)

Diversity is also mirrored in the staff population with effort to recruit a diverse staff body.

‘... so one of the reasons I wanted to come to this school was that we have so many different people from so many different countries. I mean we have English people, we have American people, we have Chinese people, Korean people and basically the school does a really good job at putting together those people, and creating something with all those international people. It really shows how international mindedness can work inside of a school’ (DP 2 student, Mekong (DP))

‘Last year’s cohort of teachers, we had quite a number of Canadians. I have nothing against Canadians, but this year were thinking we want to hire fewer Canadians. We want to look for more teachers from the subcontinent, or more teachers from the UK and we are very intentional about trying to keep a mix like that’. (Principal, Mekong (DP))

All of the Case Study Schools had embedded IM into their strategic thinking and were prioritising and visioning the development of IM, for example:

'the vision 'peace' is something that we work on together, thinking forward for the next five years. Right now we're in a year of strategic thinking, so we've got the facilities, the funds and the programmes, curricula, co-curricular, schedules, timetables that we're going to be offering together with what we identified as the five habits of mind [including] global mind-set, so regardless of how the world is shifting, they [students] are going to be able to realise the mission of the school, which is to make a difference and do something to improve the human condition.' (Principal, Colorado (DP))

Intentionality was therefore a significant and strong feature of practice across the Case Study Schools in that the school was actively working on IM (see Vignette 5). In this the development of IM was not just viewed as something that happens as a matter of course in an IB world school, but rather something that is intended and thus planned.

'All schools would say they want to create a good person - no school would say they want to create a close minded, uncaring but IB's intentional with it ... most schools are not intentional about creating human beings to function like that. If they are not intentional, it's not going to happen, because there's no time! It's like the school day goes past so fast - by the time you look up, the day is gone. "Oh, I didn't talk about being international minded! I'll talk about that tomorrow".' (Principal, Hudson (MYP)).

Vignette 5: Making IM a priority in the school (Trent (PYP))

Trent (PYP) recently identified IM as an area of significance to focus on. The 'raising of its status' to being a clear focus was a change from a context where IM was imbibed by osmosis to one where it is specifically target and monitored or, rather, moving from IM being implicit to being explicit.

The focus for IM was introduced by the head of school and a senior member of staff with responsibility for developing IM across the school (all three programmes). IM is championed explicitly by the leadership team and the PYP leadership team.

The transition from the 'implicit' past to the 'explicit' present required a trigger to jump-start staff towards an 'aha' moment resulting in staff being galvanized into a more explicit focus on IM because of a (greater) sense of awareness of where they were in terms of their understanding and development of IM. For Trent (PYP), these were a self-evaluation tool for staff (Professional Development) and training on a topical issue [Preventative training – radicalisation and extremism]. A connection was made between the self-evaluation tool and their responsibility for what they are teaching in the classroom.

Intentionality not only informed work with students but also the way that senior leaders worked with staff to prompt their thinking about IM and ensure it was a focus of their activity.

'From a leadership perspective, we're being a lot more intentional than the teachers are aware of in the sense that [the PYPC] ... has a back on agenda when she meets with teachers, to keep pushing this, the learner profile traits, like global awareness, global engagement, so, I think we have strategies on the leadership level that are very intentional. (Principal, Trent (PYP))

6.2.2 Champions

The importance of a member of staff or staff team with devolved responsibility for IM leadership and who are championing this initiative was clear. In all but one Case Study school there was a

named IM role, a member of staff with responsibility for this area of work. In some schools the champion was the programme co-ordinator, in others there was a dedicated IM leadership role. With reference to the IM work of the programme co-ordinator one principal noted, *'she's doing a good job, it is changing the culture.'* (Principal, Amazon (DP)). Another principal described the impact of appointing the right member of staff to lead this area of work and ensuring the role has time associated with it.

'That's one thing I worked on last year, identifying the right personnel to really make it [IM] come alive because it's very difficult to implement something if you don't have someone supporting it. Now that I've hired, it's a priority ... because we have the right person leading the work, and supporting the teachers. And so it's on the rise and I think another tough part is making sure that she has that time available. I need to kind of watch myself to make sure she's focused on that [IM] work, she's pushing that IB work as opposed to giving her tons of IB duties.' (Principal, Hudson (MYP))

The importance of champions is supported by Sriprakash, Singh and Qi's research where *'observations of successful school practices of IM occurred when schools introduced major agents in school leadership to drive the school planning and practice of international mindedness'* (2014 p.5).

6.2.3 Student Voice

Student voice, including peer support, is another way in which IM leadership was devolved, thus giving students responsibility for IM-related work. Many of the Case Study Schools had created systems for embedding student voice including peer support and guidance, councils and fora as well as approaches integrated into everyday lessons. Hudson (MYP) had a Guidance and Support Group (GSG) (Vignette 6) involving older students leading learning for younger groups. This example of distinctive practice illustrates the significance of peers as role models in developing IM. In one example a teacher reported hearing about the impact of a students' personal story through a GSG programme session:

'picture a lesson, where the student leads, all the kids gathered round, and they [student leaders] start talking about immigration, "anybody want to share examples?" ... and this girl was talking about how her parents came from Nicaragua, and how they had gone all the way through Mexico, they had to carry their suitcases across the bridge, and they are running, to get into America, and then they didn't have a car, because it had broken down, and they couldn't afford to get it fixed, so they took a bus to anywhere they could get to, and people [students] listening to the story are like "oh my gosh -" and that is going to resonate with children who may just be hearing a parent saying "when are we going to close the borders!", they hear a totally different side of it.' (Teacher focus group, Hudson (MYP))

Danube (MYP) was committed strongly to participatory approaches. A democratic approach to decision making was evident, for example, involving students and parents in formal decision making processes. Here there was a student participation and action team, peer mediation, buddy system and student council which was *'very active, they visit our management team meetings, staff meetings, not often but also that's important'* (Principal, Danube (MYP)). Each MYP class has a range of elected representatives including for the student council, eco team, Tukioppilaat² (support students) and for UNICEF work.

² Tukioppilaat are volunteer 'support students' who aim to create a good school spirit. They might organise assemblies, break-time activities and theme days and look after new students

This participatory approach reflected something of the cultural and national context of the school (democracy in Finland) and it was clear this supported IM-related work; in sharing the highlights of the school's IM work the Principal referred to *'the students taking action, the student participation and action team'*. The participatory approach can be illustrated through the school's anti bullying practice where students are responsible for setting and monitoring targets against bullying (Vignette 7).

There was a clear view from across many of the Case Study Schools that student voice and leadership contributes to the development of IM, for example,

'even with our youngest children, we use, for example, the morning meeting, they have to talk about what makes them comfortable, uncomfortable, it gives them a forum to have a voice, and I think even in that kind of a setting, because you are bringing children from different traditions, different ways of interacting with people, and that in itself is a way of being internationally minded.' (Principal, Peace (PYP))

Vignette 6: Student Voice: Guidance and Support Group (Hudson (MYP))

The Guidance and Support Group (GSG) programme involves older children in the school being elected 'leaders' who then spend time in a class lower down the school leading a discussion.

The leaders are responsible for developing a theme to talk about, as well as a structure for the session and any necessary learning materials. The topic covered is normally a discussion of a contemporary international issue or ongoing debate. In the class, the leaders (there are usually two per class) then lead the discussion and activities they have prepared. The teacher is present but does not get involved.

The pupils are exploring a topic directly related to current world events or scenarios. The sorts of skills that the children are having to put in practice and develop are those on the LP, especially in terms of leadership, independence and being reflective.

'If you are a leader, you'd be wearing a Maroon or Green shirt, and basically, GSG is all about pushing the IB curriculum forward to sixth and seventh graders, to make them feel - make them adjust to the IB programme if they have, you know, we've been exposed to it for three years, right? And some people even more, like me, because I went to an IB elementary school. But it really it buries a lot - every week we have a different sets of lessons, every week there will be a different theme or concept, and it's all IB related.' (MYP mixed years student focus group, Hudson (MYP))

'I am shocked and appalled that more middle schools, or HSD, have not tried to steal our GSG programme, and implement it. I don't think people really give it credit, and I don't think people really understand it. But when we talk about the head, the heart, and the hands, it is exemplified in that room. It is exactly what they do. They teach them the knowledge they get them to empathise, and then they create something. A lot of them create lessons. But it's very hand on lessons that the students in the GSG do.' (Senior Leader focus group, Hudson (MYP))

Vignette 7: Student Voice: Zero Tolerance of Bullying (Danube (MYP))

The approach taken by Danube to bullying reflects its participatory and democratic approach. Students are involved in agreeing targets to work on. The school's work in this area follows the Finnish national KiVa anti bullying programme. The programme includes structured lessons, theme days and procedures to prevent bullying.

<http://www.kivaprogram.net/>



Photo 15: Anti-bullying Tree, Danube (MYP) (Student Photograph)

This approach demonstrates the school's commitment to including all students and opposing exclusion, this is especially important given the mobility of the student population and range of cultural backgrounds. In this way the anti-bullying policy and practices reflect an IM approach to schooling ensuring all children feel safe, secure and welcomed in the school community.

'We have this very special programme against bullying that's been very helpful as well, facing diversity and receiving new students from all over the world, and seeing we are different.'
(Principal, Danube (MYP)).

The students' appreciate this approach to bullying and recognize this as a model of IM:

'In our school, we have like a zero tolerance of bullying and that ... even more, gets ... people working together and teachers are reminding us about it; often It's a contract with all of the classes. We had each class decide something that we wanted to focus on this year. Some people had "treat everyone nice", or, "be yourself", and then we would make a picture of our hand, and put it on those tree branches, and then we had one from each class.' (MYP final years student focus group)

6.2.4 Key messages

3. The development of IM should be intentional and planned through a school's vision, strategy, policy and practice; IM should not be viewed as something that happens as a matter of course in an IB world school.

4. Champions are significant in driving work on IM forward; having a staff role with responsibility for this area of work ensures momentum.

5. Student participation, including involvement in school decision making, provides opportunities to model and develop aspects of IM such as responsibility, care and respect for others and open mindedness.

6.3 Professional Development

'Our first step, before thinking about international minded students, is to think about internationally minded teachers. To have teachers develop because you can't teach something that you don't own ... this is in no way intended to overcome or overtake that national identity. But, it's a way forward towards having your own identity, and then, it's like learning a language, and then another language. It's like learning about your own culture, and beliefs, and those of others.' (Senior Leader focus group, Tigris (MYP))

As the above quotation exemplifies, senior leaders tended to view Professional Development (PD) as central to the development of IM-related work given the important role that teachers play in student learning around IM. This Section explores findings about the range of PD activity associated with IM in the Case Study Schools, as recognised by school staff when asked about IM-related PD. The findings suggest that the range of IM activity associated with PD by staff in the Case Study Schools is extensive including:

- Visits to/ work in the local community
- Language lessons (learning the national language)
- Attending external PD programmes and workshops
- Internal PD events / workshops facilitated by
 - high profile speakers/ external organisations
 - staff within school
 - members of a specific cultural community e.g. students/ parents/ local representatives/ organisations
- Internal working groups/ meetings
- Completing and discussing a IM-related scale or inventory
- Work with Higher Education study/ ITE/ research
- One to one work with members of staff (e.g. appraisal, following up issues)
- Networking with external professional communities
- Briefings/ reading/ newsletters.

Interestingly, some of the PD examples cited by staff did not set out with a primary focus on IM, nevertheless, staff associated the activity with IM and thus perceived IM as a bi-product of the activity. 'Visits to/ work in the local community' would fall into this category with staff perceiving their local community experiences as good PD for IM. In other cases the PD activity had the development of IM as an intentional aim, one such example of, 'Internal PD events / workshops led

by high profile speakers/ external organisations' was an expert speaker on intercultural development invited to a PD day on IM at Trent (PYP) School.

In Table 4 each type of PD is exemplified and supported by staff comments. These rich examples of PD demonstrate the importance of starting with existing thinking and practice together with accounting for the local and wider community and context in setting priorities for PD. In many cases the intention was to support staff in thinking about IM, including their own IM and how they view and practice it themselves. This included exploring how staff viewed the cultural communities represented in their school, for example, Mekong (DP)'s cultural forum (Vignette 8), as well as how IM can be developed with students, for example, Danube's (MYP) CLIL training (Vignette 9). However, there appeared to be much less emphasis on assessing IM, with the exception of Trent (PYP) School who had used an inventory in a PD event (Table 4).

Nevertheless, schools do not have all of the answers and this an area in which Case Study Schools would welcome further support from the IBO.

'Really knowing where each teacher is, that's a difficult thing for us to assess. Do I really know what each and every teacher's full understanding is? Of international mindedness? No. I don't know how I would know that?' (Principal, Peace (PYP))

While staff recognise that many IB workshops touch upon IM they feel there is a need for more dedicated IM PD. In addition staff in one public school consider the cost of IB workshops including travel to be prohibitive and, as a consequence, this also limits evidence of PD for IB renewal visits.

Table 4: The Range of Professional Development (PD) activity associated with International Mindedness by Case Study School staff

Type of PD	Example	Commentary
Visits to/ work in the local community	Mekong (DP) view the CAS programme as PD for staff. Similarly, Amazon (DP) includes a visit to Sekolah Bisa, its school for children from the Kampung (see Vignette 18) run through CAS, as part of staff induction. Teachers are also encouraged to teach there from time to time.	<i>'Staff are involved ... in CAS activities ... trying to stage trips where they go into the community during the week, and I think what we do for the students, the staff are involved in, so as part of that, they are open to these experiences as well.'</i> (Senior Leader focus group, Mekong (DP))
Language lessons (learning the national language)	At Mekong (DP) staff without Chinese language are offered free Chinese lessons.	<i>'the China studies department offers Chinese language courses afterschool, yeah, that's pretty good'</i> (Senior Leader focus group, Mekong (DP))
Attending external PD programmes and workshops	<p>Danube (MYP) has adopted the Content and Language Integrated Learning (CLIL) approach to language learning; this is a competence-based teaching approach which aligns teaching subject and language. Many of the teachers have been or soon will be trained in this approach and have attended courses in the UK. Danube (MYP) has also led CLIL training for teachers from other schools.</p> <p>In addition, in all schools teachers have the opportunity to attend IB workshops.</p>	<p><i>'to me, that's [CLIL approach] internationally minded because language is like learning another culture, it's learning a new way of thinking, and seeing things, it's a new culture.'</i> (Observed teacher, Danube (MYP))</p> <p><i>'in every IB workshop, you get an element of international mindedness that comes into the program. So, lots of staff get it (IM) through the IB workshops.'</i> (Principal, Tigris (MYP))</p>
Internal PD events / workshops led by high profile speakers/ external organisations	At Trent (PYP) a high profile speaker was asked to lead a whole day workshop on IM with the entire faculty prior to the start of the school year. This was also intended to	<i>'When [the principal] brought in the school wide induction, with [high profile speaker], it was I think, for many, an 'aha' moment for the staff.'</i> (Senior Leader focus group, Trent (PYP))

	launch the school's work on its IM strategy.	
Internal PD events/ workshops led from within school	Tigris (MYP) held a workshop to develop a definition of IM as part of their IM development work.	<i>'we had the workshop on IM, with activities - we had to come up with our own school definition about IM in groups we were brainstorming what does it mean to be internationally minded.'</i> (Principal, Tigris (MYP))
Internal PD events/ workshops led from within school with inputs from members of a specific cultural community e.g. students/ parents/ local representatives/ organisations	Every year Mekong (DP) holds a Cultural Forum event at which members of a national culture represented in the school community host an event to explore aspects of their culture relevant to school staff such as education, family values, discipline. One year Korean students shared their experience at Mekong (DP) and other schools they had attended together with their future aspirations; staff were able to discuss and ask questions. (please also see Vignette 8)	<i>'that was fascinating, because there were students talking ... about their experience, the Korean way of going to university, - you better be going to either an arts school, or an Ivy League school ... it's either brand name recognition, or completely outside the norm. And I think a lot of staff don't understand that implicitly, but when they are in a forum where they can ask questions, and they can really hear what students are struggling with, it helps them to understand "ah, this is why they react this way, and this is how I can address that in my work with them, in the classroom".'</i> (Principal, Mekong (DP))
Internal working groups/ meetings	At Trent (PYP) teachers from every year group have a Professional Learning Community (PLC) which meets once a week for an hour. Discussions take place around housekeeping matters, problem solving and centrally set tasks. One task for the PLC was to target assessment over a number of months; this included how to assess IM.	<i>'One area that we chose to focus on as a group for the next few months is ... how we actually assess values, and attitudes, and actions ... We've reflected on the five essential elements ... and realised we do knowledge quite well, we embed concepts, we may not explicitly assess for the eight concepts of the PYP ... I think it's tied very much into international mindedness, that if we have this sense of who we are as an international community, and who we are as international citizens, then those attitudes are fundamental ... particularly thinking skills, communication skills, of how you do that, and why you are</i>

		<i>doing that underpin how our students will be internationally minded.’ (Senior Leader focus group, Trent (PYP))</i>
Completing and discussing a IM-related scale or inventory (see also Vignette 25 Evaluation of IM: use of the IDI – Trent (PYP))	Associated with a PD event led by a high profile speaker at Trent (PYP) all staff completed the Intercultural Development Inventory (IDI) which assesses intercultural competence (https://idiinventory.com/)	<i>‘I thought this would be a fantastic way to do a self-evaluation of us. I could see sort of a complacency amongst the staff ... and then, the results came back from the IDI, individually, confidentially, along with a personal action plan as well, and it really has shaken us by the roots. You can’t just say “I’m going to become more international”, or “more internationally minded this week”, it requires people to, on a very individual basis, decide on a personal journey and pathway that they are going to go on. We are on that journey right now, which I think, is exciting.’ (Senior Leader focus group, Trent (PYP))</i>
Work with Higher Education study/ ITE/ research	Danube (MYP) works closely with the city University in respect of ITE, Undergraduate and Masters programmes. Many of the teachers have studied there. All students of ‘Intercultural Studies in Teacher Education’ programme undertake a two week placement at the school in year one; others return to do a teaching practice. The University’s research expertise in intercultural education is reflected strongly in this school’s thinking and practice.	<i>‘I think it [link with the city University] has had a very big impact. We have 4 [MYP] class teachers, and all of them are alumni from this programme. So, when I’m interviewing, recruiting people, you can immediately see they have that background, they know what international education is, what international mindedness means, so it comes naturally in every day practices.’ (Senior Leader focus group, Danube (MYP))</i>
One to one work with members of staff (e.g. appraisal, following up issues)	If a teacher is culturally insensitive senior staff meet with them to discuss and follow up.	<i>‘not often a teacher might say something, and you think “you can’t say that” and then you have to talk to the teacher. We never let it go.’ (Senior Leader focus group, Tigris (MYP))</i>

<p>Networking with external professional communities</p>	<p>Amazon (DP) staff are encouraged to join international professional networks through IB or other activity.</p>	<p><i>'One of the things we've been trying to do is to encourage teachers to build their own personal learning networks, using Twitter, or whatever because that does become very international and that gives you different insights into the way international mindedness works within other schools and other places, and it's just really developing your own international mindedness too because you are conversing with people who are all over the world.'</i> (Senior Leader focus group, Amazon (DP))</p>
<p>Newsletters</p>	<p>At Tigris (MYP) the MYPC sends a regular briefing around to MYP staff that contains items about global events and news to support teachers in integrating current global events and perspectives into their teaching.</p>	<p><i>'I felt if we could give teachers ideas related to international mindedness they might pick up on that in the class. We just tell the teachers "do you want to use these in your lessons?" the feedback has come from the teachers, that it is helping them because they can make the link, because some people can't make that link automatically. So we are giving them these ideas to help them.'</i> (Senior Leader focus group, Tigris (MYP))</p>

Vignette 8: Cultural Forum (Mekong (DP))

This is an annual event for staff which forms part of Mekong's (DP) Professional Development programme. The day-long event focuses on the education system, family values and discipline of a particular culture within the school community. The event is made up of a series of talks given by students, parents and experts in order to give staff an insight into the expectations of students and parents within the school community, the kinds of issues they may be struggling with, and the kinds of concerns they may have. It helps staff to understand why students react the way they do in class and how to address any issues.

Previous topics have focused on the Korean education system, and the 2016 event will focus on assessment and the differences in assessment across different cultures within the school.

The event was spoken about by staff as being very influential. It moves conversations about cultural differences beyond superficial differences or cultural stereotypes in order to help staff understand the perspectives of members within their school community.

'The one given by a parent was probably more powerful. It's something about that [Korean] culture that's driven by the mother, and the role of the mother within that family, she stands up and says, my standing is based on this child's performance, and her role.' (Teacher focus group, Mekong (DP))

6.3.1 Key messages

6. Having a focus on IM in staff Professional Development, including induction, is an important aspect of a school's work on IM. Staff benefit from opportunities to explore what IM is and what it means to them personally as well as how students can be supported in developing IM.

6.4 Language and learning: home, host and other

Language was seen as important in the development of IM across all the Case Study Schools and was the clearest element of Sing and Qi's three pillars seen in practice. All schools actively encouraged language learning for its perceived cognitive benefits as well as for its direct links to IM. Firstly, language linked back to the vision of IM as relational (see Section 5.3) – language was recognised as a way of interacting with, and respecting others, but also as an important shaper of identity.

'What you need. If you want to connect with someone, usually, you have to know the language.' (MYP mixed year student focus group, Hudson (MYP))

'If you have the same language, you could make more friends, you could try to be respectful to them by knowing where they come from and just like be respectful to their country, or language.' (PYP final year student focus group, Trent (PYP))

'I think, for me, the languages programme is really important.' (Principal, Amazon (DP))

Language itself was seen as a window into culture. Through learning and understanding how a language works, learners were thought to gain insight into other cultures and ways of thinking. These skills were also thought to be useful for diplomacy, business and getting a job in the future.

Secondly, language was seen as a vehicle for discussing topics relating to IM. At the early stages of language learning this might be discussing topics such as food and clothes, moving on to thinking about ideas of friendship, education, belief and history as command of the language becomes more sophisticated. We observed some excellent examples of language lessons across the schools including discussions of stereotypes through Spanish film (Mekong (DP)), the G7 summit in German (Thames (DP)), and English as an Additional language (Danube (MYP)).

These two aspects of language learning as it relates to IM (i.e. language as a window into culture and language as a vehicle for discussion) were brought together in the Content and Language Integrated Learning (CLIL) approach to language learning taken at Danube (MYP) (see Vignette 9). CLIL is a competence-based teaching approach that is gaining ground in European education systems. The idea is to teach both the subject and the language, and is captured in the phrase ‘using language to learn, learning to use language.’ CLIL encourages the use of curricula that promote interpersonal skills, cultural sensitivity and communication and language abilities.

*‘To me, that’s [CLIL approach] internationally minded... because language is like learning another culture... it’s learning a new way of thinking, and seeing things, it’s a new culture.’
(Teacher focus group, Danube (MYP))*

Vignette 9: Content and Language Integrated Learning (Danube (MYP))

Language learning is a key focus of Danube (MYP). Whilst the school is English medium all students are required to learn Finnish as a mother tongue or as an additional language. The school adopts a particular approach to language learning: Content and Language Integrated Learning (CLIL), which involves dual teaching of language and subject. Many of the teachers have attended CLIL courses in the UK and others are scheduled to do so; the school has also led CLIL In-service training for staff from other schools.

One example in practice is the newly developed Interdisciplinary Unit (IDU): ‘what makes people leave home?’ This unit combines Finnish language learning with history including Finnish emigration in the 1800s and immigration today. The unit provides an opportunity to investigate current asylum seekers’ reasons for leaving home by inviting former asylum seekers to the school to be interviewed.

The new IDU provides many opportunities to develop IM (and Intercultural Mindedness – the term used by Danube (MYP)) including through the comparison of past and present migration and the analysis of multiple perspectives on and experiences of migration:

‘currently in 7th graders ... we have a unit (Finnish language) together with the history, and why do people leave home? That’s the unit question. We talk about the expats that left from Finland to N America, so they are immigrants there, plus we need to combine the (Finland) refugee issue with this same unit’ (Senior Leader focus group, Danube (MYP))

The CLIL approach links with the intercultural emphasis of Danube (MYP) in their IM thinking and practice:

‘We (want) our students to be bilingual, and all the languages have their own approach to world, and their own culture, so I think our students are equipped with two cultures. And, and, two ways of thinkin.g’ (Senior Leader focus group, Danube (MYP))

‘to me, that’s (CLIL approach) internationally minded because language is like learning another culture - it’s learning a new way of thinking, and seeing things, it’s a new culture.’ (Teacher focus group, Danube (MYP))

The Case Study Schools each took different approaches to language policy and language teaching. These approaches are summarised in the table below.

Table 5: An overview of the different approaches to language in the Case Study Schools

	Approach to language
Trent (PYP)	School-wide strategy allowing EAL learners to speak their mother tongue. Students can choose additional languages including Spanish and Mandarin. They also learn sign language in keeping with the school's SEN work and each week there is a 'sign of the week'.
Nile (PYP)	Strong home languages programme in 14 languages. All students study at least two languages.
Peace (PYP)	The school offers a French immersion programme.
Tigris (MYP)	The school is a bilingual Arabic/English school. Arabic and Religion lessons are taught in Arabic. All other subjects are taught in English. Students can also choose from other languages including French, Spanish, Arabic and Chinese.
Danube (MYP)	Selection is based on competency in English All students have to learn Finnish as a mother tongue or as an additional language Mother tongue programme includes languages such as Russian and Persian. Content and Language Integrated Learning (CLIL) approach
Hudson (MYP)	Students have the opportunity to choose from a range of additional languages.
Mekong (DP)	All students and staff are encouraged to take the opportunity to learn Chinese. A range of other languages are offered throughout the school including Chinese, French and Spanish. A home languages programme is offered in partnership with the parent community.
Amazon (DP)	All students study Bahasa Indonesian, whether as a native or foreign tongue. IBDP Language A: English, Indonesian, Korean Language B: French, Spanish, German, Mandarin, Japanese, and Indonesian.
Colorado (DP)	The school strives for every student to be proficient in two languages. Offers languages including French, German, Spanish and Mandarin

English was the main language of instruction at all Case Study Schools. This was partly by design in that we could only carry out research in English, and partly due to the global spread of the English language. However, schools encouraged the use of additional languages in a number of ways.

6.4.1 Home language

A key theme emerging through the schools was the importance of 'home' or 'mother-tongue' language in language policy and provision. Language was seen as part of identity (see 'reflecting in' Section 5.3.2) and allowing students to speak their own language sends the message to students

that they and their languages are valued, forming an important part of the hidden curriculum (see Section 6.7).

'Allowing them [students] to speak in their mother tongue really builds that compassionate understanding from students, that it's OK to speak whatever language they speak in, and to build that comfort level.' (Principal, Trent (PYP))

'I think it's really important to use their language to make connections quite a lot, so, if we're trying to, I know it's more than language, but it does make them feel like they are sharing something of themselves, because it's such an important part of identity modelling.' (Teacher focus group, Trent (PYP))

As well as helping students to express themselves, encouraging students to use home languages was part of a desire to go beyond the 'dominant force' of the English language (Principal, Nile (PYP)). Trent (PYP) aimed for every child to be able to read and write in their mother tongue and encouraged students to bring their own books to read from home. At Nile (PYP), students had one hour of tuition per day with a mother tongue teacher. This emphasis on competency in the 'home' language seemed to be especially important in the PYP schools, having either a language immersion programme or specifically focusing on and using mother tongue or home language which children appreciated.



Photo 16: Home Language Use, Trent (PYP)
(Researcher Photograph)

However, using the 'home' language was also actively encouraged at MYP and DP. For example, Amazon (DP) have a statement in their language policy about the importance of home language, and in one of the lessons observed at Mekong (DP), students were given the opportunity to work with other native speakers, allowing them to discuss ideas in their own language before sharing their ideas with the rest of the group in English.

Encouraging 'home' language use also helped to foster relationships with parents. Mekong (DP)'s home languages programme was run in partnership with the parent community. While Peace (PYP) ensured that staff are bilingual in order to facilitate communication with parents ensuring they felt welcomed in the school.

6.4.2 Host language

Another common theme across the Case Study Schools was an emphasis on the language of the 'host' culture where they were located. For example, Mekong (DP) strongly encourages all students and staff to take the opportunity to learn Chinese while in China, while Amazon (DP)'s language policy stipulates that all students must learn the local language, Bahasa. This was seen as important in being able to interact with local people, including support staff within the school (e.g. drivers, catering staff, cleaners), who may not be able to speak English. This was seen as a way of respecting others and an important way of 'bursting the expat bubble' (see Section 8.3.2).

'Learning the language means you can engage with the local people, and when you learn the language, you learn about culture, you learn about belief, you learn about history... We have the traditional Indonesian week where we pick a region and celebrate that, but this [learning Bahasa] is much much deeper, we offer Japanese, German, Korean, French, Spanish, all the typical ones, but the local language for everybody.' (Principal, Amazon (DP))

One student described his feelings about attempting to use the host language.

'I do theatre, and I work with the (Indonesian/ local) staff, because they know more about the technical side ... and to ... see them try to speak English ... I don't know if it's international mindedness, but, ... it's not even my language, yet I feel so proud, yet, it's heart-warming... and I don't know how to express my ideas in Indonesian, so, we try to mix, we try to use like both English and Indonesian ... isn't that what international mindedness is? Interacting with other people.' (DP 2 student focus group, Amazon (DP))

6.4.3 Other languages

All Case Study Schools offered other languages too – principally European languages such as German, French and Spanish, but also a range of Asian languages including Mandarin, Japanese and Korean. Schools that only offered Anglo-European languages felt that IM would be improved by offering a wider range of languages, especially Asian ones.

'One of the things we have in the next five year vision, the global mind-set, is one of the habits of mind, is this idea of bringing in an Asian language into the primary school.' (Principal, Colorado (DP))

Trent (PYP) also offered sign language linked to the number of students with SEN. All children learned how to sign a new word each week.

6.4.4 Key messages

7. A student's home language should be valued and used as this supports every student in developing positive self-identity and is a tool for developing intercultural awareness.

8. Multilingualism permeates the life of the school by encouraging the use and development of home languages, host languages and any other languages relevant to the school community; this is important because it demonstrates a school's commitment to IM and supports its work in this area. As such multilingualism should be embedded in school policy and practice.

6.5 International Baccalaureate curriculum

The IB curriculum and how this supports IM represents a particularly strong area of the findings; this is the strongest theme (node), which was mentioned multiple times across the greatest number of stakeholder sources for any node (See Section 4.6.2 and Appendix 6). Within this theme a number of sub-themes were identified during analysis (Appendix 6) of which Creativity Activity Service (CAS) was the strongest. Multilingualism also emerged as a strong aspect of the findings. Whilst other sub-themes emerged relating to the IBPYP and MYP (such as the PYP Exhibition) these represent more tentative findings.

This area of findings contains examples from specific areas of the curriculum (subject areas) as well as strategies that teachers use. In this sense the IB curriculum theme incorporates pedagogy as well as subject. At the same time stakeholders suggested that that the level of the emphasis on IM depended on the teacher and what we might recognise as the teacher mind set. This Section will begin by looking at subject areas moving on to pedagogy and teacher mind set.

6.5.1 Subjects and areas of the curriculum

There was a widespread view from staff across Case Study Schools that the IB curriculum promotes IM and ‘forces you to ... infuse international mindedness’ (Senior Leader, Hudson (MYP)). The development of IM was seen as integral to the expectations of the curriculum, including in respect of the assessment of the IBDP where highest scores cannot be obtained without appropriate reference to multiple perspectives (Section 7.5.3). The view that the IB curriculum promotes IM is illuminated when considering the differences between the IB and other curricular.

‘That’s [local curriculum] not very internationally minded, and that’s what most schools are told to do ... the IB kind of forces the teacher to be more internationally minded in their planning. While not everything, obviously, has a leaning towards international mindedness, it definitely forces it a little bit more because of the criteria we are trying to teach.’ (Senior Leader focus group, Hudson (MYP))

Teachers who had taught other curricular acknowledged that teaching examples and emphases changed, supporting a focus on IM when they moved to the IB curriculum. In one example of teaching both A Level and IBDP Languages the teacher observed that,

‘When you teach A level [post-16 curriculum in England] it’s [IM] not a focus, the learning is much more topic and vocabulary based, whereas with the IB I’ve constantly got in mind the Learner profile and trying to educate them in a more holistic way.’ (Teacher focus group, Thames (DP))

Interestingly, where schools adopted an IB programme alongside other curricular for other age ranges or offered dual curricular, leaders and teachers reported the IB having an influence on their approach across all of their teaching.

The findings contain a rich vein of practice showing curricular contributions to IM as exemplified by stakeholders, examples of which have been collected in Table 6 on page 71 and arranged by programme (see also Section 6.5.2). Here, stakeholders recognised the holistic, connected and interdisciplinary nature of the curriculum (see, for example, slavery unit, Table 6 and Vignette 10).

‘I think interdisciplinary learning is such a key factor of this school, and most IB schools, I would think. Everything all the students have said, like, it’s all so interconnected, when you find yourself reading a piece of text in your English literature class, you draw a connection to something as strange as biology, or, maybe theatre class.’ (DP 2 student focus group, Colorado (DP))

Teachers at Tigris (MYP) felt that the interdisciplinary nature of the MYP framework supported IM, allowing more freedom for creative teaching, and the move away from delivering facts and figures. The students felt that this helped to facilitate IM in practice:

‘What’s better about IB in my opinion is that it doesn’t just teach you facts. It is not just fact based. Like in the other school, our exams would be multiple choice, or things like that, and it wouldn’t teach you how to connect things with one another, how to open yourself to things, you’re just accepting the fact, just moving on, which is nice that the school is able to do something differently. It’s the whole system.’ (Grade 10 Focus Group student, Tigris (MYP))

Nevertheless, there was a view in Case Study Schools that the DP was more restrictive than MYP and PYP in this respect in the sense that there were fewer opportunities for interdisciplinary work, for example, due to the pressures of the curriculum content (see also Section 5.5.4 on teacher mind set).

'PYP and MYP lend themselves much more to a discussion in the classroom about international mindedness that's one thing that came to mind when you said how could the IB support us I believe that really doing more to foster transdisciplinary and multicultural understanding in the DP would be huge.' (Principal, Mekong (DP))

A further distinctive aspect of practice observed and discussed was the focus on analysing multiple perspectives and different ways of looking at topics and issues (see, for example, migration unit, Table 6 and Vignettes 11 and 12 below).

'If you are just learning from one country's, or one person's, point of view, you are going to be narrow minded ... if someone says something, you're going to disregard it ... Never, never, have we sat down and looked at one theory, and went, yep, end all and be all, that is what we are learning. It's very much taking different perspectives, and taking different people's opinions.' (DP 2 student focus group, Mekong (DP))

One teacher described multiple perspectives as a key way of developing IM through their subject (history):

'so we'll continue discussing ... seeing other people, and other parts of the world, through the eyes of colonisers, and then through the eyes of the immigrants, or through the eyes of the native people of the country. That's a kind of long theme ... I think that is like the key point in this kind of international mindedness - you have to look for different perspectives.' (Observed teacher, Danube (MYP))

In the DP the way that ToK explores and values different perspectives was also seen to have strong benefit for work on IM.

'(TOK is) the epitome of this thing called international mindedness. It really summarises it because, for example the different ways we all see things.' (DP 1 student focus group, Colorado (DP)).

Nevertheless, some staff expressed a frustration that the development of knowledge, awareness and understanding of different perspectives does not always lead to empathy, for example,

'I think there's a pretty key distinction, between understanding the issue, and understanding that there are different perspectives, but actually having a proper empathy with different perspectives, and really feeling a sense of internationalism ... sometimes when you really do push issues, and there's a good example at the moment where we are actually looking at the Syrian civil war, and the connections with that, and the European refugee crisis it's quite deflating ... there is a very much distinct lack of empathy, it's harder to confront it.' (Senior leader focus group, Mekong (DP))

Vignette 10: Global Contexts (Tigris (MYP))

The MYP's 'Global Contexts' were seen to be an important part of developing International Mindedness at Tigris School. The school supports teachers to link the 'Global Contexts' into their lessons in the following ways.

- All MYP teachers receive a bi-weekly newsletter keeping them up-to-date with events that are going on around the world to help them make links to the global contexts within their subject area.
- Teachers also found it helpful to map the Global Contexts to the key concepts of their subject area to assist with planning.
- Teachers mentioned the supportive team within the MYP which allowed them to discuss and share ideas.

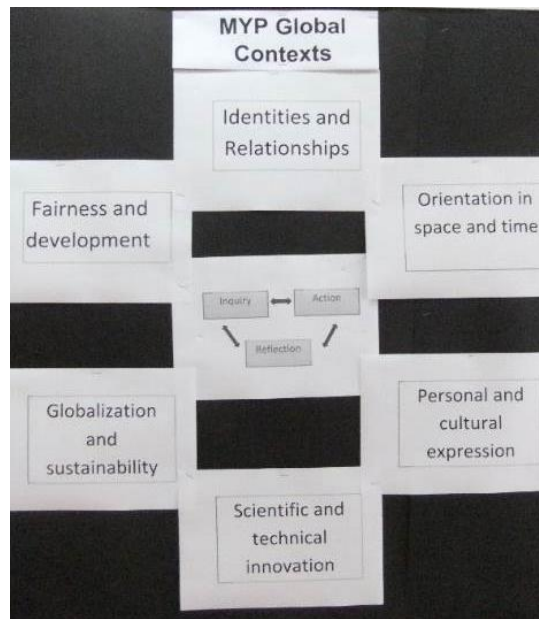


Photo 17: Global Contexts Noticeboard, Tigris (MYP) (Researcher Photograph)



Photo 18: Maths Noticeboard: Mapping Global Contexts to MYP Maths Concepts, Tigris (MYP) (Researcher Photograph)

'In every single lesson, we're relating to a global context, for example, change, competition, development, all of that and just relating to all of that also makes us more internationally minded because we'll know how to relate things in the future.' (MYP final year student focus group, Tigris (MYP))

'We have here a very supportive MYP co-ordinator, the head of school, even the teachers themselves and when they get any information from anywhere, they come and share it' (Observed teacher, Tigris (MYP))

Vignette 11: Remembrance wall (Amazon (DP))

To coincide with the commemoration of World War 1 (WW1) students at Amazon (DP) shared stories of their grandparents and other relatives who lived through WW1; this involved research and interviews, where possible. Outcomes from this task were displayed in a main foyer of the school on a wall of stories, images and poppies (the symbol of WW1). The wall brings together stories from all over the world including from those who were enemies and whose grandchildren now study together at the school and are friends.



*Photo19: Remembrance Wall, Amazon (DP)
(Researcher Photograph)*

The 'remembrance wall' is seen by the school as an important expression of International Mindedness. It is perceived to be an effective way of analysing and understanding plural perspectives, in this case by sharing personal/ family stories from opposite sides of a deadly conflict in the past.

'it remembers all sorts of atrocities that happened in history, a lot of people here are not necessarily aware of it when we have remembrance it helps international mindedness and appreciation of other cultures' (DP 2 student focus group).

'[it is] a perfect example of just how internationally minded our school and our students are, I reckon, for Remembrance, if you went into any 10 schools in the world, you'd probably have a very traditional remembrance poetry, pictures, the poppies, very European, in terms of its history, and this school has got none of that. What it actually has is a wall of remembrance from every possible nationality ... people in the same class, whose relatives, or distant relatives, were actually fighting on opposite sides of the war, - I can't think of a better example of international mindedness.' (Senior Leader focus group, Amazon (DP))

Table 6: Examples of International Mindedness contributions from different programmes and curriculum areas as recognised by stakeholders

Curriculum focus	Example/ commentary
PYP	
Migration unit (year 5)	<p>A migration unit ... was suggested as a way of promoting international mindedness –</p> <p><i>'They [students] like it, because they've done it [migrate] ... and I think they are really interested in learning the different patterns and migration all over the world, knowing that people have been doing it for thousands of years, is really exciting ... and they are able to apply it to our governance unit, at the moment ... and for some kids, realising that even though their home country might have a democracy, they do not necessarily promote equal opportunities and justice for all, [it is] really fascinating watching that process going on. It's also nice to see, doing the migration unit, their eyes open. A lot of them think people in the world, move countries, because of their mum and dad's job, and then to find out that there's actually lots of reasons to move, and not all of them are good.'</i> (Teacher focus group, Trent (PYP))</p>
Slavery unit	<p><i>'When they are studying about slavery, for example, that is not just something that happened in the American South. For them to understand it happens now, it happens around the world, it happens in different forms, that they are not studying things in isolation, and out of the global context, that they see how things that they are learning, really are connected to other things in the world.'</i> (Senior leader focus group, Peace (PYP))</p>
Reading	<p><i>'... often, when reading, I will ask if a child is stuck on a word, or a meaning of a word, and I'll ask "What is this word in your home language?", and I'll say "Oh, it's that in Italian, it's this in English", and I'll try and say it in Italian, they'll try and say it in English, and we'll swap, we'll swap words. In reading, we do it like that. We do it similarly in writing. Using kinds of books and mother tongue picture dictionaries as well, which again, parents have brought in. So, there's a Polish girl in the class, her mother bought her a picture dictionary in Polish so we can find polish words to support her with that. I think with maths it's not necessarily the language as such, especially to start with, we say "count in Russian, count in Polish", but sometimes it's the way that they've learned to do skills in different ways.'</i> (Observed teacher, Trent (PYP))</p>
MYP	
Global contexts	<p><i>'In every single lesson, we're relating to a global context, for example, change, competition, development, all of that - and just relating to all of that also makes us more internationally minded because we'll know how to relate things in the future.'</i> (MYP final years student focus group, Tigris (MYP))</p>

History	<p><i>In every lesson, the approach is the international approach... so we have to study [History] from the Finnish perspective, but we study from different international ones and that's what I enjoy. I think it's a priority, so we all contribute to this holistic, integrated approach.'</i> (Principal, Danube (MYP))</p> <p><i>'7th graders have a unit together with the history, and why do people leave home? That's the unit question. We talk about the expats that left from Finland to North America, so they are immigrants there, plus we combine the [contemporary] refugee issue.'</i> (Senior leader focus group, Danube (MYP)) (See also Vignette 9)</p>
Maths	<p><i>'In math ... I'm more concerned about the world itself, I have a project, 'The Future of Natural Resources', and when they do that particular project, they get to choose any natural resource in the world ... like koala bears, and panda bears ... and when we are using it as a human species - when is it going to end? There's a finite amount, we're using it, it's going to end, eventually. So they graph that. Then they have to reflect on that: how is that going to affect them? How is this end of oil going to affect you, and when is that going to be? So they have to write about that. To explain the big picture I do this every 5 years, this natural resource project, and it's very consistent from 2000 – 2005, 2010, 2015 ... and the numbers are not changing. And they see, because I keep past projects. And when they get their project back they compare it with these other 5 year differences, and they start to see - "Hey, I see a trend, that nothing is changing - "wait a minute, I cannot only think about me, now, me, me, me, now. I have to start thinking about, in 20 years, what is going to happen".'</i> (Senior Leader focus group, Hudson (MYP))</p> <p><i>'Yesterday, when they were in math class, and they were doing areas and perimeters, and things like that, and ... the teacher had put up examples from different parts of the world. Different pyramids and shapes from all parts of the world. They were not only discussing the mathematical rules behind these shapes, it was also the location, and where they were found, and how, and why.'</i> (Senior Leader focus group, Tigris (MYP))</p>
Geography	<p><i>'In our geography lessons, we focused a lot on the topic of refugees around the world. We did various case studies about countries that host refugees, and I think, we learned more about the refugees in Jordan and Jordan is one of the largest refugee hosting countries in the world, currently, and I think that was important to learn.'</i> (MYP final years student focus group, Tigris (MYP))</p>
Art	<p><i>'We are doing homages to artists, and part of the project was to research about your artists. When we did our research, we saw how our artist viewed the world, how they chose to interpret it and it was really interesting.'</i> (MYP mixed years student focus group, Hudson (MYP))</p>

	<i>'In visual [art] are we have quite a lot of projects [on] identities, the main theme, and always the students write reflections ... about the project, so usually they write something about their own identity, and about their own background.'</i> (Senior leader focus group, Danube (MYP)) (see also photo montage 20)
Science	<p><i>'In our sciences classes, there is always a global issues we have to tackle, a scientific solution to help stop that issue ... For example, in biology, we are talking about enzymes. We are not only talking about how enzymes work, and how enzymes are complex, we are also talking about how enzymes could be applied in industry, and how their advantages and disadvantages of working in industry with enzymes. They are used for cosmetics.'</i> (MYP mixed years student focus group, Tigris (MYP))</p> <p><i>'We do a physics unit, and we talk about, do we need the nuclear reactor that's proposed for 100km away? ... and then they very often put that within the culture of ... we're between Russia, and Sweden, we're not a very big country, we need to grow economically, we want to be part of the world, we're in a safe area ... and you can really see they are bringing in all sorts of different factors - what is for the good of (our city) and Finland, but within a much, much bigger sphere.'</i> (Senior Leader focus group, Danube (MYP))</p> <p><i>'I think in subjects that you don't think about - that are as internationally minded (like) science, we also learn stuff - my friend did a project on the atom, and how the theory of the atom developed through different researchers all over the world, at different times'</i> (MYP mixed years student focus group, Hudson (MYP))</p>
Personal project	<i>See Vignette 12 for two examples.</i>
DP	
Theatre	<i>'My theatre class really fosters international values ... we did a project, and everyone chose a world theatre tradition. It was really interesting, we had people doing Japanese, I did a tradition from India ... it's really interesting to see the different cultural elements, and these creative and artistic ways of exploring the world and just looking through that lens was really exciting, and seeing all these different traditions, compared to what we are so used to when we think of theatre in the West.'</i> (DP 2 student focus group, Colorado (DP))
English	<i>'In the English curriculum we are analysing essays, done, during colonisation times ... It's such an interesting topic because... we are basically analysing the process of dehumanisation, that people went through, and applying it, to what is happening today, and that's something straight from the curriculum, and we had this major discussion about it in the last class, and I think it was really great, because it's one thing to be open minded and then it's another to understand the process of dehumanisation that people go through, and to know how to backtrack from that.'</i> (DP 1 student focus group, Mekong (DP))

	<p><i>'In Grade 11 language and literature, the whole semester, East is East, and West is West, and look at basically how language, and cultural identity, are interconnected ..., we look at a series of (texts) ... which engage with China in some ways, and ... when we say East or West, what do we mean? What's interesting is that almost all the kids can fit into that narrative that discourse, somewhere themselves. So no matter where they are from, so, either, they are not traditionally East or West, so where do you fit? What does that do to you ...? So one of the other things we do is use a Chapter in a book titled 'Oriental' - he talks about perception of Asian men in America ... and engaging with - if we in the West, talk about East Asia, everything oriental, are you comfortable with being lumped with the Middle East, for example? Or with India? Are Japan, Korea and China all the same? It just does that - deconstructing, and unpacking, those concepts, for a whole semester is probably a pretty good example (of IM).'</i> (Teacher focus group, Mekong (DP))</p>
Languages (German)	<p>During an observation of a German class in Colorado (DP) students discussed how the German language is changing and being affected by the introduction of more English words, and how the older generation of Germans speak a different type of German from young people. The students acted out a scene in German talking on the roles of an elderly person and a teenager. They then discussed why the German language was changing, linking it in particular to immigration of migrants who speak English but do not speak German. It seemed a good example of how teachers in the Colorado (DP) were encouraged to promote 'connections' i.e. how is the political situation in countries such as Syria affecting the German language? (Researcher reflections, Colorado (DP))</p>
Languages (Spanish) based on the film 'Eight Basque Surnames'	<p><i>'Hopefully they will see by the end of the film that these stereotypes don't hold true for these people, and that seeing these kinds of stereotypes that's probably why the Spanish really loved it, because they were like, that's not really true, that's not the way that we are, we are more diverse, we are more individualistic, we can't be generalised. And so, maybe, an Andalusian, who sees this, will never think the same way about the Basque again, and think, that's ridiculous, you know? Because that's what they are doing, they are showing these stereotypes to be ridiculous over time. And so hopefully [the students] can start evaluating how, you know, when they say that Americans believe that all Muslims are terrorists, that's not true of all Americans. That's not true of all Muslims. It's just they have to be able to kind of see through that, and not generalise, because sometimes, we do that, when we see that people have stereotypes of others, we stereotype them.'</i> (Observed teacher, Mekong (DP))</p>

Photo 20: Photo Montage: Visual Art and Identity



Researcher photograph, Thames (DP)



Art work entitled 'Multicultural', Researcher photograph, Amazon (DP)



Researcher photograph, Amazon (DP)



Researcher photograph, Tigris (MYP)



Researcher photograph, Trent (PYP)



Art project: recolouring the terracotta warriors. Student photograph, Mekong (DP)

The following sub Section explores findings in one particular aspects of the IB curriculum which stakeholders viewed as a strong contributor to IM, that is, CAS.

6.5.2 Creativity, Activity, Service (CAS)

CAS is a compulsory element of the DP programme, and was highlighted by all three of the DP Case Study Schools as an important driver for promoting IM. It was the very nature of this programme, in terms of its focus on thought, action, and reflection which made it a powerful mediator of IM. Amazon (DP) in particular had a significant CAS programme in place, and it was evident from talking to school leaders, teachers and students that this was a key priority for the school and promotion of IM. The following two extracts show how teachers and pupils both mentioned the benefits of not only thinking about IM but actually acting in an internationally minded way

‘With CAS, for me, it’s the physical manifestation of everything else, the beliefs, the attitudes, the values, CAS is when you say to the students “can you live it, can you actually put it into practice, what we believe you should believe, and what you are demonstrating to us about your role in the world, can you now, demonstrate that?”’ (Teacher focus group, Amazon (DP)).

‘In my opinion, service is a really key component of being internationally minded because as great as it is to have all these global ideas and beliefs ... you have to act on it ... sometimes, we lack the local perspective, which I think is equally important. CAS ... kind of combines those two things ... the combination of local service and international mindedness, because if we are not connected to the community we are directly in, as well as the global community, then I don’t think we are doing our job right as international citizens.’ (DP 2 student focus group, Colorado (DP))

This latter quotation demonstrates the value of service in the local context for the development of IM. It was evident that Amazon (DP) took local service seriously, indeed, a school for local street children (25 children) was set up through CAS at Amazon (DP) (Vignette 18).

Similarly, Colorado (DP) took the CAS programme seriously and viewed it as a key strategy for promoting IM within the DP. What seems important here is connection and exposure to places, and whilst Amazon (DP) spent time connecting its pupils to the poverty in their immediate vicinity around the school, at Colorado (DP) School there was an emphasis on connection to places afar:

‘We use the CAS as part of it, but we also have the enriching opportunity to employ people from all over the world, who live in different places, and once we get those opportunities, to get the kids here, for them to connect through them, their individual families, travel, we allow them to go places, to be trained, and when they come back they bring back these connections and these wonderful opportunities, and the kids then say “I wanna be connected to this, I want to do”, and then we try to fuel that, and get kids to think about that empathy, and that connection to a place they’ve never been.’ (Senior Leader focus group, Colorado (DP))

Whilst students will often work on specific and time limited projects in order to fulfil the CAS programme requirements, there was a feeling from teachers that they were trying to encourage more long term behaviours and actions. There was a sense that teachers believed that CAS was something that could be picked up and dropped, but that it was important to promote more sustained action:

‘... some of them then take it beyond, you know, there are some which would just do it, and then stop, and then there’s other’s that pick it up and think “actually, do you know what?’

Yeah I've done this because this is part of the programme, but, I now want to take this further and, and, really make a difference".' (Principal, Amazon (DP))

In this vein, there was an intention to try to instil more authentic behaviour change and action, around IM, through the CAS programme. Whilst it is always difficult to say whether school programmes might have such effects, there was certainly an intention and belief held by staff that the CAS programme might be useful for this. One of the ways in which teachers attempted to maximise the potential of the CAS programme was through considered and critical reflection on action (for example, though blogs Vignette 24). At Amazon (DP), this is seen as critical to fostering the kind of behaviour change they hoped to achieve.

'... we are making them set goals that are connected to their own personal development, and the development of other people it's not just the outcome, do this, 15 weeks, until I succeed. It's what is the impact of this, and how I'm measuring my impact, and what am I learning from the process, and what are other people gaining, and how are we all connected together, and we're making that far more obvious than it ever used to be. ... I've not heard one student this year ... talk about CAS hours ... the emphasis [is] now more on reflection, and how your attitudes have changed' (Senior Leader focus group, Amazon (DP))

It is evident here that teachers made a concerted effort to structure the CAS programme as a personal development exercise for the pupils, with clear goals and objectives and explicit measures to recognise when change has been achieved. It could be that creating a very structured personal development programme, much like many employers may have, is important in delivering CAS programme that is effective at promoting IM. The examples provided in this section have also shown the importance of collaboration with the community when developing service learning experience. Working in partnership with the community is seen to be a much better approach than a more paternalistic approach in order to avoid any feelings of condescension towards those in need of support.

6.5.3 Pedagogy

A further sub-theme that emerged from the data and which links to the Curriculum theme is Discussion and Conversation. This sub-theme demonstrates one way in which Case Study Schools enact the curriculum so as to maximise opportunities to develop IM. Discussion and Conversation refers both to discussion between students as well as between students and teachers. On a simple level these findings reflect the importance of learning to talk to different people:

'because you are bringing children who all come from different families ... different traditions, different ways of interacting with people, and that in itself is a way of being internationally minded, if you can begin to learn how you're going to interact with others, even on just that small of a scale, that begins to lay the ground work, so then, later on, when you're older, and you do have more knowledge, you will ... be really ready to be open minded, and ready to engage with others.' (Senior leader Peace (PYP))

Further to this, the idea of respect in learning to talk and collaborate was seen to be important in laying the foundations for skilful discussion and conversation, and this links to the expectations of the LP:

'collaborating between students, teachers collaborating, and teachers and students collaborating with each other so the learner profile helps us collaborate - a way of being respectful ... we have this thing called buzzing ... it's how to talk respectfully, and how to have a good conversation with someone.' (PYP final year students focus group, Trent (PYP))

As noted previously, there was a view, not held by all, that MYP and PYP programmes provide more opportunity for discussion and conversation than the DP.

'We don't do a lot of, I guess, international mindedness based things anymore because it is all focused on now, on the diploma, through your classes, through your work, getting into college, or whatever, whereas in the MYP I think we had a lot more time to discuss with one another what it means.' (DP 2 student focus group, Colorado (DP))

However, there was other evidence from stakeholders, including in DP schools, that opportunities to pursue discussion were taken and viewed as valuable IM practice. In the following quote a teacher exemplifies the benefits of following up unexpected avenues for discussion in order to maximise opportunities for IM work:

'we were doing Martin Luther King speeches ... Beyond Vietnam ... in explaining the history, to give them socio cultural context, we spoke about the fact that the Vietnamese responded quite differently to the Japanese invasion than China did, and so, looking at how these different children from different parts of Asia, Singaporean, Hong Kongese, were responding to this idea, to the fact that here was this Asian country, that didn't appreciate being invaded, but it was better than being invaded by Europeans so this ... was a whole different way of seeing that issue. It was an incidental aside to Martin Luther King's speeches, and you would never imagine that you could connect these kids through that. And I hadn't planned that. It was just through discussion that we went - ah, this is interesting. I think pursuing those avenues, when they arise that took all of 5 minutes I think made a cognitive association for them, that might otherwise not have existed.' (Teacher focus group, Mekong (DP))

Similarly, taking opportunities to draw on students' personal understanding and viewpoints is seen to be an optimal strategy for developing IM thus avoiding the potential bias in imposing a teacher's or 'the correct' view:

'use students as a resource, so, rather than going in and doing a lesson where you're talking about some of the geography, say, of the Middle East, maybe just asking the students "can you explain this?" ... what's your understanding of the situation with Palestine, what are the origins of this? So you use the students to do that rather than imposing any kind of your own views ... and then maybe you can ask probing questions, or deeper questions, to get a wider appreciation or understanding of the situation, rather than going in and saying "well this is the situation" I think that's the main strategy we try to use.' (Principal, Tigris (MYP))

Staff also recognised the student as a significant resource for developing IM through their personal stories:

'I think it's making a safe environment where they are comfortable to share their stories, and speak out the experiences that happened elsewhere ... I think that's where the learning comes, because students love to hear stories, and love to hear what other people are thinking, what they've done.' (Observed teacher, Danube (MYP))

Thus, sharing personal stories is seen to be a strategy for stimulating learning and engaging the learner:

'when you share stories of so and so, who had a parent who died ... they want to hear about it, they care about it and they'll talk to each other.' (Teacher, Peace (PYP))

Staff also recognised the importance of following up spontaneous questions arising from personal experience:

'in my group, we have lots of different religions ... when students ask me questions ... "why is that person's mum wearing a scarf?" ... we would invite that mum to talk about it ... and usually I do invite the parents, and we talk about the kid's cultures... and very serious issues as well ... so I'm not afraid of those situations ... it's not something that you should wipe away, and hide ... but rather explore and embrace.' (Senior Leader focus group, Danube (MYP))

The contribution of authentic voices, in the above example of the Mother wearing the headscarf, to student learning about difference and multiple perspectives is evident.

In sum the findings from Case Study Schools suggest that ideas and questions that emerge naturally through discussion and conversation can contribute significantly to the development of IM. This suggests that student-led enquiry, where students prompt questions and avenues for enquiry provides rich opportunities for exploring IM.

'When natural things happen in the classroom that actually challenge and give a focus ... teachers are able to use that as a focus point ... because it's quite personal to the children, I think it's quite powerful, and you have to have the intellectual engagement but also emotional engagement. When real things happen, and we're able to address those things ... more... deeper learning can take place.' (Senior leader focus group, Trent (PYP))

The benefits of questioning and student-led enquiry was supported elsewhere and identified as a hallmark of IB schools:

'there's a lot of other schools ... they are saying ... whatever somebody tells them ... if the teachers say "the Mexicans did this, but the Texans were better because they did this", and the kids are like "oh, OK..." ... here, we think of other things, we ask questions, we inquire ... we don't only listen to what other people think, and we try to think for ourselves.' (MYP mixed years student focus group, Tigris (MYP))

Vignette 12, below, illustrates the value of student led enquiry in the MYP.

Vignette 12: Personal Project: Ayes and tales (Mekong (DP) and Danube (MYP))

The Personal Project was one area of the MYP curriculum which had clear potential in terms of IM. Students choose their own topic and the format of their project using a cycle of inquiry, action and reflection over an extended period of time.

At Mekong one student explored the experiences and perspectives of Ayes (Chinese Auntie or maid) who act as child carers and maids for working parents. From here the student made a documentary about Ayes.

At Danube one student retold and modernised the Finnish national folk tale 'Kalevala' and translated into English and Chinese with new hand drawn comic style illustrations. The resulting book was published and printed and made widely available via the city library. In doing this the student brought to life an ancient tale and made it relevant and accessible to a modern day international audience.

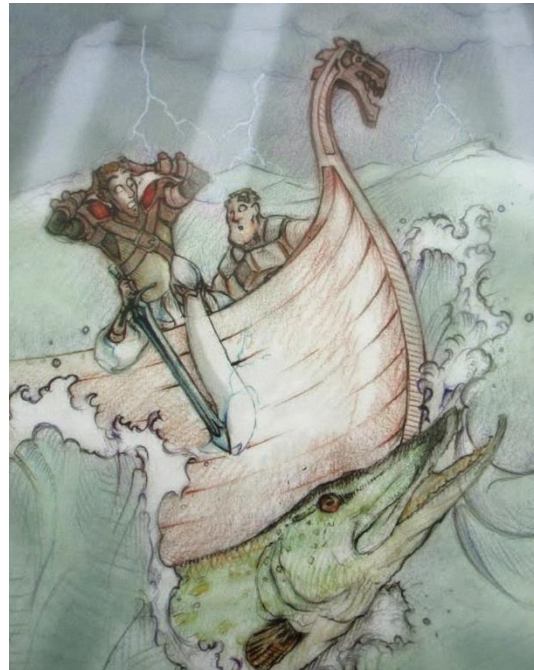


Photo 21: Illustration from Book, 'The New Kalevala', Danube (MYP) (Jami's Illustration – the author)

The personal project lends itself to the exploration of IM themes. Some students spoke about taking pride in their personal project and how their ideas had changed as a result of doing the project and they came to realise their own biases and assumptions.

'Like in the personal project, I interviewed some ayes [Chinese auntie or maid], and I realised that my perspective of the situation I was interviewing them about, affected my questions which affected my answers that I got' (DP 1 student focus group, Mekong (DP)).

'Without this project I might never have thought about converting the Finnish national folk tale into a cooler, more modern, English/ Chinese version' (Y9 student, Danube (MYP))

6.5.4 Teacher mindset

Whilst the discussion in Section 6.5.1 shows the way the IB curriculum lends itself to IM, evidence from both students and staff across the Case Study Schools suggests that the teacher plays a significant role in how far the enacted IB curriculum contributes to IM. Here, it is the way the teacher takes opportunities to develop IM intentionally that appears significant. For example:

'... it [IM] just comes naturally [in the IBMYP] but we don't just rely that it comes naturally, we do put an effort to ensure that it is implemented.' (Senior leader focus group, Tigris (MYP))

What seems to be crucial, therefore, is i] the choices a teacher makes, for example, in interpreting and implementing the curriculum or in planning lessons, as well as ii] their frame of mind.

In terms of teacher choice this is most evident when selecting approaches, examples and resources and considering multiple perspectives on issues. This element of choice is recognised as important by staff, for example:

'the faculty are fantastically run there, they are forever trying to find connections across all sorts of things, you know, so, for example ... I was in a history class, they were looking at the Iranian embassy siege, they were using primary source documents, original material, but it was all Persian. They were looking at it through the lens of Iranian media, at the time, not western media.' (Principal, Colorado (DP))

'One of our algebra teachers had a project that was basically saying, when a resource runs out in the world, they did the math on it ... so they are getting it [IM] by teachers' choices in the classroom.' (Senior Leader focus group, Hudson (MYP))

In focus groups with teachers and senior leaders it became apparent that confidence with the curriculum is important in being able to foster IM. Teachers talked about how experience as an IB teacher gradually changed their choices and examples for learning. In one example a DP teacher reflected on moving from 'A' levels in Business and Economics (England) to the DP:

'when I first started teaching business and management IB ... I still felt it was very much the British context of management and business, even the terminology and wording. What I've realised the more international I've become, and the more aware I've become, in business terms and economic terms, the more I realise that I actually do have the freedom to bring that [IM] in ... I was correcting a paper on elasticity, and, something that would be given as a very typical example of inelastic product, would be cigarettes, but the student did the complete opposite, because they were using China as an example ... because cigarettes are so cheap, in China ... [compared to] the normal examples of western countries, where they have a lot of tax on it [cigarettes]. ... Ten years ago [I would think] that's actually wrong, whereas now ... being more open ... and gaining more knowledge, you can say in this context, that's true so I think there is definitely scope there [for IM], but you as an educator, have to ... have the space in your head, to realise that.' (Teacher focus group, Mekong (DP))

There is some evidence of a view that the pressure of the curriculum, especially in the IBDP can be a barrier to opportunities to develop IM and thus teacher choice:

'from a science perspective the [IBDP] curriculum is very prescribed, and you just have to follow it ... you can actually add some internationality to it, but ... there's not much time for anything else. You just have to do the curriculum as fast as you can, you can't really incorporate much into the curriculum anymore.' (Teacher focus group, Colorado (DP))

Nevertheless, from a student perspective a teacher's frame of mind might transcend issues around curriculum pressure, for example:

'our math teacher, she worked with the Peace Corps in Africa, she loves talking about her experiences, and the culture there, and kind of, sharing all that with us ... her work, her attitudes, really shows what international mindedness is.' (DP 2 student focus, Colorado (DP))

This reinforces the findings about the significance of the teacher as a role model in respect of IM (see also Section 6.7.3).

6.5.5 Key Messages

9. In the DP CAS can provide excellent opportunities for students to develop, practice and critically reflect on IM; sustained collaborative service in partnership with the local community, is especially influential. Such experiences, in any of the programmes, can serve to develop IM at a deeper level involving not just knowledge and understanding but also engagement, action and emotion.

10. Students are a significant resource for work around IM. Find opportunities for students to lead learning through, for example, sharing stories and experiences, discussing ideas, asking questions and pursuing their own avenues for enquiry.

11. The IB programmes lend themselves to work around IM and every teacher should find opportunities to embed IM into their planning. Teachers play a significant role in how far the enacted IB curriculum contributes to IM, for example, through their repertoire and choice of resources/ examples and by providing opportunities to analyse multiple perspectives.

6.6 Events and activities (extra-curricular)

The Case Study Schools engaged in a range of events and activities aimed at promoting IM, which might be defined as ‘extra-curricular’ in the sense that they may have been optional, but in some cases were compulsory. In all cases, these might be seen as integral to the IB’s curriculum aim of promoting IM.

6.6.1 Connecting cultures

The importance of events and activities appeared to be in terms of their ability to create connections between young people, which fostered dialogue, and understanding across multiple perspectives (Vignettes 13, 14 and 15). Music and sport came through strongly from focus groups with teachers and students as something that was important in promoting IM, in terms of its ability to bring together diverse groups of students from across the school who may have otherwise not encountered each other. Everyday events and activities, such as sporting events, theatre productions were seen as important in shaping IM, for example:

‘When you play sports on the field, or you do theatre, you are travelling, and people bring their different cultures to the table, and they’re ideals and ways of thinking, and ways of working, and ways of doing things, kind of run up, because of the culture and that, so I think it helps with international mindedness. I just think it is interaction with people from all over kind of helps.’ (MYP mixed years student focus group, Hudson (MYP))

‘Sport, also brings together a lot of people that would not necessarily interact with each other. Like, in a football team, or even in CAS, because we use sport in CAS as well, to engage.’ (DP 2 student focus group, Amazon (DP))

Friendship and connections across students from different cultures, nationalities and social backgrounds appeared to be evident and promoted by sporting activities. These presented powerful learning opportunities for students precisely because they were built upon friendships. In other instances, the nature of these sporting or musical events were important in promoting IM, in terms of the kinds of sports played, and the sorts of musical instruments used. These cultural and

embodied events presented learning opportunities for the children to understand difference and diversity in culture.

'In band, we try to bring music from all over the world, and, let them play it, even create music from different parts of the world. We have a polka band ... part of the German culture ... and we also bring in Latino ... Turkey, Saudi Arabia ... so, we don't just stick to (one) type of music. Trying to give them a more open minded feeling about music, it's not just American, we're playing music around the world.' (Teacher focus group, Hudson (MYP))

At the same time, other events and activities found across the Case Study Schools involved a significant degree of leadership responsibility, and were important in fostering LP attributes related to leadership.

Vignette 13: Jersey Friday (Colorado (DP))

Each Friday, students at Colorado (DP) are encouraged to wear a jersey reflecting their favourite sport or sporting team. The students recognised this as a celebration of different cultures.

This was another example of how a school can facilitate IM by creating a relaxed and informal environment whereby students can wear clothing that reflects their background and nationality and/ or identity. In this way Jersey Friday provides a positive method for celebrating diversity.

The students saw this type of activity as being a small part of a much 'bigger picture':

'to be internationally minded you have to have a certain level of respect, of, for all people, and I think you can see that throughout the community, there's a lot of honesty, a lot of maturity that goes on, so I think we trust each other with our property, but also with our beliefs, so that's how I think that something small translates into the bigger picture.' (DP 1 student focus group, Colorado (DP))

6.6.2 Celebrations and the 5 Fs

Many of the schools held events and activities throughout the year orientated around celebration of cultural difference and diversity; in the IB context these are often referred to as the 5 Fs: Food, Fashion, Flags, Festivals and Famous people. For example, 'international days' were evident on school calendars that involved the students taking part in activities aimed at raising awareness and understanding of different countries, cultures, identities, and faith groups. Students appeared to enjoy such celebrations; at Danube (MYP), one such event was orientated around the celebration of difference as identified through food.

'Our class organised the restaurant day ... where people could cook food from their own country, and then we sold it, and ... you kind of got to experience everyone's culture. We had to go out and find people, so we kind of encouraged it, and when they came, they were really surprised, and they got to experience new things that they hadn't before ... I think we had [food from] maybe 10 different countries.' (MYP mixed years student focus group, Danube (MYP))

A diverse array of activities was involved across the Case Study Schools, such as the Danube (MYP) example above, showing great originality and thought. Often, these events would be sensitive to the 'home' culture of the place where the school was situated, which shaped the nature of the event.

All of the Case Study Schools celebrated particular cultural and religious events, but some celebrated a more diverse range than others, which appeared related to the particular intake of the school.

Nevertheless, discussion around cultural celebrations provoked some debate. Views about the treatment of celebrations were not always seen to be straightforward when taking account of cultural differences. For example,

'if we are taking celebration of Ramadan, and celebration of birthday ... we have to respect the people who are celebrating birthdays ... some Muslims think that birthday shouldn't be celebrated ... but with ... the open mind-set ... we have to respect, and accept, all celebration, regardless of differences and similarities.' (Teacher focus group, Nile (PYP))

This suggests that some critique of the concept of celebrations is worthy of exploration within school communities. Whilst staff, like students, valued cultural events and celebrations there were also questions about the merit of such activities, for example at Amazon (DP), from staff and parents:

'international days, international dancing, food tasting, often quite often, I have the feeling that, again, it's superficial, cliché, often on the stereotype level?' (Teacher focus group, Amazon (DP))

'The school does not have an International Fair, but it is not the point, as these last just a day.' (Parent, Amazon (DP))

Here (Amazon (DP)) there appeared to be a desire for a more authentic manifestation of IM:

'we'll go to some schools and there will be international week, and everyone is dressed in costume, but that's not international mindedness, for us, at the moment, it's - we're looking for authenticity.' (Senior leader focus group, Amazon (DP))

Similar views about a desire for authenticity and depth of cultural understanding were expressed across a number of schools:

'it goes beyond the ... 5 Fs ... it should be much deeper than that. The iceberg, where, you know, only a small part of the iceberg is above the water, but there is a whole big thing underneath. That is what we want the students to be exposed to. It is not about those very superficial things at the top. That is what we care about, quite frankly, and what we try to do with our students.' (Senior leader focus group, Tigris (MYP))

It was therefore evident that staff in the Case Study Schools were engaging in sophisticated discussion about cultural celebrations, for example:

'I think that you would get an interesting range of opinions as to whether international mindedness includes an overt celebration of cultural festivals ... There are certain pluralist approaches to multiculturalism ... which ... suggest that ... separate cultures ... within a particular community should actively be celebrated and there are certain approaches to multiculturalism which suggest that ... effectively we should not necessarily celebrate one culture at the expense of another.' (Senior leader focus group Mekong (DP))

As an alternative to a 5 Fs approach staff from many of the Case Study Schools argued for a more personally engaged approach:

'when real things happen, and we're able to address those things ... deeper learning can take place ... it's going beyond the "pizza party and chocolates" to actually getting the kids to be excited and energised about impacting the world.' (Principal, Trent (PYP))

'Do you have a food festival or do you engage personally.' (Teacher focus group Amazon (DP))

In sum stakeholders recognised the value of cultural celebrations in terms of enjoyment and interest and perhaps as a first step in exploring cultural difference, however, there was a strong view from many of the staff that a deeper, more critical and personally involved approach was important:

'food, flags, and festivals ... [are] very surface level ... those things were probably the initial piece ... as a school ... that's the beginning initial surface level, dipping your toe in.' (Senior leader focus group, Peace (PYP))

6.6.3 Trips and exchanges

Trips and exchanges also featured prominently across the Case Study Schools, especially the MYP and DP schools in the study. Exposure to diversity was a key element for holding these trips and exchanges, with teachers believing that first hand exposure was invaluable and much more effective than researching and learning about cultural difference through second hand accounts. Indeed, some of the schools facilitated an enormous range of trips and expeditions, such as at Tigris (MYP) and Mekong (DP):

'for example, I took a group of students to India, and it was an experience for me, let alone for the students! To actually ... experience it first hand, for our students to go have a service project in India - wow, that was a very big thing. ... We take our students also to external expeditions ... Cambodia, Tanzania - ... they have exchange programs, they spend some time in South Africa, Peru ... We send also to - France, Spain, Turkey, Italy - so we try to expose the students, and they get a lot out of this.' (Teacher focus group, Tigris (MYP))

'I think China studies are a really big thing (to develop IM)... we take a week at the beginning of the school year, and we travel around China ... we're basically left on our own to explore what we want to explore, and we go and see things and I think that helps, you're there, speaking the language, learning the history, usually It's very much cultural immersion - if you're exposed to it [IM] you're going to pick it up a lot faster, than if you sit down and read a book about it.' (DP 2 student focus group, Mekong (DP))

There was also an awareness by teachers at Tigris (MYP) that in order to promote IM in a true sense it was important to expose the students to a wide range of difference. Given that the students came from wealthy homes, teachers felt it was necessary to expose them to settings and places they may not have otherwise come across, such as poorer villages and towns they may never have travelled to. First hand exposure to difference did not always necessitate a geographical move, with video conferencing used at Tigris (MYP) to transport students virtually to different places and give them the same kind of exposure. This approach goes some way to addressing the critique of trips:

'there are people here who work super hard on those trips, and they are phenomenal ... but ... I want to ... re-energise them for genuine international mindedness, rather than something you can do on a tour. Because I think tourism doesn't lend itself... inherently, to international mindedness. You have to work at it.' (Principal, Mekong (DP))

In addition to students leaving the school to interact with others in different places, many of the Case Study Schools hosted visits from external speakers and people who came to the school to interact with the students. Many of these talks and events that took place were orientated around learning about cultural difference and fostering elements of the LP. For example, at Hudson (MYP),

talks were often held by speakers who had been immigrants in the USA, and who shared their experiences of what it was like to make the transition:

'last year, I had an Omani boy, who was an 8th grader ... and, we invited his Dad to be our guest ... for living library. The kids were enthralled because I was clicking on Google, we went and pretty much looked at the house where he grew up after he left Oman ... in London, and, you know, it was so real - he was talking about what his experiences were there ... and it was exciting for the kids... You know, this kind of stuff makes a huge impression on kids. They know it's valuable.' (Teacher focus group, Hudson (MYP))

From observing one of these talks at Hudson (MYP), it was evident that it had a powerful impact on the students. Again, it could be that first hand exposure was important here, and more so given the very human and significant life events and experiences they heard about.

6.6.4 Model United Nations

The 'Model United Nations' (MUN) event was highlighted as the most significant activity in promoting IM in some of the Case Study Schools visited (see Vignettes 14 and 15). MUN was mentioned by students and staff as one of the most influential IM practices, in terms of having to understand other perspectives by arguing and defending viewpoints that are at odds with your own, and in terms of the opportunities for social interaction from hosting and socializing with visiting students.

'I think we had 11 or 12 international schools came to use this weekend, in a conference we organised. They are exposed to a lot of different nationalities, different points of view. They had to research things that they would not necessarily come across. The whole point is that if you are given Russia, you have to argue for the point of Russia even if it is completely against what you particularly, or emotionally, believe in and that can be a struggle.' (Senior Leader focus group, Tigris (MYP))

At Hudson (MYP), a MUN class involved students from different year groups being brought together to debate significant world events and topics. They would spend time in class researching the topic from a particular perspective, using different resources, and constructing their own visual displays. The teacher would show international news stations and encourage the class to debate, discuss, and think about current world events, fostering dialogue about diverse perspectives.

Vignette 14: Model United Nations (Tigris (MYP))

Tigris: The School on the Hill hosts its own Model United Nations (MUN) conference. In MUN, students participate in simulated sessions of the United Nations. They research a country, taken on roles of diplomats, investigate international issues, debate, deliberate, consult and then develop solutions to global problems. Students often start in Grade 9 as delegates and then progress to the Secretariat or Organising Team in the DP. This is beneficial in terms of having to understand other perspectives by arguing and defending viewpoints that are at odds with your own.

At the last conference, Tigris School hosted participants from a group of international schools. The visiting students stayed in the homes of Tigris School students; this provides opportunities for social interaction.

'In the forums there was people from all around the world, from India, anywhere you can think of. It was so amazing just to experience something like that, to discuss global issues with people from different parts of the world.' (MYP final year student focus group, Tigris)

'Actually five days ago we had MUN, which is like the biggest conference in Jordan. We had to host people from different countries and a girl from Zambia, she's 17 years old, she came to our house. I really learned about her culture. So it's really interesting to meet different people, not only stay in that social bubble that you're used to. Get out of your comfort zone.' (MYP mixed years student focus group, Tigris)

'The students love it, it's very very popular, and they get a lot out of it, especially, when they have to defend about Uganda, or Somalia or Israel, sort of controversial things.' (Senior Leader focus group, Tigris)

Vignette 15: Model United Nations (Hudson (MYP))

The MUN class at Hudson (MYP) draws pupils of different age groups and abilities together into a single class. The class does not exclude any children.

The purpose of the class is to research, think about and ultimately debate an important internationally relevant topic of the day. For example, the Syrian refugee crisis. To facilitate this, the teacher draws on a range of resources and media (including playing news channels during the class). The children engage in group activities and are forced to see the different perspectives on a particular issue. For example, the perspective of a single country or cultural group on one issue. Whilst researching the topic, and taking a particular perspective, children will be creating pieces of work that display their ideas as well as presenting their work to the class. The teacher adopts a facilitator role in the class, encouraging independent thought and reflection.

The young people think about what they would do if they were in the shoes of the different Governments, people, and groups. It compels them to see in a very tangible sense the notion of perspective.

The MUN class was seen by teachers and pupils as a special place where 'IM happened'; if somebody wanted to observe IM this was the place to go, as reflected on by the school principal:

'and she [the MUN class teacher] even logs on to national news, and shares it with the kids... tailors her discussion, her debates, around that. The kids are leading the discussion... she's not even prompting, or telling them which way to go, she facilitates it. But the discussion of the kids it's phenomenal. It lets me know they are internationally minded. What the kids are producing. What she's allowing the kids to produce. She knows how to guide kids to think that way.' (Principal, Hudson)

'... to learn to think open mindedly, to have an open mind, and be excited about the day, and yourself, to be responsible and present every day in what you do, and to learn by your interest, not by my interest, or my curriculum which is a wonderful luxury that we have. We learn about the United Nations, and it's a great subject because we talk about working together, how that came about and they love pretending to fix world problems, and we've had two meetings already, and both were packed, and we ... did work, we came up with some amazing answers, but they love it. They like thinking about their future and how it's going to be... grown, into something positive.' (Observed teacher, Hudson)



Photo 22: Flags at Hudson (Student Photograph)

6.6.5 Barriers to participation in events and activities

Whilst the benefits for developing IM through events and activities were evident across the Case Study Schools there was also some indication that participation might vary across the student body. For example, in one US state school students who have long commutes to school from across the city may not have the time to stay behind after school and play sports or take part in music practice or any of the other clubs and societies.

'When the students come in, they come in from different parts of town, they come in late, I think it's certain minorities I guess, students that live in certain parts of town, and I think they are at a disadvantage, because they are constantly late ... And they cannot benefit from some of the after school stuff because ... they have no way of getting picked up unless they take the bus.' (Teacher focus group, Hudson (MYP))

From this quote, it would appear that it is likely to be the most disadvantaged students who could face the barriers to taking part in extra-curricular activities, potentially limiting their development of IM. In addition to the issue of time and transport, it is possible to think of other ways in which disadvantaged young people may be limited in their ability to take part in events and activities such as the cost carried for equipment, instruments or trips. It might be that technology could play an important part in helping alleviate the impact of poverty on the development of IM. For example, video-conferencing used at Tigris (MYP) could be extended and used by other schools to foster dialogue and debate across geographical spaces.

6.6.6 Key messages

12. Special events and activities can make valuable contributions to IM by creating connections across cultures, understandings of diverse perspectives and by exposing students to difference and experiences outside of their comfort zone. Nevertheless, one off celebrations, events or activities should be treated with some caution in terms of the risk of stereotyping; more sustained and authentic experiences should be considered.

6.7 Hidden curriculum

'Hidden curriculum' refers to all of the learning that takes place within the school outside of the stated curriculum (the IB programme in this case). It might not always be explicit, and can often be hidden in the sense that it is all the things that are left un-said and assumed, part of the 'norms' and ways of doing things in a particular cultural group or educational context. It was evident from many of the schools that their particular hidden curriculum or 'school ethos' was important in promoting IM.

6.7.1 School culture

Whilst hard to bring to the surface and articulate, there was often a sense of a particular culture within the schools that was very closely aligned with the IBLP attributes. In particular, students often talked about feeling like the school environment was one where they felt safe, secure, respected and trusted others around them to take care of each other. At Colorado (DP), for example, a student reflected:

'I think our school is pretty unique in that we don't have locks on our lockers, and I think that relates to international mindedness although it's an issue of just trust, and community, I think it goes into international mindedness because ... to be internationally minded you have

to have a certain level of respect for all people, and I think you can see that throughout the community, there's a lot of honesty, a lot of maturity that goes on, so I think we trust each other with our property, but also with our beliefs, so that's how, I think that something small translates into the bigger picture.' (DP 2 student focus group, Colorado (DP))

Similarly, at Danube (MYP) and Hudson (MYP), the Principal and students reflected on the kind of atmosphere evident:

'it comes from our students' behaviour, they've become now more, let's say caring and reflecting through this programme, and their work, and their learning experiences in this school, that's the feedback - when we get visitors. How good atmosphere, how positive, how accepting - this comes from every single visitor ... the international mindedness - it's there, it's built, in all those years, and a part of it is the IB.' (Principal, Danube (MYP))

'At this school there has always been this kind of aura of kindness ... and protection ... I think it is something that one generation sees into, so the other generation that's coming in just copies it. It's a cycle that's - you know, for once, good, so that's - people learn - the 6th graders learn from the 8th graders, and when the 6th graders are the 8th graders, then they teach the 6th graders, and it's just kind of like that - it happens.' (MYP mixed years student focus group, Hudson (MYP))

It is difficult to grasp where such cultural ways of being and acting come from, but it is easy to see them in terms of the sorts of practices that happen across the school community. For example at Hudson (MYP), a teacher reflected that it was the sort of school environment where if somebody drops something everybody scrambles to help them pick it up. The very environment and school atmosphere itself then, seemed to play an enormous part in fostering IM. The taken for granted way of acting and being within the school was often reflected on by students, for example:

'but the thing about taking something for granted is that, you get used to it. But when you get used to this international atmosphere, you actually, you are internationally minded yourself ... I think you learn through exposure more than practice. And I think that when we do leave at the end of this year, I think going back to our home countries is going to be a little bit of a shock. Because I think that people aren't as open and aren't as tolerant, as other people, and other religions, in other cultures, ethnicities as we are being able to live abroad.' (DP 2 student focus group, Mekong (DP))

Vignette 16: World Issues Map (Colorado (DP))

In the main corridor of Colorado (DP) there is a large map of the world.

Students can add news about a country.

This provides another example of how IM in practice requires a school to have an environment, or school culture that facilitates IM.

Here students can draw attention to issues in the news, and show how aware they are of those issues.



*Photo 2: World Issues Map, Colorado (DP)
(Researcher Photograph)*

'On the world map day, students speak about different issues and it kind of shows how students are aware of different issues around the world, and they are kind of broadcasting it around the school.' (DP 1 student focus group, Colorado (DP))

6.7.2 Diversity and difference

Similarly, in terms of cultural difference, hearing different languages being spoken around the school and seeing signs or notices or displays in different languages promoted this sense of acceptance of difference and diversity:

'it becomes a natural part of the curriculum in terms of what the students experience. For example, last year I had 12 children from 12 different countries. So there's no way to form cliques, or to bond over language or culture or religion, they had to find a way to find common ground.' (Teacher focus group, Trent (PYP))

What is powerful here are the hidden messages that are carried by the student body. Students learn, in a very implicit and subtle way, that difference and diversity is the norm, which creates a feeling of respect, tolerance and acceptance, in line with the IB LP.

Across nearly all of the Case Study Schools there was a hidden curriculum associated with the nature of their student intake. Indeed, diversity in the student body appeared to carry a hidden message of its own about diversity and cultural difference. As reflected on by a student at Colorado (DP), the student body transmitted this hidden and implicit sense of IM:

'international mindedness may not arise in the class very specifically, but it's always there, in the background. It's always affecting someone's view point, or someone's perception of something, because, we all come from different backgrounds, we all come from different experiences, so, in, almost, any theoretical class, or something that's not like math, which has a very strict answer, anything like that, really takes into account the international mindedness of the class, the differences in opinion in each class.' (DP 1 student focus group, Colorado (DP))

It is striking that this student refers to the International Mindedness of the class itself, which appears a powerful mechanism for promoting IM, and perhaps its power lies in its implicit and unspoken form. In addition to the sense of IM promoted by the composition of the intake, when asking the students and teachers about opportunities to learn about IM, one of the most frequent responses that the students in the school offered was students and teachers themselves, who provided the class with a fountain of knowledge (for example, see Vignette 16). Teachers reflected on how during class time they often asked students to talk about and share their culture and background in order to enrich class discussions and bring different perspectives. Students would similarly reflect on the great learning opportunities they had from interacting with children from different cultural and social backgrounds (Vignette 4):

'a lot of those problems are solved between the students. Sometimes, the students will say something that seems a little bigoted, and closed minded, and I usually, rarely, have to solve it. It's always another student who says "That's something terrible to say, maybe, have you thought about this?", but we have a very open discussion format in my classroom, and by the 8th grade, our students are articulate enough to be able to talk to each other that way.' (Teacher focus group, Hudson (MYP))

'We actually have a population of students here from all over the world. Because of [a local] University, because of all the different businesses here, we can actually promote tolerance ... and talk about tolerance, and talk to every major religious group, in the same room, because they are right there! We can talk about immigration ... half of the student, or a third or fourth of the students, have parents, or have themselves emigrated themselves ... so when we start talking about these other cultures, it's not a hypothetical thing ... it's real here.' (Teacher focus group, Hudson (MYP))

Teachers felt they had powerful and compelling resources in the form of the people in the classroom which they could draw on and provide the students with first hand exposure to knowledge, rather than reading second hand accounts. This kind of opportunity led to enriching teaching and learning experiences, strongly fostering IM. Similarly, there was evidence that cultural diversity within the classroom was helpful in fostering a sense of perspective in particular, with students questioning each other and debating on key issues.

One of the effects of this kind of atmosphere and diverse student body appeared to be that students were less likely to experience bullying or intolerant attitudes. Indeed, many of the students across the Case Study Schools reflected on how the constant presence of difference meant that it was much less likely that students would be marked out in any way (Vignette 7).

6.7.3 Role models

In addition to diversity amongst the student body, it was evident across all of the Case Study Schools that the staff body represented a very diverse range of cultures and nationalities. Indeed, at Peace (PYP), when students were asked about how they learn about IM in school, one of the most common things mentioned was the diversity of staff. Students would often pick out one or two teachers in particular who they felt had a rich knowledge of culture and nationalities, perhaps because they themselves were born outside of the country where the school is located or had many years of travel experience. It was evident that this diversity within the staff body was in many cases an intentional and deliberate practice of the school leadership. Indeed, at Peace (PYP), the leadership sought staff from specialist recruitment fairs often used by international schools (even though Peace (PYP) was operating within the state sector). Similarly, at Colorado (DP), there was a deliberate act to recruit a diverse staff body:

'And so that's what we've ended up, that's what we look for, and, we look for diversity in all things, we deliberately go out and seek out people from diverse backgrounds, diverse cultures, diverse languages, diverse perspective because again, that enriches the potential connectedness, you know, and the conversations you can have around that. So, there's 90+ nationalities here, there's 60+ languages spoken here, there's 35 or 37 nationalities on the faculty alone, that's completely central to the school, it's huge.' (Principal, Colorado (DP))

In this sense, the Case Study Schools were engaged in deliberate practices to foster IM through the kinds of staff they employed. An important rationale for this appeared to be that school leaders felt it was important for students to have teachers who are strong role models for being internationally minded, in terms of having the sorts of dispositions and attributes contained within the LP:

'teachers are respectful towards our different cultures, but they also they kind of love sharing their own culture with us, telling stories from their own childhood in different cultures, and it helps us build international mindedness.' (DP 2 student focus group, Colorado (DP))

'For us, as students, seeing the respect teachers have for one another, even if they are from all over the world, it kind of encourages us to have that same respect, and, respect for one another, as individuals ... seeing that from an administrative level, and from a like, teacher point of view, because there are so many different cultures working in all parts of our school, it just reinforces those ideas.' (DP 2 student focus group, Colorado (DP)).

The importance of demonstrating respect for everyone in the school community was a recurring aspect of modeling IM:

'when they see also teachers saying please and thank you to wait staff (support staff) ... I don't think they see that at home, right? ... here, when we've got people cleaning... or... maintaining the grounds, I always go out of my way to say hello in Chinese ... I can't hold very much of a conversation, but at least you can be friendly, you can be respectful, you model that behavior ... sometimes I'm pretty surprised by... usually it's new students, some of the attitude that they have, hopefully it goes away fast, because... it's touchy ground ... so ... we've got to model it well at school? ... you also model what you want to see.' (Principal, Mekong (DP))

For example, students reported being particularly aware of the way support staff were treated by faculty:

'there's been lots of instances where staff have ... said ... that we are an international community, at an international school, we should act like it, but like I said, with interactions with other members of staff, with (local) staff here, they're really superficial, like never really have conversations with them, we never engage them properly.' (DP 2 student focus group, Amazon (DP))

The importance attached to the modelling of IM by the school, teachers and peers was thus found across Case Study Schools. At Tigris (MYP) there was a strong sense of the importance of modeling IM through openness, acceptance and tolerance within the school; teachers talked about using examples from real life, stories from their own experiences, to illustrate to students how important it is not to make assumptions about people. At Colorado (DP) students described being influenced by teachers who seemed to them to embody IM:

'my old German teacher ... she just embodied international mindedness. Her desk is littered with stickers of promoting bilingual courses, you know, ... I think one of them says, like, 'We can cure monolingualism' so, she has all these little cute things, that's one of the first things

that stood out to me, because you see these every day in the German room, to remind us ... that we open our minds.’ (DP 2 student focus group, Colorado DP))

At Danube (MYP) students described the school’s inclusive approach as form of role modelling IM. Here, students reported an overtly caring approach and a commitment to supporting all students; this included newcomers and returning students. For example, once a month there is a Third Culture Kids Club meeting to listen to and support students newly arrived in Finland. Students also welcomed the ‘*zero tolerance of bullying*’ (mixed years student focus group, Danube (MYP)) and considered teachers to be good role models of IM by having such a clear strategy against bullying in order to make sure everyone was included and respected (Vignette 7).

Amazon (DP) students included older students and peers as significant role models; they described the influence of observing older students’ expressions of IM:

‘so people who graduated last year, or five years ago, would ... they’d be more accepting to one another, and... they’d ...unconsciously, influence us, to become more like them.’ (DP 2 student focus group, Amazon (DP))

A recurring theme evident here is the importance of first hand exposure to the sorts of traits represented in the LP. Seeing first hand what it is like to be internationally minded, as modelled by teachers (Vignette 17) and peers, and as embodied within the diverse student and staff intake, gave the kind of personal experience necessary to promote a powerful sense of IM.

Vignette 17: Teachers as role models

Many staff and students spoke of the importance of teachers in role modelling IM, reflecting the adage that ‘more is caught than taught’. There are many different attributes that make a good role model and no single ‘correct’ way of modelling IM. Here are some of the attitudes and behaviours that were regarded as important in teacher role models:

- sharing their own experiences and viewpoints with students. Using examples from real life to illustrate points
- using artefacts, quotes or pictures in their classrooms to bring their subject to life and to reflect their own interests and passions
- being prepared to respond to students’ questions and discuss difficult or controversial issues with their students e.g. national identity, sexuality or conflict
- being open and encouraging safe and respectful conversation in their classrooms
- challenging disrespectful behaviour or comments
- having no tolerance of bullying
- being friendly and respectful to everyone in all interactions and saying hello and building relationships with cleaning, catering and support staff.

6.7.4 Key messages

13. The influence of the hidden curriculum of a school on the development of IM should not be underestimated; important messages about IM can be picked up by students from, for example, the actions and behaviours of peers, the way teachers interact with support/ local staff, and a welcoming, secure and inclusive atmosphere.

6.8 Relationship and engagement with communities

This next theme ‘relationships and engagement with communities’ explores how Case Study School stakeholders view the connections made between the school and its community and how this relates to IM. This includes thinking about the wider school community (families) as well as the local community (locality and nation) and further afield.

6.8.1 Families

Case Study Schools value and recognise the importance of the relationship between school and home in the educational process and for developing IM across the whole school community, for example:

‘this is not just a school for the kids, families connect here. We have a group of parents who plan a ski trip every year, and 150 people go - they (parents) like the interaction of meeting other people from different cultures, and it’s just a safe environment for a lot of different groups of people.’ (Senior Leader focus group, Colorado (DP))

This is especially important in respect of relating to parents/ carers from all backgrounds and cultures. In another example, parents of students at Danube (MYP) are involved in school decision-making through its ‘dream team’ (one parent representative elected from every class) which meets regularly. In this way the school learns about and understands home perspectives whilst being sensitive to their views:

‘I have served on the team of parent representatives and school management for several years where we can exchange views about education and give our own cultural perspectives on all school issues.’ (Parent survey, Danube (MYP))

‘if there is only staff deciding it doesn’t work.’ (Senior Leader focus group, Danube (MYP))

Danube’s (MYP) emphasis on parent/ carer engagement and the exchange of cultural perspectives appears to sensitise school staff to different parent perspectives and enable a two way process between home and school, not only in support of the individual child but also to support school improvement. Here, it is recognised that that many parents/ carers have different educational expectations according to their cultural background:

‘... [parents] come from a national system of their own, and when their children are studying in an international school, there has to be a lot of discussing, and communication, how this differs from their educational background, and experience - there are some very strong school cultures, in terms of certain subjects. For example, mathematics ... [parents] come with that knowledge, and understanding, and question the way of teaching mathematics here.’ (Senior Leader focus group, Danube (MYP))

The engagement of parents/ carers in schooling with an emphasis on cultural exchange is therefore educative for both school staff *and* parents/ carers and can be seen as an expression of a school's IM. Vignette 23 presented in Section 7 provides one example from Peace (PYP) of involving parents through a report card.

6.8.2 Local (and national) community

One striking finding was the significance attributed by stakeholders to local engagement in terms of the development of IM, set against the global engagement that IB World Schools often engage in:

'our school does a really good job of thinking globally, we have task groups that have these global impacts, like, giving, raising money, but sometimes, we lack the local perspective, which I think is equally important. I have been involved in a CAS group that combines those two things, and really appreciate the combination of local service and international mindedness, because if we are not connected to the community we are directly in, as well as the global community, then I don't think we are doing our job right as international citizens.' (DP 2 student focus group, Colorado (DP))

The aspiration for students to be engaged in the local community was evident across Case Study Schools and not just limited to DP and CAS. For example, in a critique of community service at Trent (PYP) the Principal noted:

'community service [has] been interpreted in a very narrow way, that that has to be international to be internationally minded, and I think ... we've got some of the most deprived areas right around the corner and we need to be engaged in ... developing our intercultural competence through working in [for example] homeless shelters - there's many hundreds of things that we could do locally.' (Principal, Trent (PYP))

Similarly, at Mekong (DP) there is an aspiration for genuine local involvement:

'one of our core values is to be China engaged. How do we get students outside the walls of the school and into China, more? ... I would like to see more and more opportunities for our students to be out of campus, involved in genuine Chinese community that goes beyond the kind of luxury compounds that we all live in, around this area.' (Principal, Mekong (DP))

In Amazon (DP) deep local engagement is seen to be a very important facet of IM by all stakeholders. This is an emphasis of the DP at Amazon (DP); the local and national community is valued with an aspiration for DP (and all other) students to engage with Indonesian life and culture. As described earlier in Section 6.4.2, in a new strategy all students across the school (not just in DP) have to learn Bahasa, Indonesian, 'so (you) can engage with the local people' (Principal). In this school discussion of the relationship with local staff demonstrated the aspiration for deep local engagement and became a test bed for exploring IM:

'with interactions with international staff here, they're really superficial, like never really have conversations with them (local staff), we never engage them properly' and 'if they (local staff) are printing out papers, or ... cleaning the floor, they (teachers) only make passing comments, like they say "good morning" ... sometimes, there's a language barrier, so that there really isn't ... meaningful interaction, and so ... both parties don't necessarily appreciate each other's values or cultures.' (DP 2 student focus group Amazon)

The aspiration for deep local engagement is manifested most obviously through CAS in Amazon (DP) and in other DP Case Study Schools (see also Section 6.5.2):

'all year 12, year 13s... have an understanding, and a role, in this community [through CAS].'
(Senior Leader focus group, Amazon (DP))

'... it [IM] really relates with how we interact with the community around us, how that provokes us to be aware of our surroundings, and ... problems and society, and what we must do to face it.' (DP 2 student focus group, Amazon (DP))

Amazon (DP) aspires to develop IM at a deep personal level involving not just knowledge and understanding, not just a state of mind but also a state of being that involves engagement, action and emotion (Waterson & Hayden 1999; Castro, Lundgren, & Woodin, 2013):

'do you have a food festival or do you engage personally? Do you find the competence and empathy? Do you draw up the effort to engage personally, so you keep chipping away personally at your previous dispositions unless there is this discomfort, I don't believe anyone is being internationally minded.' (Teacher focus group, Amazon (DP))

The examples in Vignettes 17 and 18 demonstrate the importance of the relationship between the school and its local environment and community in developing IM:

'this [relationship] is unsurprising, not only because the local community will in some cases determine the IB school's right to operate but also because it will provide a test-bed for the school's interpretation of international-mindedness. An internationally minded school is therefore as important as an internationally minded student - one fruitful description of international-mindedness should address the school's relationship with its local community.'
(George Walker, Expert Panel member)

In a further expression of the value placed upon the local and national setting at Amazon (DP) the campus had beautiful Indonesian style gardens planted with indigenous species. The principal was clearly proud of this and saw this as way of expressing value for the host community:



'Indonesia from a geographer's point of view, is an amazing place, where is it celebrated in terms of the learning environment? That is something that we are gradually (doing) ... labelling the trees, putting in indigenous plants.' (Principal, Amazon (DP))

Photo 24: Amazon (DP) School grounds planted with indigenous species (researcher photograph)

Vignette 18: Building a Motorbike (Amazon (DP))

In this example of practice at Amazon (DP) a year 12 CAS group of students take apart and rebuild a motorbike working with Sandy, a 17 year old boy from the Kampung (shanty).



Photo 25: CAS Project - Building a Motorbike, Amazon (DP) (Student Photograph)

The project was spoken about by staff and students as being influential in developing IM. It appeared transformational for students (and staff) in terms of developing a relationship with local community members and understanding their own and other cultures. Through this project perceptions of the relationship with the local community changed from one of charity and support to a more equal partnership in the endeavour of building a motorbike. In this example taking apart and rebuilding the motorbike becomes a metaphor for rethinking community relations and building a bond with the community. Sandy, the 17 year old unschooled boy from the Kampung became the teacher/collaborator, sharing his expertise in motorbikes to support a group of students in the motorbike project and in so doing transforming the students' view of a boy from the Kampung. This is a very interesting project as:

'whilst many international schools ... operate in a form of a bubble from the outside world, there is clearly a concern about their relationship to local communities.' (Doug Bourn, Expert Panel member)

This example demonstrates a *'mutually beneficial activity suggesting that one fruitful description of international-mindedness should address the school's relationship with its local community.'* (George Walker, Expert Panel member).

'We collaborate for our [CAS] motorbike project, we build the motorbike with Sandy [boy from the Kampung], and the fact that we build a relationship - it's kind of like an insight into how his life is it's a lot more amazing if you think about it. Doing this one thing with Sandy so we're building it together, but it's not just that motorbike we're building, we're building a bond.' (DP 1 student focus group, Amazon (DP))

'CAS is unique, because we try to form key relations with the local community - something like that is more productive than going out to another country and addressing an issue, in the short term and I think that it helps us appreciate the country more, or respect the country that we live in.' (DP 2 student focus group, Amazon (DP))

Vignette 19: Micro School (Amazon (DP))

Amazon (DP) School takes community engagement very seriously. What follows is an example of sustained practice that has been developed through the school's CAS programme. The project involves partnerships with the local community and, in particular, residents of the local shanty communities (Kampung).

A micro school for local children (c25 children) was set up through CAS around five years ago; this is a sustainable project now with two permanent teachers. It is located in the grounds of a multinational company about 10 minutes' drive from the school. The project is managed by students from Amazon (DP) School who assume responsibility for all aspects of the micro school through their CAS work.

The micro school serves the most vulnerable children from the kampung who have spent their previous lives begging or working on the rubbish tips. The school now employs a gardener, two teachers and a cook/ helper; each of the employees came from the kampung themselves. Children who leave go on to secondary school if they can get a scholarship or by funding themselves through small businesses run within the micro school. One of the teachers is himself a former student; he was awarded a scholarship into secondary education, continued to make excellent academic progress and is now a university night school student (accountancy) working every day as a teacher at the micro school.

The DP CAS students, with the support of the CAS co-ordinator, manage all aspects of the micro school, including the accounts and the medical needs of the children. This involves liaising with city agencies, for example, about child welfare, booking medical appointments including first visits to the Dentist and vaccinations. One key project the students undertake is seeking to obtain birth certificates for the micro school students.

Deep local engagement is seen to be a very important facet of IM by staff; the local and national community is valued with an aspiration for students to engage with Indonesian life and culture. The school aspires to develop IM at a deeper level involving not just knowledge and understanding, not just a state of mind but also a state of being that involves engagement, action and emotion.



Photo 26: CAS, Working in the Local Community with Children from the Kampung, Amazon (DP) (Student Photograph)

The CAS co-ordinator described the impact of working in the micro school on CAS students as follows:

‘through [the micro school work] we are proposing to our students how to cut the pie differently. Students are encouraged to ask themselves, ‘Shall I divide my time with the greater proportion for my own aspiration and myself? Or shall I modify the proportion so I can address someone else’s needs?’ (City newspaper report).

This example demonstrates local community engagement and the importance of the relationship between the school and its local environment and community.

‘[Sekola Bisa] helps us engage with the local community, because, we try to form key relations with the local community because something like that is more productive than going out to another country and addressing an issue, in the short term and I think that it helps us appreciate the country more, or respect the country that we live in.’ (DP 2 student, Amazon (DP))

6.8.3 Key messages

14. Involving and including parents/ carers in schooling regardless of background or culture is an expression of IM. This two way process can sensitise staff to home culture and expectations, give families a voice in school decision making and support families in understanding more about schooling.

15. Local engagement, through a collaborative and constructive relationship with the school’s local community, is an important expression of IM.

7. Assessing International Mindedness

7.1 Introduction

The research questions posed for this study concerning assessment were premised on an expectation that assessment, where it existed, would be recognised and structured in similar ways to assessment in other areas of the curriculum. While this was not the case there was promising practice in relation to assessment-related aspects of IM reported in this chapter including through the Vignettes. It should, however, be noted that in general thinking and practice about the assessment of IM in the Case Study Schools was more tentative than other aspects of thinking and practice reported in Chapters 5 and 6. Partly for this reason some of the data around assessing IM in the PYP pilot school have been included in this Chapter due to the valuable insights and practices revealed which we feel enrich the findings (for example, Vignette 20). The following chapter is structured to present the key features and messages that were observed and evidenced.

Research Questions

6. What formal and informal activities and procedures do schools use to monitor and assess (formatively and/or summatively) student IM? And why?
8. What forms of student feedback is involved in assessing IM?
9. What do each of the main stakeholder groups perceive as being the value for schools and students of IM?
10. In what ways does a school's support and assessment of IM reflect contextual factors?
11. To what extent do schools' assessment of IM reflect the value they attach to IM?
12. How do schools view and monitor improvement in their assessment of IM?

IM assessment featured throughout the Case Study Schools for different purposes at the level of the school or the programme and in relation to students' progress and achievements in IM-related aspects. Four things stood out from the analysis of assessment thinking and practice in the Case Study Schools: i] there was very little assessment of IM in a traditional or formal sense, ii] there was no desire for any (more) summative assessment, iii] any assessment tended to be of a formative nature, and iv] there was scope for schools to recognise more formally that they were in the best position to monitor and evaluate their work on IM. While to some extent it was surprising that there was little by way of formal assessment of IM-related elements there was much that could be considered as assessment but which school staff did not necessarily identify as assessment. For example, reflection is a significant feature of student learning and assessment in all IB programmes and this form of self-assessment is used in assessing IM but was not always identified by staff in the Case Study Schools as a significant feature when asked about IM assessment. The main role of assessment in relation to IM was described in terms of monitoring and evaluation; that is, how schools were developing their understanding and practice of IM by collecting evidence to track progress (monitoring) in order make judgements about their success (evaluation). For many, this was seen as the first stage of establishing a baseline, which could then be used for subsequent comparison.

7.2 Assessment lenses, fitness for purpose and the nature of what is being assessed

Staff recognised that formal or summative assessment of IM exists via the defined and examined aspects of the curriculum (notably ToK, CAS and some subject areas, see Section 7.5.3).

Nevertheless, staff discussion about IM assessment centred around two levels of assessment: i] the student level and ii] the school (or programme) level. A major focus of assessment at each of these levels was for formative purposes. However, monitoring and evaluation of IM at the school level was also considered important.

Of critical importance for any form of student assessment is that assessment tools and practices are fit for purpose. Evidence from staff across the Case Study Schools showed that the main purposes of assessing IM were largely in relation to monitoring their practice and development as a school and not in relation to assessing individual students' progress. Interestingly, school leaders perceived summative assessment as mostly inappropriate for monitoring school and student IM development. Further, leaders viewed summative assessment as being potentially detrimental to achieving these purposes; some leaders felt this form of assessment would be reductionist and retrograde (Section 7.3 below).

Whilst there was no clear consensus in the Case Study Schools of what IM is, differences in its conceptualisation seemed to be 'at the boundaries' and possibly semantic (Section 5.2). Individual stakeholders found it difficult to give an exact definition, even for themselves. Many agreed that an individual's conception of IM is influenced and, therefore, defined in part by the contexts and cultures to which they belong. Importantly, this fuzziness around the concept of IM was not deemed to be important by any of the stakeholders. Indeed it was thought that IM is relative to individual students, staff, school contexts, nations and cultures so uniformity or universality is not possible, nor even desirable. A boundary or barrier for one person would not necessarily be such for another and the barrier is irrelevant to some extent in evidencing an individual's change of perspective in relation to it. For example, in identifying where a member of staff might be one leader noted:

'It's a complicated thing ... you can't always tell about someone's mind just by their behaviour at work because some of it is really private to really dig in there, and really truly know.' (Senior leader focus group, Trent (PYP))

The influence of context and culture on IM, according to staff at Amazon (DP), presented a set of complicated challenges and associated concerns about assessment,

'If it's the teacher, using their own cultural background to assess that (IM), ... how can we tell that person, according to that culture, and background, isn't being more internationally minded than somebody else from a different background? So it's very subjective ... it's a dangerous thing to start assessing it, and requiring it to be assessed.' (Senior Leader focus group, Amazon (DP))

This was reflected in student comments too:

'I don't think you could (assess international mindedness) because it's not something physical you can touch, it's a way of being, and everyone has their own interpretation of what international mindedness is, so ... before I lived in xxx, so I'm going to have a very different take on what international mindedness is, based on that culture and that community.' ((DP 1 student focus group, Amazon (DP))

While there was uncertainty about what IM might look like there was a consistent commitment to adopting authentic approaches to teaching, learning and any assessment in relation to IM. Such

authentic approaches include learning and assessment methods that reflect real world problems, questions or tasks, corresponding with content and skills learned as well as appropriate contexts and modes of assessment. In one authentic example, students at Amazon (DP) were asked to reflect on their experience of CAS and ToK in a weekly blog (Vignette 24); reflections on CAS in particular highlighted students' thinking about their real world community experience and the impact of this on their understanding and skills which often included an explication of their IM thinking and practice. The blog provided an authentic means of capturing assessment of IM elements/ aspects:

'Our [year 12] students ... are blogging as their CAS reflections, so, we all go in and read about how they are reflecting and how it's changing ... how they see, how they view things, and we've taught them how to reflect, and that's what we're reading all the time really, them [students] saying "I can't believe that". I was reading one about the motorbike, they [y12 CAS students] are taking apart a motorbike, with somebody [the boy from the Kampung], and putting it back together ... "I couldn't believe he [the boy from the Kampung], could do this, and then I found out that he was only 17, and I couldn't believe he was this young", their [students'] understanding about the people that are working with us ... who are living very different lives from them is being transformed, I think it's definitely transforming our students.' (Senior Leader focus group, Amazon (DP))

7.3 Concern about summative assessment

There was a strong and consistent message across Case Study Schools that summative assessment of IM was generally inappropriate, was not desired and more particularly, would constrain the development of the very thing it was trying to assess, as the following quote illustrates:

'It's about building up a profile of evidence rather than assessing it. So, you gather evidence, and you build up a profile of what you're doing, and what the impact is.' (Principal, Nile (PYP))

Nevertheless, there were some exceptions to this thinking; for example, the PYP Exhibition (Section 7.5.1) and the MYP Personal Project (Vignette 12) were viewed as potentially purposeful assessments in relation to IM.

With inevitable difficulty in defining IM there was seen to be a danger that rigid forms of assessment would encourage a 'knowledge and checklist' approach to measuring how internationally minded a student (or school) was. Many stakeholders felt that developing-knowledge and understanding associated with IM was essential but not an end in itself as IM is more about becoming a global citizen,

'but they'll all be... you know, global citizens, they are all... trying to create a better world.' ((Senior Leader focus group, Atlanta (DP))

In essence staff argued that summative IM assessment would not necessarily provide evidence of deep engagement with IM as a concept in that a student could potentially demonstrate knowledge, understanding or skills without being personally engaged or affected. Stakeholders also cited the importance of evidencing different perspectives and, more importantly, changes in a student's IM development and awareness; again something less suited to summative assessment.

Staff raised concerns that any assessment of IM should support and not militate against its development, recognising that assessment can influence the extent of student engagement and achievement:

'There's a similar adage, certainly in education, "things that are valuable are assessed"... not sure I believe it. I mean, it makes sense, but to me, the way in which it is assessed makes a huge difference in whether or not you're killing the value, or supporting the value.' (Principal, Mekong (DP))

'If you grade someone, if someone is going to be graded on something, they will work a lot harder on it, ... we've all had a piece of work that we're not graded on at the end of the day, and we've thought, "Well, this work isn't very good, but at the end of the day, it's not graded, so it doesn't really matter to me". And I think ... if you're grading someone on it, I think they are going to force themselves onto it and when you force someone to do something, they might not be as likely to want to be to want to be internationally minded, to want to adopt that mind-set for themselves.' (DP 1 student focus group, Mekong (DP))

Some staff recognised that assessment could be potentially useful in identifying strengths and areas for improvement regarding a school's IM work. Yet schools felt that measuring IM was not the most helpful approach, nor would it be fit for purpose. For example at Amazon staff and students critiqued the idea of measuring IM given the nature of the concept, individual conceptions of it and issues around defining it:

'How do you measure something which is in the DNA of the school? How do you extract that out and say that this adds value? ... perhaps I'm just old-fashioned, you have to use your professional judgement ... you can see it, you can hear it, you can feel it, can you measure it? How can you measure if someone is compassionate or empathetic, or got good leadership skills, or works collaboratively? There is no way of measuring those.' (Principal, Amazon (DP))

'I think it's quite difficult to measure ... I mean, how do you measure international mindedness If you can't define it?' (Senior Leader focus group, Amazon (DP))

'I don't think you can quantify it ... there shouldn't be right international mindedness' and 'to quantify international mindedness, you'd have to ... define it first ... I don't think we've come to the conclusion here that there's one definition for that.' (DP 2 student focus group, Amazon (DP))

There was also a view that reliability, an important quality indicator for summative assessment, would be difficult to achieve since any gauge or measurement of IM would be relative to the student being assessed as well as to the IM lens of the assessor.

'We had you know, the IB had this, lovely assessment, at one point, rolled out some of the ideas, looking at the different levels of like being open minded, that looked like and teachers struggled with it, I'd say - to actually say, a kid at this level would be, these are the things they'd be showing as being open minded, these are the things that they would be not showing if they were a middle level of being open minded. I think we still struggle with evaluating, in those kinds of ways anyway, traits, character traits.' (Senior Leader focus group, Trent (DP))

7.4 The case for formative assessment

As an alternative to summative assessment, the model best fitting the purposes which schools identified as using, or aspiring to use, was formative assessment or assessment for learning. Schools were interested in such approaches, though these were not terms typically used by respondents. Whilst summative IM assessment was often rejected as a notion there was interest amongst staff across the Case Study Schools in formative assessment. This interest extended to wanting to know

how other schools were using formative assessment of IM, with interest from both staff and students in how the development of IM might be evidenced and monitored in formative and constructive ways.

'I think it (IM assessment) should just be a reflection rather than an assessment.' (DP 2 student focus group, Amazon (DP))

'At the end of every unit we will reflect ... I think the nice thing about the school is that we are not spoon fed international mindedness ... when we reflect, we're reflecting on ourselves, and what we are learning.' (MYP final years student focus group, Tigris (MYP))

Staff at Nile (PYP) felt that 'collecting evidence' and 'celebrating IM' were their preferred approaches to assessment and indeed better terms than 'assessment'. Similarly, Staff at Amazon (DP) aspired to record and celebrate evidence and examples of IM:

'there are lots and lots of examples of things that our students do which are remarkable, that we don't [record] ... Take yesterday, one of the students, she did a presentation about terrorism, and perception of terrorism, and how tragic Paris was, but [the student said] in the grand scheme of things, no disrespect to 130 people, that's a pin prick compared to everything else that occurs that doesn't get reported because of the media and the angles that we in society live in. And ... we never asked her. She sent us an e-mail and asked if she could ... How much more international mindedness could you have, as an example of that?' (Senior Leader focus group, Amazon (DP))

There was a lot of interest amongst staff in the Head, Heart Hands model of IM (Section 4.5.3), and agreement that it might be the basis of a self-assessment tool to monitor one's own development of IM; for example, the principal at Danube welcomed this as a 'student friendly idea.' More generally, staff and students were interested in exploring opportunities to use formative assessment to chart a student's progress in relation to IM in a more systematic way.

Further, leaders were interested in 'knowing where we are' and in 'how we might do better' in relation to the development of both student and staff IM. In relation to staff there was an interest in their practice with students as well as assessing the personal IM of staff, recognising that the latter would influence the former. While the phrases 'knowing where we are' and 'how we might do better' are simplistic notions in one sense, both of these parallel the underpinning principles of assessment for learning. Interestingly, the two phrases were not always expressed simultaneously by the same person or school but they are clearly linked and are symptomatic of distinct stages in the journey of assessment for learning. The notion of a journey in IM development was something that resonated with Case Study Schools, recognising that it was helpful to 'know where they were' and how they might 'get further'. In many respects assessment for learning, where the effective elements or tools are self-assessment, developing criteria/ rubrics and reflection, paralleled what we saw in Case Study Schools. Typically the IM journey was best viewed as a process, and IM was seen as multi-faceted and developmental.

Of more relevance perhaps than the summative/formative distinction was the use of ipsative assessment, a form of assessment based on a learner's previous work. The individualistic, idiosyncratic nature of IM and the fact that there cannot be a universal rubric to assess or gauge IM lends itself well to an ipsative dimension where a baseline is established and then used to consider and construct appropriate opportunities for developing IM (for students, staff and school). The potential of ipsative assessment was recognised by some staff, for example:

'I think that my frame of reference would be to assess it from a relational point of view, not necessarily from an absolute standard, [because] I think that I can only compare from the basis of where I've been before.' (Senior Leader focus group, Mekong (DP))

Indeed, where assessment was used, other than for the more established elements related to IM (such as ToK, CAS) it was usually for the purposes of establishing a baseline of some kind in order to set a marker which could then be referred back to at future points to gauge progress. Often done at the school level it typically involved staff, students and parents (Vignette 22).

A further issue with assessment (of any type) is that it might well overlook and not capture the very thing being assessed, that is, it would not be valid. For example, in the context of considering acceptance and tolerance of different and other perspectives, a parent (quoted by a teacher in the study), with some frustration, used an opportunity to observe and get their son to recognise his acceptance of difference, the context being a peer from a different nationality or culture. While there seemed to be no demonstration of this on the son's part, it was because he had simply not seen difference, and so demonstration of 'overcoming' or appreciating and respecting difference was absent and, indeed, irrelevant.

'It was in the elementary school ... [and the parent said] "my son brought it [assessment] home, he's 10, and it had these questions, and one of the question, we all got into a bit of a fluff about" ... [the question asked] in the playground, if there's kids from different cultures, how do you accommodate them into your play group, do you reject anybody ... [it was] a very generic sort of question. [And the parent said] "he [son] didn't understand it. And he's a very bright boy ... And we got quite grumpy with him [asking] "what do you do?" ... And then, I suddenly went, "oh he didn't recognise that there was a difference"'. The reason he didn't understand the question is that he didn't understand where the question was coming from. It was a very monocultural question ... So, do we assess that? We can't assess it. There's no criteria.' (Teacher focus group, Mekong (DP))

7.5 Assessment in relation to students - formal and informal

Whilst assessment pervades teaching and learning it is helpful to distinguish between formal and informal assessment. Formal assessment is recorded in some way and can be formative or summative; it has a specific purpose or target and is explicit. In contrast spontaneous or unplanned assessment would be described as informal, and would always be formative. There was some resistance to the notion of any more formal assessment of IM from staff involved in the study.

Consistently across the Case Study Schools staff and students were involved in assessing elements of IM although they did not necessarily describe this as IM assessment and it appeared to be more implicit than explicit. Talking to staff and students in itself provided an opportunity to reflect on this and facilitated recognition of this:

'I think we don't do that [assess IM] - we haven't focused on that particular area I think we could take that into our assessment, evaluation, in school evaluation definitely. It's important, I just think it's part of our everyday school's life, but we haven't assessed it.' (Principal, Danube (MYP))

The following sub sections draw together the findings about student IM assessment programme by programme noting a caveat that these are drawn from just three case studies for each programme and thus should be treated as tentative. Nevertheless, the findings suggest that IM was most formally explicit in respect of learning, teaching and assessment in PYP and DP where there are overt dimensions that are IM related. While the LP was a thread across all programmes, it featured explicitly in PYP classrooms where students were introduced to elements of IM via the LP, with modelling by staff and students, and evidencing of examples.

7.5.1 In the Primary Years Programme

All four of the PYP programmes represented in the study (one pilot school and three case studies) had a scheme or means of overtly recognising and acknowledging evidenced aspects of IM in the students – using Gems (Nile (PYP)), the 3Rs Tree (Trent (PYP)), a Report Card (Peace (PYP)) and Lanyards (Colne (pilot)); each of these represented a way of recognising evidence of LP attributes (Vignettes 20, 21, 22 and 23).

Other principal opportunities cited by staff for reporting and recording IM in the PYP were end of UoI reflections, portfolios and the Exhibition; here approaches to learning, transdisciplinary skills and the LP and attitudes were evidenced. In two schools students completed a weekly reflective journal that included comments from parents. The LP appeared more prominent in PYP classrooms in particular in highlighting and modelling aspects of IM to students. The LP was visible, for example, on wall displays (Vignette 20), and it was used specifically as part of teacher-student dialogue. Students also referred to the LP in their discussions with the researchers. One PYP school used the LP to address instances where negative displays of IM were evidenced and students were asked to reflect and work on these on a one to one basis with a teacher.

In some schools IM formed an explicit part of the planning. In Trent (PYP), for example, teachers typically identified two elements of the LP for specific focus for each UoI and planned with these in mind. These were not shown explicitly on the planners but Trent (PYP) is considering giving this a sharper focus in all UoIs. Nevertheless, although the LP appears to be the main vehicle for planning, teaching and assessing it was not seen as completely equating to IM.

'The Learner Profile is powerful - it's a huge piece of the work, to get kids to understand what those concepts are, what does it look like, what does it sound like? What do I need to change? What are some things within me I need to work on? Because all of that is pretty much internal to me. It's all internal.' (Principal, Hudson (MYP))

While IM-related assessment was not yet enacted, for end of unit reflections for example, one school had started to work on developing rubrics to do this. Reflections were seen as evidence of where students had made connections and were also seen as evidence of attitudes and mindset. In terms of evaluating from a planning perspective, staff thought that if IM-related aspects were explicitly planned for then evaluation would be more helpful to inform planning for subsequent UoIs.

In relation to the Exhibition, assessment was both summative and formative:

'for me, you can really see how they chose them as such an idea that really shows they have that mind-set, they really are internationally competent, minded, aware, etc.' (Senior Leader focus group, Trent (PYP))

'It's going to help us know how far that child is on that journey of becoming internationally minded. I think their abilities also, in some of the work they demonstrate, where they are able to look at different perspectives, that, can help us see they are developing that idea of perspective, that is connected, to developing that idea of intercultural understanding.' (Senior Leader focus group, Trent (PYP))

IM was a thread that infused planning, teaching and formative assessment in the PYP. A good example of this, and one which was 'going beyond' the LP, was the '3Rs Tree' in Trent (PYP) (Vignette 21). Here teachers or students can nominate a student and add them to the Tree where it is felt they have shown respect, as such this is a form of peer assessment. The nomination involves identifying the LP attribute demonstrated and explaining why; in doing this, students also evidence their understanding of the terms used in the LP.

'It's going beyond the 'pizza party and chocolates' to actually getting the kids to be excited and energised about impacting the world which I think is essentially - the kids don't see it as internationally minded, but the strategy is where we're feeding it [IM] to them from all these different roots that we're just naturally, hopefully, really fostering that mind-set with the kids.' (Principal, Trent (PYP))

Vignette 22 is a further example of an assessment approach based on respect and which builds on the LP attributes. Here students can nominate peers and themselves for awards.

Vignette 20: Lanyards (Colne (PYP))

LP lanyards are displayed in every classroom at Colne. Normally, students nominate their peers to wear a lanyard if they think they demonstrate one of the LP attributes. The students took pride in the lanyards and were able to explain to the researcher why they were wearing it and, specifically, why they received it

'In my class, 90% of the lanyards are given out to children that children have told me ... I said to them 'Look, got a lot of things going on, get over there, you know what they are all for if you think someone deserves one [lanyard], you tell me. Your eyes are as important as my eyes, you may see things that I may not' so they do come up to me, and they'll do some explaining. ... I do let the children lead a lot of the systems like that, so, in terms of an assessment, they do sort of peer assessing.' (Teacher, Colne (PYP))

'We just do it within the classroom when I was asking Tammy if I wanted to give her a lanyard for what she, she'd come in 'Guess what I did last night?! My grandma and I read!' Right, let's read those, so I read those to her, and she said, and I asked her which one she felt that she needed, so they will tell you because I have them up in my classroom, and a little explanation. So I'll read the explanations out, so which one do you think you deserve for what you have achieved? And they will tell me.' (Teacher, Colne (PYP))

(Researcher Photograph)



Photo 27: Lanyards Hanging on the Tree (one for each LP attribute), Colne (PYP)

Vignette 21: The 3Rs Tree (Trent (PYP))

In September 2015 Trent (PYP) introduced the 3Rs:

- respect for self
- respect for others
- respect for the environment

Students can nominate themselves and others, as can staff, giving evidence for the type of respect demonstrated, resulting in a leaf being added to the 3Rs Tree. Ultimately this will lead to trees being bought and planted.



Photo 28: The 3Rs Tree, Trent (PYP) (Researcher Photograph)

The 3Rs builds on the Learner Profile.

'The 3Rs ... it helps us learn how we can help other kids by doing something.' (PYP mixed years student focus group, Trent (PYP))

'You need to find out about other people before being able to respect them.' (PYP final year student focus group, Trent (PYP))

Vignette 22: The Awards Assembly (Nile (PYP))

A House System was introduced at Nile (PYP). There are three 'houses' based on gems e.g. ruby, sapphire and emerald.

The students get Merits (called 'gems') for doing things like 'reading a book from the library that they would not usually do i.e. awarded for 'risk-taking'. There is often 200 of these 'gems' handed out each day. The teacher explains why the student got this 'gem', and the student has to say why they think they got this 'gem'.

Also, each class in the Primary Section of the school is allocated two Awards per week. The students get a Certificate given out at Assembly and parents can attend.

These Awards are often based upon IB Learner Profile attributes. Examples from the Assembly that the researcher attended included: 'Being an Inquirer: Award for reading something in the newspaper about India and telling the class about it'.

'Each week there's an assembly, and a house wins, and you get points for doing nice stuff, being caring, helping. There is also every week an award, you get attributes, and attitude reward ... and you also get gem points for that. And every week two people from each class get a certificate to appreciate that they've done good.' (PYP mixed years student focus group, Nile (PYP))

Vignette 23: International Mindedness Report Card (Peace (PYP))

At Peace (PYP), the student’s progress in demonstrating IM, in terms of the attributes listed on the LP, was assessed through a school report card. On one side of the school report card was information and criteria related to the student’s subject-based attainment, whilst on the other side was a chance for the teacher, the student, and their parent to evaluate and assess their progress in IM. This side of the card -

- listed each learner profile attribute;
- had three columns alongside each attribute which allowed the teacher to mark on a scale where they felt the student was currently achieving e.g. during the reporting period which the student is being evaluated a teacher might feel that they have progressed well with communication skills but not achieved well in relation to being an independent inquirer;
- the student then has a chance to look at this and mark what they think about how well they have done;
- at home, the student’s parent can look at both sets of marks and evaluate where they feel their child is at with their progress with achieving the LP attributes.

The process of completing the report card thus engaged the teacher, student and parent simultaneously in developing IM and taking on board the LP attributes. Importantly, it offered the chance for reflection and for different perspectives to be captured – for example, the student’s parent could reflect on their progress in spaces where the teacher did not observe them – such as at home or in their community. The report card offered the opportunity for a more comprehensive evaluation of the student’s progress. However, whilst the school would have liked to have continued using the card, workload demands meant that it had to be discontinued. Its discontinuation also came at a time when the school was facing pressure to improve its subject-based results, which took priority over IM. In the future, it might be that a shorter or less time consuming report card could alleviate this time pressure and enable this critical reflection and evaluation of IM attributes. The following is an example of what such a report card might look (though not the exact example used at Peace):

My progress in developing international-mindedness

<name>

	not progressing well	progressing very well
inquirers	←	→
knowledgeable	←	→
thinkers	←	→
communicators	←	→
principled	←	→
open-minded	←	→
caring	←	→
risk-takers	←	→
balanced	←	→
reflective	←	→

⊕ my teacher

⊕ me

⊕ my parent/ carer

Reflection was a significant feature in Case Study School PYP classrooms in everyday teaching and classroom interaction and in assessment, particularly self-assessment. This was seen by some as providing an opportunity for students to evidence their own learning in relation to IM.

'And it did feel like the children, when they had that opportunity to reflect, were making those connections, they were saying "well, I think you'd have to be this", so then, they are kind of learning how, why, we've got that Learner Profile training type of thing, why is it relevant to our learning about how we all have different values.' (Senior Leader focus group, Trent (PYP))

A further example of IM-related assessment and one in which teacher, student and parent all contributed, was an element in the overall reporting of a student's achievement and is illustrated in Vignette 23.

7.5.2 In the Middle Years Programme

In the MYP Case Study Schools there appeared to be less scaffolding of opportunities to assess IM formally than in the PYP and DP schools. Here, with the exception of the personal project, IM appeared to be evidenced rather than formally assessed where material (evidence) was used as the basis of IM assessment but was not necessarily produced for that purpose.

While IM was not formally assessed in a regular way it was explicit to students in what they did:

'I think it's [IM] kind of in every assessment that we do. Because we do these reflections on how we worked, and how we developed, so I think that develops at least, the thinking skills, and all that kind of stuff.' (MYP final years student focus group Focus Group, Danube (MYP))

Similarly at Tigris students noted as appropriate the emphasis on assessment through reflection:

'we start the unit with "what do you know about this subject? What do you want to learn? What do you want to find out?" And we end it with what we learned' and 'in my other school, our exams would be multiple choice, or things like that, and it wouldn't teach you how to connect things with one another, how to open yourself to things... you're just accepting the facts.' (MYP final years student focus group, Tigris (MYP))

Students at Tigris (MYP) also felt that the emphasis on global contexts, a requirement of the MYP curriculum, supports IM assessment.

'Many of our assessments and grades have to be related to a global context. And, so, for example, during an essay ... task in English, we have to somehow mention how different areas look at something, and we have to try and connect a global context to it ... a general idea, that can be applicable to every culture around the world, and we have to ... put it into context, like for example, culturally.' (MYP final years student focus group, Tigris (MYP))

One school, Hudson (MYP), cited Socratic Circles as valuable in capturing this type of evidence where 'they could hear students' thinking' as a source for demonstrating their IM-related values and opinions which would not be readily captured through other means.

MYP staff and students at Danube felt that IM was assessed as part of other topic or subject assessments but with a secondary focus on IM, for example:

'we have quite a lot of projects, (where) identities (are) the ... main ... theme, and always after ... the students write reflections about ... the project, so usually they write something

about their own identity, and about their own background ... and I have some... rubric... for that.' (Senior Leader focus group, Danube (DP))

Feedback to students about IM did not feature prominently in our focus groups and practice varied. In instances where students referred to feedback in relation to IM it was clear that formative feedback was appreciated as guidance for improvement. In the following example, students mentioned opportunities to assess IM through the LP and reflective writing.

'We have like different criteria, that when we get feedback not just words, a number because in Finnish schools they just get a number but we get the feedback - feedback like how we can improve, for example, how we can make it more open minded as we go we have one for communicating, one for inquiry, thinking, being balanced, that's not really a thing you can assess in projects but like organisation, thinking, reflecting, analysing.' (MYP final year student focus group, Danube (MYP))

Students showed awareness that aspects of IM were an integral part of what they were taught but weren't explicitly assessed.

'Like, if you give back an essay, you can still get good points about the content even though you have some spelling mistakes. That will just bring the other number down. I don't think we're straightly assessed for being interculturally minded but it's like, it's teached, and we have it in projects, so it kind of affects the grade.' (MYP mixed years student focus group, Danube (MYP))

Nevertheless, the personal project appeared to have potential as a purposeful summative assessment of IM (Vignette 12). Here staff cited opportunities for students to pursue an enquiry over a protracted period of time. The personal project reflects a student's interest and is set in a global context and was felt by staff to demonstrate a students' IM. In one school the final product, a book, authored and illustrated by a student, was given to the researcher as evidence of success in relation to the development of IM (Vignette 12).

7.5.3 In the Diploma Programme

Staff considered assessment of IM in the DP to be more identifiable because they felt that international examples were rewarded and that elements of the LP in ToK, CAS and EE were assessed explicitly and related to IM. There was also a view that, in some DP subjects, to attain the highest scores students needed to provide evidence of IM, for example, by demonstrating an understanding of multiple perspectives or applying theory to different contexts:

'There is a clear focus [in language learning] on having students referring to the whole world, the global world, ... international mindedness ... and if you do want to get a grade 7, a top grade, you have to refer to that, otherwise you won't ... we (languages) have a speaking exam, for example, where they must refer to the international world to get the top grade.' (Senior Leader focus group, Amazon (DP))

'In all the subjects, you're always encouraged to bring in examples from all around the world. Like in economics, when you talk about a theory, you are awarded more points if you, like illustrate it with an example of something that recently happened around the world. So that's a part of all courses.' (DP 2 student focus group, Mekong (DP))

'When you look at the assessment [for the DP], and you look at the highest level assessment, it's normally about critical thinking, OK? In order to get to that level, you have to be very

open minded, and look at things from different perspectives.’ (Teacher focus group, Mekong (DP))

Nevertheless, staff also noted that such evidence of IM does not necessarily provide evidence of personal engagement with IM or the development of IM, unlike the CAS programme. Whilst CAS is not formally assessed within the DP, students are expected to reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes, for example, ‘engaged with issues of global importance’, ‘considered the ethical implications of actions’ (Vignette 24). Staff in the DP Case Study Schools felt that CAS reflections represented assessment of IM, for example:

‘I think we’ve actually got some self-assessment [of IM] via the CAS programme ... where students are thinking about people that are less fortunate than themselves, and not just thinking about it, actually trying to do something about it. They are taking action ... and then, following up from that (there is) self-reflection, about the outcomes. I think that reflection component... is... connected with international mindedness, it is thinking about people in another part of the world, who don’t even have to be a million miles away, it could be a local group.’ (Senior Leader focus group, Colorado (DP))

There was a note of caution in terms of recognition that for some students, an assessment influenced a less than ideal development of IM, however, staff felt this was becoming less evident:

‘with the CAS, some of the kids, and fewer and fewer of them, some of them are doing it because they’ve got to, and if you know you’ve got to do something, you can do it fantastically without really truly believing in it, but if you set yourself a project, and you’re going to do it as well as you possibly can, alright, it helps if you feel it, but you don’t have to, and I think we did have a lot of students who were doing it because they knew they had to, and they are all doing it well because they want to do everything well, they are brought up to do things well, but they weren’t doing it truly because they wanted to develop themselves, they wanted to get a high score on their IB, but I think we’ve moved away from that a bit, now.’ (Senior Leader focus group, Amazon (DP))

This was recognised by some students as well:

‘of course. The thing is when I don’t have score, for my Duck Lake group [CAS project], every little bit matters. Every little bit might help so you cannot just like go get yourself an ice cream when you are done with one task. It’s endless.’ (DP 1 student focus group, Mekong (DP))

In one school both staff and students noted the formative assessment opportunities afforded by student blogs used in CAS and ToK (Vignette 24):

‘so what we’ve seen coming through the blogs, and what students are doing ... we’ll meet and see what we can do next ... so, if we were finding that they [students] weren’t looking very internationally minded, we’d go, “how do we do this, what do we change?” ... so, it’s a work in progress like that, I think it will always be a work in progress ... because it’s [CAS] a very reactive ... programme, according to the students.’ (Senior Leader focus group, Amazon (DP))

Vignette 24: Student blogs (Amazon (DP))

Amazon School introduced weekly blogging in 2013 as a digital portfolio in which students record and reflect on their experiences in CAS and ToK. This is in the public domain so can be viewed by each other and by parents.

Teachers read and comment on the blogs, pose questions and they also blog themselves. Every week there is an award for 'blogger of the week'; the reasons for the award are explained by the DP co-ordinator in her own weekly blog.

Teachers review and discuss students' blogs as a team as part of their planning and evaluation processes.

'As IB students we need to make sure that we are well rounded. That we have knowledge on what is happening all over the world. Being internationally minded means that we take into consideration all of the world's problems, not just the most current ones or the ones close to home. It is our responsibility to know about the people and the environment. From the melting of the polar ice caps to the Syrian migrants. From the release of greenhouse gases and deforestation, to the attacks in Paris and bombings in Lebanon.

To me being an IB student means more than just academics and a diploma at the end of the two year program. It means that we are 'world people' we can take on anything it throws at us. We care about more than just ourselves and what affects our home and we have the knowledge and skills from CAS and theory of knowledge to apply ourselves to these situations. We are being shaped into internationally minded, multicultural individuals who have the power to make a difference. To make a positive change in the world.'

(Extract from an unprompted student blog, November, 2015)

The blog is seen by staff as a vital part of student learning and as a way of informally monitoring and reviewing the development of International Mindedness and challenging students further (through comments and questions on the blogs). Staff and students noted the formative assessment opportunities afforded by student blogs:

'We use that [blogs] in assessment in various ways - is assessment when you sit and read a student's blog who has blogged because nobody asked them to, because they did something at CAS last week, or they did something in one of their subjects that they reflected on it critically? ... and they are writing that blog, and you're reading it, and you're thinking "Wow, you really have got what we are trying to get you to understand" ... and nobody has prompted them to do that, we've set it up so that the subjects have to blog, but, sometimes, they just do it, and sometimes, when you read that, it's "well that's what I want" ... so I guess it's assessment informally.' (Senior Leader focus group, Amazon (DP))

7.6 Assessment as monitoring and evaluation – at the school level: making the implicit more explicit

The Case Study Schools were at different stages of development with respect to monitoring and evaluating their progress with IM, nevertheless, all were in the relatively early stages of exploring

effective tools and strategies for monitoring and evaluation purposes. Without exception, leaders and teachers wanted help in knowing what and how they might gather data for this more usefully than they were currently doing. Collecting evidence of actions was not seen to be difficult but was viewed as insufficient; evidence of impact on attitudes, values, beliefs and behaviour was seen to be more appropriate (see, for example Vignette 23).

In terms of identifying where a school was in relation to IM, one of the research tools used to facilitate discussion in focus groups was a set of questions in relation to continua (Appendix 4). For example, staff focus groups were asked to think about the extent to which different constituent groups in their school were internationally minded, where the extremes for each continuum were 'internationally minded' and 'not internationally minded'. There was no right or wrong answer and the process resulted in a profile that compared the different groups (parents, students, staff, school as a whole), noting that this was not an absolute gauge for any one group but was relative. The value of the tool was as a stimulus for discussion.

Some schools found this helpful to reflect and identify where they would place themselves and why. However, individual level staff and students talked about how arbitrary this was; making generalisations about others was not easy, not least because IM is difficult to see and gauge. Some found it difficult to generalise and 'pin' a position because of the relative nature of IM. One school used the concept of a journey in relation to considering where they were and how they might move forward, particularly in relation to making and evidencing impact.

'I'm talking about, to take beyond 7 [out of 10], is this building it, as a spine across the whole school a continuum, like any curriculum would be and then really looking for, not just evidence, of activities, and posters on the wall, and four pillars things like that and respect that all that's great but the really if you're going to get that final leap it's that evidence and impact.' (Teacher focus group, Nile (PYP))

As part of a school identifying where they are on their IM journey, noting that 'where' is less relevant than 'knowing where', it appears important that staff are involved in the identifying phase, finding their own place as part of this, and that this needs to be deliberate:

'the school needs to act deliberately, but for schools to act deliberately, individuals need to take action. You can't just say "I'm going to become more international", or "more internationally minded this week", it requires people to, on a very individual basis, decide on a personal journey and pathway that they are going to go on. What we are working on [is] raising people's awareness that in order to do that you need to make a commitment. (Senior Leader focus group, Trent (PYP))

7.6.1 Training and development

However it is defined, IM can be thought of in different components of development or phases. The Head, Heart, Hands research tool, which was used as a stimulus for discussion around IM, was useful not only for understanding how Case Study Schools interpreted IM but also in helping them articulate this. The tool supported schools in recognising their baseline, where different emphases might be placed, how it might develop as a concept and also how it might be evidenced as it is developed. For example, some felt that the development of IM for individual students had to start with knowledge (head) and work towards demonstration or action (hands). At a school level, some saw the head as the curriculum, the heart as the Learner Profile and the hands as assessment.

Two of the Case Study Schools collected data on IM via surveys to establish a baseline for different stakeholder groups. Trent (PYP) used the Intercultural Development Inventory (IDI) for Professional Development and as a specific trigger to enable individual staff to identify at what point on the 'IM

journey' they were at. It could also be used by staff to articulate what they were doing to develop IM and there was a plan that this would be included as part of their annual appraisal (Vignette 25).

Vignette 25: Evaluation of IM: Use of the IDI (Trent (PYP))

The tool used at Trent (PYP) to facilitate the transition from 'implicit' IM to 'explicit' IM was the Intercultural Development Inventory (IDI), which was used by all staff to reflect on their own understanding of IM and the extent to which it formed a focus for their teaching. The tool was formative in helping establish this baseline of understanding, reflecting on their stance towards IM and the extent to which they recognised this, and what the way forward to develop this, both for themselves and their teaching might be. Staff comments in support of the IDI staff included:

'We are unconsciously talented at being internationally minded. We are doing a lot of it, and we're not realising that we're doing it. We definitely have those great attentions, and I think that [we need to] understand what it is that we're doing well, understand where to go next.' (Teacher focus group, Trent (PYP))

'I think one of the big takeaways from the action plan with the IDI [intercultural development inventory] that staff had is that it's the perfect enquiry cycle, to be honest. We're all developing our own definition of what it means, in the point of time for each of us, to be interculturally aware, to be internationally minded, and internationally competent, and it's coming up with that own schoolwide definition, and I think that xxx's work with the staff, is defining what that looks like for Trent (PYP). I think the IB has one idea, and then we've made it our own.' (Primary Principal, Trent (PYP))

Used to trigger reflection, the IDI was described by teachers as an effective tool for this purpose but had also raised some concerns and questions in terms of how this would best be taken forward.

'I found the training to be very interesting and it kind of built on what we've only been doing in school, it wasn't just it was like "oh, this is what we've been doing, I already know this"'. (Teacher focus group, Trent (PYP))

'And I think that's why I came back to the being unconsciously talented at being internationally minded. We are doing a lot of it, and we're not realising that we're doing it we definitely have those great attentions, and I think that if we understood what it is that we're doing well, we'd understand where to go next.' (Teacher focus group, Trent (PYP))

Hett's Global Mindedness Survey (Hett, 1993) was used by Mekong (DP) to evaluate students' IM (Vignette 26). The school was aware of some of its limitations (Appendix 8) but were unable to find anything else to help them evaluate IM. Any instrument will have its limitations and not be entirely fit for purpose but the important aspect in each case was that the tool stimulated discussion and moving from the implicit to the explicit in the IM journey. They were keen for any help in using the scale, particularly to support the reliability of the process.

Vignette 26: Hett's Global Mindedness Survey (Mekong (DP))

Mekong (DP) use an adaptation of Hett's (1993) Global Mindedness Survey as a way to evaluate student attitudes, beliefs and behaviours of IM. The survey consists of 30 questions, scored on five dimensions: responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness. A team at the school used an adapted version of Hett's survey and adapted it further to make it relevant to their international student population. They carried out the survey using a baseline and follow-up approach to track changes in student attitudes.

While there are limitations with the survey in that it cannot capture the complex and personal nature of IM as outlined in the definitions Section of this report, or how far the questions reflect real behavioural patterns, this example demonstrates how a school is using and adapting the tools available to them in order to monitor and evaluate changes in attitudes over time.

'So, I think the original purpose of that survey was to have sort of, an attitude survey, so that we could identify areas of strength, and areas for growth, right? And one of the things that came out of the first survey was that maybe we could focus on being active, right?' (Senior Leader focus group, Mekong (DP))

7.7 The role of the IBO in International Mindedness assessment

Overall, stakeholders in the Case Study Schools argued that assessing IM formatively was more appropriate than summative assessment and many schools would welcome support in developing formative IM assessment. There was interest in what other schools were doing, as well as what the IBO could do to facilitate the sharing and development of practice. Staff suggested that IBO Professional Development workshops in general could have a greater focus on IM as well as having workshops dedicated to IM:

'you get to a point where everyone is on the same page, in terms of the vision of where you are going, and then you suddenly got another 20 people to bring into the school. The first thing we look at is subject specific training, and getting that done. Once we've done that, it's getting into looking at the practical. Any workshop will have an aspect of international mindedness but I don't think we get enough on it.' (Senior Leader focus group, Colorado (DP))

'I think that it could be a little bit more explicit in terms of a little bit more direction from the IB as to how we do measure it, how are they expecting us to measure it? And ... you know, is it a behavioural thing, is it implicit in the curriculum, what are we actually assessing, you know? So, I would certainly like some answers. Obviously, we have some fairly strong ideas about what we believe international mindedness actually means - personally and from the context of our curriculum and what this community means to us ... I think I would like some directions in terms of what are the benchmarks, how do we in fact measure it, how do we gauge whether we are achieving it or not, how we know what we need to do to develop.' (Senior Leader focus group, Mekong (DP))

When asked how the IBO might provide support for developing IM assessment the suggestions that schools gave indicated that external support was necessary and valued over their own provision, or at least that they would value support in validating and/ or improving their tools. Nevertheless, the findings suggest that schools are well placed, and indeed best placed, to gauge where they are on their IM journey and how they might progress further.

7.8 Key messages

16. Just as the models for IM are built-in rather than bolt-on, so any assessment would ideally model the same principle of integration. Assessment for learning is a good model and parallel for this, being informative (looking back and looking forward) and self-referenced, rather than formal and a measurement.

17. While there was a desire to know what other schools were doing in relation to assessing and/ or auditing IM, it seemed that schools were best placed themselves to judge (i) how well they were doing, (ii) what they might do to get to the next stage of the IM journey.

18. The Head, Heart, Hands tool used in the Case Study Schools research visits facilitated constructive and positive discussion around (i) how IM was understood by stakeholders, (ii) where the school was at in its IM journey, and (iii) identifying where students might be in relation to the understanding and demonstration of IM.

19. The process of reflecting and having the opportunity to reflect across disciplines and as groups was significant both for the research and the Case Study Schools. That is, that actual process and time given to this was helpful for the schools to recognise where they were on their IM journey.

20. Reflection on IM, or self-assessment, was evident with students reflecting on their own work, often in conjunction with staff.

21. Reflection, as monitoring and evaluation, was evident at the school level, with schools variously ascertaining and reflecting on - 'where are we?', 'where would we like to go next?' and 'what do we need to do to get there?' in respect of their IM journey.

22. Some dedicated Professional Development on developing approaches to assessment for learning around IM would be useful both internal to schools and from the IBO.

8. Challenges with International Mindedness

8.1 Introduction

This Chapter discusses the challenges facing schools in developing IM, from the perspective of stakeholders in the Case Study Schools and thus summarises themes and points made in previous chapters. In addition to the voice of stakeholders who participated in the study the Chapter also draws on comments from the Expert Panel who were invited to reflect on the study findings. This enriches the observations the Research team were able to make about the challenges of developing IM in schools from a range of perspectives including practice, policy and research perspectives and from alumni of the IB programme.

In this Chapter the challenges with IM are discussed on three levels: i] the community (local/national), ii] the school and iii] the individual. At the outset it is relevant to note that, inevitably, challenges are very contextual but nevertheless provide food for thought and provocations on how IM might be developed and encouraged. The final part of this Chapter addresses what stakeholders feel the IBO could do to support schools in developing and assessing IM in practice and in addressing associated challenges. The challenges associated with the assessment of IM are dealt with in Chapter 7 and so are only briefly repeated (in Section 8.5.4).

The research questions addressed in Chapter 8 are:

13. To what extent do the major school stakeholders identify challenges in developing and assessing student IM?
14. Are there particular ways the IBO could better support schools regarding student development and assessment of IM?

8.2 Relationship with community/nation

Section 6.8 reported the opportunities afforded by the local and national context for the development of IM. Nevertheless, there are challenges associated with this relationship as discussed in this Section.

8.2.1 Tension and cultural dissonance with the local environment

The notion of cultural dissonance has been raised in IB literature (e.g. Drake, 2004). Some of the Case Study Schools were working in a context that posed challenges in respect of the IBO philosophy and the ideals of IM.

It is accepted in the literature that the local environment can present certain limitations, or parameters to IM activity especially in a Middle East context (Baker and Kanan, 2005; Bunnell, 2008). For example, a key challenge for Nile (PYP) was the political and cultural setting, in a Gulf State. Here the opportunities to engage in political debate were constrained, for example, staff reported less scope for MUN activity or other involvement in debate compared to other IB schools due to the parameters set by the state. Instead, students had to focus their 'caring' attention on 'soft' issues like caring for animals or helping in a local hospice. This is an excellent example of the impact of the local/national context on practice, and how one school in such a context demonstrated creativity in adapting their approaches.

Another of the case study schools (see Appendix 4) showed an emphasis on European images and artefacts (France, Spain and Germany) on display in the school. Here religious symbols were mainly Christian/Jewish (indirect symbols in a lot of cases, for example, Christmas trees/ cards). There was less evidence of countries with strong Islamic/ Buddhist/ Hindu populations, despite the school having students and teachers of these faiths. In discussing this with the school leadership there was a sense that this was a sensitive area, and that the religious context of the school posed challenges.

Similarly, other schools within the study were faced with difficult or sensitive regional issues, for example, the Arab-Israeli conflict at Tigris (MYP), and the refugee situation in Finland at Danube (MYP). The main challenge at Danube was in respect of the relative cultural and ethnic homogeneity of Finland, particularly the region this school is located in. Finland has experienced an increase in immigration in recent years, especially from asylum seekers and refugee populations; this is resulting in some negative reactions in the country. These reactions were described as a challenge to open mindedness and are at odds with the concept of intercultural mindedness adopted by this school, and moreover, the high levels of cultural and ethnic diversity of the school.

'[Finland is] a very homogeneous country, but, it's changing all the time ... that's a hot potato at the time, with the refugee situation in Europe at the moment' and 'a challenge... of course [is] Finnish society has changed.' (Principal, Danube (MYP))

The notion of a fundamental compromise occurring in IB schools in practice between 'pragmatism' and 'ideology' has been recognised (e.g. Cambridge and Thompson, 2004; Bunnell, 2010). This compromise has also been conceptualised in an IB context as an 'enduring tension', and in the following quotes from leaders and teachers in Nile (PYP) might be specifically viewed as an 'operational tension' (Tarc, 2009³):

'breaking down stereotypical beliefs and encouraging international mindedness can be challenging in our context; sometimes our core beliefs about what it means to be an internationally minded citizen can conflict with the Qatar's social constructs. However, within a fairly strict Muslim country our school provides a safe environment for open debate, which challenges ideas and encourages a deep level of thinking and autonomy for learning, with the primary goal to develop students who have the passion and understanding to go out into the world and make a difference. We obviously have to be respectful of Qatari culture at all times and also have to maintain a positive relationship with the Supreme Education Council.' (Principal, Nile (PYP))

'I think - this is my first international school, and I've been here for five years, but in terms of the context we're in, in the Gulf Region, in terms of the religious, and cultural, not constraints, but we have to work with it, within certain parameters and I think we do exceptionally well in terms of promoting international mindedness.' (Teacher focus group, Nile (PYP))

Nevertheless, while findings from the Case Study Schools show the local/ national context can present challenges to IM, there is evidence to suggest that the challenges may also provide opportunities to explore the concept of IM further, for example in discussing difficult issues (Section 6.5.3). Reflecting on this finding one of the study's Expert Panel members suggested that '*addressing (culturally) sensitive areas might be a better strategy than pretending they don't exist.*' (Mark Waterson, Expert Panel member)

³ Tarc, 2009, has identified three 'enduring tensions': curriculum, citizenship and operational.

8.2.2 Tension between integrity and respect

Elaborating further on the above, the study has revealed that a main challenge can involve implementing key tenets of an IB education within a context that is culturally very different to the philosophy of the IB. That is, a school might have to accept potentially constraining cultural and religious mores and rules, as guests of the country, while also seeking to maintain its integrity as an IB international school committed to facilitating intercultural understanding. Drawing on the work of Tarc (2009) this could be viewed within a lens that sees it as another ‘enduring tension’; a ‘mission tension’ that can be experienced with IB programmes.

Responding to this tension involves open-mindedness, respect and tolerance from within the school community towards the local/national community, and *vice versa*. Amazon (DP) is located in the world’s largest Muslim nation, however the school can be described as ascribing to ‘western’ values. The Principal outlined the school’s efforts to develop and maintain good relations with local and national authorities:

‘so how does the IB Programme, with its western philosophy, sit with a Muslim culture and a Muslim government, and I think the key word there is respect, mutual respect, unity through diversity⁴ ... so it’s recognising there are differences ... we are respectful of people’s religious beliefs here... with Indonesians, you have to be respectful ... in the west you would sit down and have a full and frank conversation ... you don’t do that in Indonesia. It’s more quiet, lobbying ... talking through what the issues are ... We have a very positive relationship with the ministry, and we worked hard on that. We engage, we bring in people, we (part of the CAS programme) bring in officials ... so we’re trying to keep those bridges open and build, rather than going out and saying “you’re doing it this way, and it’s our way, this is what we stand for”... so I think it’s that, sort of, cultural sensitivity.’ (Principal, Amazon (DP))

8.2.3 Tension between school policy and state directives

From our case studies it became apparent there were also tensions in some schools between the IB programme and the national or state educational system. Tarc (2009) has identified this as the IB’s ‘citizenship tension’; this centres on the contradictions that sometimes occur between the ideals of the IB and the reality in practice of its operations. One school noted:

‘the main challenge to promoting IM was found in the state directives which put huge pressure on teachers and was a major distraction to the IB programme.’ (Teacher focus group, Nile (PYP))

As a state school Danube (MYP) had to combine the Finnish curriculum with the IB curriculum. As such, whilst this is an English medium school, all of its students have to learn Finnish. The dual curriculum:

‘causes extra work for all of us ... it burdens our teachers ... but luckily, we’ve received great staff, they are all motivated ... committed ... and willing to do this extra work, because they see the importance and influence [of the MYP] in our students.’ (Principal, Danube (MYP))

Whilst this is a very popular school the state has a strong influence on the admissions policy:

⁴ ‘Unity in Diversity’ / ‘Bhineka Tunggal Ika’ is Indonesia’s national motto reflecting the multicultural composition of the population and a national vision of multicultural coexistence.

'students must have a certain level in English language ... so that the English language will not harm their learning ... if the city would allow, we could have more students ... 1,000 students easily ... but then we have this entrance policy, which is provided by the city.'
(Principal, Danube (MYP))

As shown at Danube (MYP) the compromise between delivering the IB curriculum alongside state directives poses a serious time pressure on schools. The issue of 'time barriers' due to meeting state directives was also openly mentioned by the leadership at one Case Study School in the United States:

'there's always a time barrier when trying to meet district or state times for teaching, there's only so many hours in the day.' (Senior Leader focus group, Peace (PYP))

8.2.4 Creating an inclusive and non-divisive environment

While a diverse staff and student body was considered a valuable opportunity for developing IM (see Section 6.7 Hidden Curriculum), the study findings highlighted tensions involved in making sure that all views and belief systems within the school are equally celebrated. The leadership team at one school saw inclusivity as a challenge:

'we do have many different belief systems. And finding that common ground with everybody, so that they all feel valued, and that they all feel their values are not in jeopardy, I think that is probably the biggest challenge from the leadership perspective.' (Senior Leader focus group, Trent (PYP))

This points towards debates around the concept of culture and multiculturalism. A pluralist conception of culture is about celebrating individual, separate cultures within a particular community, whereas other conceptions of culture advocate the creation of a unified culture where no culture is celebrated above any other. It is these kinds of questions that the Case Study Schools were facing. One school gave the example of controversy surrounding the Dutch celebration of Black Pete in their school community:

'a really emotional example, for us, last year, we had the Dutch community [who] wanted to have ... part of their Christmas festival having Black Pete, and Santa Claus, and Krampus, and ... people involved got dressed over here, and, decided that they would have a black face, and walked through the school ... there was quite a reaction ... and ... in the aftermath of that, there was a group of people who had to sit down to tackle how do we navigate that? Because historically, it is part of the Dutch culture, although that's changing... and, we are a school where that was very distressing for some people, so, how do we both embrace culture and also make people feel that this is their community as well?' (Senior Leader focus group, Mekong (DP))

These are difficult questions for schools to grapple with. In this instance, Mekong (DP) decided to go back to their school values, including respect for each other. Although understanding that Black Pete is part of Dutch culture, they decided that this particular aspect would not be celebrated at school because it felt disrespectful to some members of the school community.

'So that's how we navigated, by going back to what we say are fundamentally our rules for engagement with each other.' (Senior Leader focus group, Mekong (DP))

In some of the international schools represented in the Case Study Schools staff observed that students could be more respectful in their attitude towards local support staff, equally students observed that staff could talk to local staff more. The findings from the Case Study Schools illustrate

the benefits of local engagement (for example see Sections 6.4.2, 6.8.2) and an important example given earlier in the report of this was staff and students learning the host language in order to promote local engagement (6.4.2).

There was also some discussion among study participants about whether IM is an elite concept. For example, at one school some of the stakeholders felt that local support staff were not as internationally minded and there was a sense of 'why should they be?' There is some contradiction here between IM being inclusive and for everyone on the one hand, but then also being associated with exclusive elitist and global travel on the other. A number of teachers in the study mentioned that the student body of their school was very privileged and students are often removed from the realities of the local population (Section 8.3.2). A challenge for some IB schools is therefore one of opening the minds of students to realities outside of school. One school in the study observed that:

'you have to remember that they might be internationally minded, going to camp in America with other rich children. That isn't necessarily engaging with the culture, because it is a very specific part of the culture'. (Senior Leader focus group, Tigris (MYP))

In commenting on one of the case studies a member of the Expert Panel noted:

'the school is using international mindedness as a vehicle for ensuring that expatriate staff and students understand and appreciate the host culture. Sometimes I sense that indigenous cultures get ignored by expatriate staff in international schools who are doing the 'circuit' of international schools.' (Mark Waterson, Expert Panel member)

8.3 The school

8.3.1 Keeping parents/ carers informed, aware and involved

The parent survey (Appendix 5) showed that parents welcomed their involvement in schools; this tended to be related to 5 Fs style celebrations, but not exclusively (Section 6.8.1). Whilst the parent survey showed parents' and carers' commitment to IM and agreement about what IM is (Appendix 5) the findings also revealed that there is sometimes a perception that parents/ carers were not fully aware of school practices in relation to IM. This seemed to be more related to not knowing or being involved rather than not understanding or appreciating the IM dimension. There was evidence of barriers to some parents'/ carers' involvement, for example due to home language, disadvantage or access to the school. A parent at one school commented that some parents were not fully aware of the role of IM in the IB curriculum:

'parents don't understand IB way of learning. I am not sure how, but more interaction in the first year with parents is what I find is lacking.' (Parent Survey, Tigris (MYP))

This issue seemed partly due to some schools not fully involving all stakeholders in discussion about the IB and also partly due to the fact that some have not fully articulated their own view of what IM is. One Case Study School noted that:

'a challenge is that we have not as yet established our own definition of International Mindedness, but this is part of our action plan for the coming year. With a localised definition we can begin to practically and measurably develop it.'

Concern was expressed by parents at one school that a lack of awareness on parents'/ carers' part means that they incorrectly deduce that the school is not reaching their expectations. Parents were asked in the parent survey to indicate whether or not there were any issues between their own and the school's perceptions of IM. Very few issues were identified although a number felt that the

school had no clear definition of IM. A few respondents cited an overly British/ Eurocentric approach to viewing society while others felt that expatriate teachers did not respect the home religion.

Where there was parental engagement (with the school or with the children through events and activities) then there was appreciation and testament in respect of IM (see Section 6.8.1). This supports a view posited by Sriprakash and colleagues that *'there is a warrant for greater attention to be made by IB schools to the valuable and valued knowledge of individuals and families. These knowledges, networks and experiences greatly enhance collective capabilities for IM'* (Sriprakash, Singh and Qi, 2014 p.5).

8.3.2 Bursting the privilege bubble

A report by Dunne and Edwards (2010) researching host-national students in two international schools in Manila, concluded these schools held a powerful potential transformational position. Dunne and Edwards argued that the socio-economic elite from the host-country were distanced from the poorer local community, yet this provides an opportunity for the students to realise their privileged position, reflect on their standing, and act in the future for 'the good of all' as 'future agents of social change'. This reflected the views of staff at Amazon (DP):

'31% of the intake here, this is their local school ... they are Indonesians, if something ... happens in Indonesia, the expats are like birds, they fly away, but the Indonesians, this is their local school, so we are educating future leaders of Indonesia, and it's a fledgling democracy, it's got huge issues, it's about giving young people the opportunity to develop leadership skills in a context that's safe. So they go off to university, and they come back and they've got those softer skills to enable them to engage and make a difference.' (Principal, Amazon (DP))

At some of the Case Study Schools many students live in compounds which often have a 'European' feel to them. Deeper engagement with the host culture was something that the schools aspired to:

'I'd like it to be much more of a genuine experience with families - maybe it's a home stay situation, maybe it's a village where there is service in terms of active activity, not service in terms of "we're gonna come in and tell you how to do things the right way".' (Principal, Mekong (DP))

As was discussed in Section 8.2.4, many of the Case Study Schools demonstrated an aspiration to 'burst the bubble' that students live in, describing common experiences of students as being 'sheltered', 'cocooned', 'living in a bubble', living the compound life detached from the reality of life for most of the local community. For example, one school leader explained:

'you can be in an expat bubble - our students can be very internationally minded, in that they've got friends all over the world, all from very rich, privileged backgrounds. That's not really internationally minded, and it's part of our duty as a school to understand that it's not just about making connections around the world, from the same socio-economic groups, but also realising they are very privileged, and we have this responsibility to change things.' (Senior Leader focus group, Amazon (DP))

8.3.3 Preparing culturally sensitive educators

The study revealed the importance of teachers acting as IM role models (Section 6.7.3), yet there is an issue with how prepared educators are for this. Charleson (2010: 331) commenting on Tarc's (2009) notion of 'enduring tensions', noted that: *'the international aspirations of the IB can also be*

challenged by the limited diversity of the cultural background of its representatives.' The challenge of preparing IB educators for teaching IM has been noted before in literature (e.g. Van Vooren and Lindsey, 2012), as has the challenge of preparing IB teachers more generally (e.g. Zahn *et al.*, 2007). Similarly, one Case Study School reported a challenge involving:

'staff who have a blind bias to IM and believe they are working to support IM in their own way, however, their actions reveal they could be more culturally sensitive. Working with staff to engage them in conversation related to IM and why it is a critical concept to develop both in ourselves and our students.'

To some extent, this reflects the findings of Lai *et al.* (2014) who report that some IB schools in Hong Kong face challenges in developing rich and inclusive IM when teaching staff share largely similar backgrounds. As a response to this issue the leadership at one Case Study School had an explicit recruitment strategy to employ teachers from outside of the country or who are well travelled

8.3.4 Consistency, stability and high teacher turnover

Regarding long-established IB schools, the study has shown that a challenge facing 'pioneer IB schools' (Bunnell, 2013) is preserving and maintaining the development of IM as the school grows and new parents buy-in to the school and long-established teachers leave. Complacency is arguably a threat to the on-going development of IM in a school that has been providing IB programmes for an extended period of time and may assume it does not need to assert IM as much as perhaps it used to. Long-serving teachers in one school noted:

'If you think about who the founders were of this school, they were parents who came here and could find an international setting for their kids and the challenge is to preserve it long-term.'

'The school was set up with very specific goals and educational framework in mind. And those families bought into that, and that's why they were here. It grew, and it got a good reputation for what it was doing educationally, and then I got the feeling that parents then recognised it as a good school and wanted their kids to come here, without necessarily buying into that original philosophy.' (Teacher focus group, Colorado (DP))

In contrast to longevity, another issued identified by schools as a challenge to imbedding IM in a school was high teacher turn-over:

'it's definitely a challenge - life happens, so some move out of state, the move here, certain things happen, but there goes the whole cycle again. And it's very expensive so you have to continue to recycle, and train, and you can't expect them to be on top of everything because it's new to them - anything new, you're not going to be the expert, and it's going to take you a little bit of time to really grasp it.' (Principal, Hudson)

Some interviewees explained that when high turnover occurs Professional Development tends to focus predominately on subject knowledge and, whilst IM is incorporated, it is often not the priority or focus of training:

'you get to a point, where, everyone is on the same page, in terms of the vision of where you are going, and then you suddenly got another 20 people to bring into the school, the first thing we look at is subject specific training, and getting that done. Once we've done that, it's getting into looking at the practical - any workshop will have an aspect of international mindedness but, I don't think we get enough on [IM].' (Senior Leader focus group, Amazon (DP))

8.3.5 Taking International Mindedness beyond superficiality

According to Van Gyn et al (2009) a key challenge for schools in general involves moving IM beyond what is seen by some as superficial activities (often viewed as the 5 Fs: Food, Fashion, Flags, Festivals and Famous people). For instance, a study by Gigliotti-Labay (2012) found that IBDP teachers and administrators understood IM, but Gigliotti-Labay characterised the implementation of IM in most schools as 'superficial'. Taking a different stance, some commentators accept that such activity is relevant and worthwhile (Tamatea, 2008).

The current study revealed some controversy surrounding this challenge with differing opinions and some debate around the 5 Fs approach reported- in Section 6.6.2; some stakeholders viewed 5 F type activity as valuable and enjoyable whilst others opposed it as lacking in authenticity:

'we go to some schools and there will be international week, and everyone is dressed in costume, but that's not international mindedness, for us, at the moment, we're looking for authentic.' (Senior Leader focus group, Amazon (DP))

In contrast a parent at the same school welcomed a 5 Fs approach:

'my children have worn their mother's cultural dress during special events at the school, and my spouse has displayed local arts and crafts at previous school functions. We have participated in school organized events which reminded me of British culture; for example, school fete, Halloween and bonfire night.' (Parent Survey, Amazon (DP))

And yet other parents felt IB schools should have different priorities:

'I think "international mindedness" develops anyways, though study, through travel, through experience and maturity, and that while it is nice that the MYP at this school is emphasising it, that it is not as important as teaching mathematics, science, languages or history.' (Parent Survey, Tigris (MYP))

Whilst we found some evidence of and support for a 5 Fs approach overall there was a preference for a more authentic and personally engaged approach (Section 6.6.2) in which authenticity was linked to personal experience. Further, some study participants questioned how far IM work moves beyond celebration and begins to tackle difficult issues and disagreements.

8.3.6 Being realistic in approach and intentions

Although there is some criticism of the 5 Fs approach to IM, the study shows that there is a tension between what the school wants to do in theory and can do in practice. Tigris (MYP), for example, is striking a difficult balance between teaching Arab heritage on the one hand and IM on the other:

'so there is a tension, there is always a tension I think, between the extent to which any school, I think, is kind of serving the local kind of heritage and the global awareness, and particularly in this part of the world, it can be incredibly sensitive.' (Principal, Tigris (MYP))

The study also revealed the way that IM can be viewed as a utopian construct, delivering long-term impact beyond short-term impact. For example, one school in the study expressed a very ambitious aim of IM when saying that:

'we view IM as a central pillar crossing all three IB programmes but have been passive in our approach to date. Just by being an internationally diverse community is not enough to foster this area. We see IM as a significant marker, setting us and other IB schools apart from local school systems and feeding into a much broader response to teaching 'local values' being

asked of us. We view IM as a major link to UN values and the plethora of real-world challenges, and aspirations. We see IM development as a vital skill set to combat radicalisation and extremism.'

However, Singh and Qi (2013) are critical of the tendency to portray IM in a utopian, futuristic way. Indeed, one parent noted the sometimes functional reasons for choosing an IB education as an investment for their child's future study and employment:

'customers of IB international schools (the parents) are either employees of large corporations moving their staff very rapidly around the world (an economic choice with hidden emotional consequences) or wealthy locals already trotting the globe and/or making a living from international trade or exploitation of the natural resources (mining, palm oil). They do not choose the school because it is teaching cultural tolerance (or it comes as a cherry on the cake) but as a solid financial investment. IB students from some conglomerates' families share for a year or two the life of expat children who will probably become expat employees. Who will remind who about the social responsibility, economic justice taught in IB?' (Parent Survey, Amazon (DP))

8.4 The individual

8.4.1 Reconciling International Mindedness with national mindedness

As was raised in earlier sections, issues around the balance between national and international mindedness were especially evident in the national schools in Jordan and Finland (Section 5.3.1). The study revealed that some stakeholders, parents in particular, are uneasy about the way their child is exposed to IM at a time when their national identity is being contested. This issue has been discussed in the literature, for example, the compromise between teaching 'local history' and 'global history' (Lewis, 2006). Whilst schools appreciated the importance of national identity and attempted to reflect this in their programmes, for example, through home language learning (Section 6.4.1), some parents felt strongly about this:

'I wish the school have the students learn first about their own culture, history and local issues before they focus on other cultures. In the model it's there, but in practice, students don't really know much about it. I don't mean to teach religion, language and history in a bias way but to know the facts before relating them to global issues.' (Parent Survey, Tigris (MYP))

'The school needs to imbed respect to the local culture and history before moving one to exposing the students to the international communities.' (Parent Survey, Tigris (MYP))

'I am afraid that this question again does not fit expat students and families. Our children are often bi-nationals (here French/US), "internationality" is forced upon them, just a state of being. At best they get conscious that it is not the norm but has some advantages (if they are bilinguals). At worst, they feel disoriented and culturally awkward.' (Parent Survey, Amazon (DP))

'International mindedness brings more interesting arguments to the household and makes it challenging for parents, but is fine, as long as students can balance and evaluate what they see, hear and experience and maintain connection to local culture and values.' (Parent Survey, Tigris (MYP))

There were different views about the relationship between international and national mindedness and identity with some feeling that a sense of identity could only develop through exposure to

difference. This study has shown the value of exploring self-identity as a foundation for IM using the concept 'Reaching Out Reaching In' (Section 5.3).

8.4.2 Dealing with the sensitivity and discomfort of students

There was a view from staff in a number of schools that schools need to support students in thinking globally and recognising the changing world, and that this will involve a level of discomfort. Citing an example of student 'discomfort' when teaching history and different perspectives about the Second World War one teacher recalled:

'last year we had a Japanese student, and when we were talking about the Pacific Front, the Japanese, that was a bit problematic for her, like, balancing with the historical accuracy with that student.' (Observed teacher, Danube (MYP))

However, staff from a Case Study School located in a very politicised context felt that caution was also needed when raising issues that can cause student discomfort:

'I didn't even, kind of, mention any of the refugees because some events you don't know if the kids are actual victims of war, and you don't really want to touch too much on topics that are hurtful, or give them flashbacks.' (Observed teacher, Tigris (MYP))

Another difficult aspect of IM is finding a balance between open-mindedness and standing up for what is right and what a student believes. Teachers at several of our Case Study Schools noted that students can take open-mindedness to an extreme, where any perspective is accepted no matter how controversial e.g. female genital mutilation was cited as an example of this. They worried that some students lack the maturity to be able to challenge controversial views:

'...they are very culturally aware, they are very open minded to different ways of doing things, and that is absolutely a good thing ... but... I think there comes a time where they have to say "look, I understand that there are differences, but, for me, this is the line. I'm willing to say 'no, I think that's wrong"', and, it maybe because they are 16, but they are not willing to take that step for most things. And again, that may come... or it may not come. I don't know ... I worry about that sometimes.' (Teacher Focus Group, Mekong (DP))

This was seen to be part of growing up in an environment where you are surrounded by so many different views and perspectives all the time, that it becomes difficult to make up one's own mind and form one's own opinions. On the other hand, as illustrated in the following quote, sometimes students hold onto a very firm view without being open to other perspectives and without being able to justify their own opinions:

'a couple of years ago I had a student who was an immigrant, he was not a citizen of Finland, didn't have a Finnish passport, but he had really racist attitudes towards immigrants, and that was strange for me. He was saying that those people were coming over here to exploit the system. In the case of that student I don't think the problem was so much about his opinions, or attitudes. The problem was that the student of age 15 is unable to give justified opinions. I usually try to encourage students to research about the topic, or find some concrete example, or evidence, and for example, if I would have an essay, about a student, I wouldn't evaluate his opinions like "you cannot say that", or "your opinion is wrong", it's more about how does he argue something? Does he give different perspectives? Countering, or discussing, or debating against himself creating a justified.' (Observed teacher, Danube (MYP))

The point made by this teacher is interesting – that it is not about the opinion that you hold but how you discuss and justify opinions that is important. The findings also point to the need for schools to confront difficult or sensitive topics.

8.5 IBO support

This final Section of Chapter 8 addresses the key areas that Case Study School staff felt the IBO could do to support schools in developing and assessing IM in practice and in addressing associated challenges.

8.5.1 More emphasis on International Mindedness in IBO documentation

Across Case Study Schools there was a view that IM needs to feature in IB documentation more. For example, there were suggestions to explain and exemplify links between IM and the LP thus making explicit how IM feeds into/ aligns with the LP (since this is the main vehicle for IM). Staff felt this would also encourage schools to focus more explicitly on IM as part of planning – and two schools suggested the addition of IM triggers on curriculum planners to achieve this.

Some schools suggested further translation of IBO materials into other languages. For example, Tigris operates in both English and Arabic, although in practice there are three languages: English, colloquial Arabic and classical Arabic. There are few resources in Arabic, especially linked to IM. Staff welcomed the Arabic version of the IB guide and would like more documentation to be translated together with resources in Arabic for learning and teaching about international issues.

Trent (PYP) staff reported that they would like support and input on a toolkit for developing IM, for example in the form a rubric that would help them not only define IM but also identify what it might look like. Thus, for example, there could be a rubric centred on the three pillars of IM described earlier in this report: multiculturalism, intercultural understanding and global engagement (Singh and Qi, 2013), and which focused on identifying evidence. Hypothetically, the main purpose of such a tool would be to assist teachers in creating opportunities for collecting evidence about where individual students are on the IM journey which could also feed forward into future learning opportunities.

Trent (PYP) staff were also interested in having access to alternative models of IM work that other schools are adopting. There was a feeling that this would help them drive IM forward, and move staff from being unconsciously talented to consciously talented, that is, knowing what they are doing well, and where they are going next. Lastly, Amazon (DP) staff suggested support from the IBO with advice on dealing with student discomforts around identity and responsibility was needed.

8.5.2 Support for International Mindedness in the IB curriculum

In addition to the support identified above there were suggestions for the encouragement of more interdisciplinarity in the DP:

‘PYP and MYP lend themselves much more to a discussion in the classroom about international mindedness...that’s one thing that came to mind when you said how could the IB support us I believe that really doing more to foster transdisciplinary and multicultural understanding in the DP would be huge.’ (Principal, Mekong (DP))

At the same time, some study participants expressed the view that aspects of the DP which encourage IM work should be considered for the PYP and MYP. This included CAS, and in particular community service type approaches, and also ToK.

'I'm a very big fan of theory of knowledge, and I think there should be an MYP in the PYP version, so ethical, moral course that is outside the programmes of the PYP and the MYP... and I think we could have wonderful discourse with our children and help a paradigm shift with our faculty as well.' (Principal, Trent (PYP))

'Community service (has) ... been interpreted in a very narrow way, that that has to be international to be internationally minded, and I think ... we've got some of the most deprived areas right around the corner of this incredibly wealthy zone, and we need to be engaged in developing our intercultural competence through working in homeless shelters, ... there's many hundreds of things that we could do locally.' (Principal, Trent (PYP))

Other study participants proposed that more expectations for students to work collaboratively on projects would create a better framework for facilitating IM, for example:

'the MYP personal project ... should not be a personal project, that should be a collaborative project ... forcing a kid in today's world do to a four thousand word extended essay, university style, now seems ridiculous. Sure, there might be 10% of kids for whom that might be a good way of going into things, but the vast majority of kids need a collaborative problem to solve.' (Principal, Colorado (DP))

'We are going to propose dispensing with the traditional model of TOK, CAS, and the extended essay for grades 11 and 12 and come up with some interdisciplinary, project based learning that the kids can engage with for two years.' (Principal, Colorado (DP))

Given the perceived success of Content and Language Integrated Learning (CLIL) (Vignette 9, Section 6.4) staff at Danube encouraged this approach to language learning to be used more widely by the IBO:

'what I really want to see is the IB considers this CLIL training and how you combine that with the IB programmes ... so that's my suggestion.' (Senior Leader focus group, Danube (MYP))

8.5.3 Offering more Professional Development related to International Mindedness

When asked to discuss the ways that the IBO could further support IM, staff in several schools focused on Professional Development, for example at Danube:

'training ideas and practices could be shared when [IB representatives] do evaluation visits' (Principal, Danube (MYP)).

However, as a state school funding limits attendance on workshops and courses:

'funding is the issue regarding IB, it's quite expensive, but we try and apply for awards and such.' (Principal, Danube (MYP))

'The IBO could lower the costs and more of us could go; it's so expensive, and we're not a private school and the city can't fund. We can maybe send one person a year at the moment, so it's kind of out of bounds.' (Senior Leader focus group, Danube (MYP))

Whilst online courses provide an alternative and less expensive option this also has limits:

'there have been online trainings ... but maybe one or two of our teachers have done it, but it's quite challenging on the side of your daily work to ... attend online training, and face to face trainings ... are the most fruitful.' (Senior Leader focus group, Danube (MYP))

At Trent staff felt that IM should be part of every IB workshop. They also suggested Professional Development around reflection and self-assessment for teachers themselves in relation to IM which would also be useful in thinking about IM work with students.

8.5.4 Support with assessing International Mindedness

As reported in Chapter 7, several schools suggested the IBO could support them in assessing IM, for example, through Professional Development. Staff at Nile (PYP) felt that ‘collecting evidence’ and ‘celebrating IM’ were better terms than ‘assessment’ and thus there is scope for the IBO to re-examine the term ‘assessment’ in respect of IM. Staff at Mekong (DP) suggested support from IBO with evaluating their IM work including what tools to use and how to use them would be valued. Overall there was much interest and curiosity from staff across Case Study Schools in finding out what IM assessment occurred, if any, across other IB schools, and about different forms of potential assessment.

8.5.5 IBO advocacy

Lastly, the study identified that there could be more guidance about IM for schools operating within national contexts and more support from the IBO in helping State and District authorities to understand the IB programmes.

An example of this is in the context of the United States where staff suggested further work could be done with the District authorities. There was a sense within Peace (PYP) that the IBO might acknowledge the challenges of operating within a state system and could do more advocacy work to help schools in the state sector cope with their particular challenges. This study found examples where the political, cultural and/ or religious national context of the school posed particular challenges (Section 8.2.1). One member of the Expert Panel, reflecting on evidence of such challenges raised in the study, asked:

‘What can the IBO do in such circumstances to make sure it is part of a solution rather than part of the problem? In the end, it can do little to counter the most violent consequences of religious extremism but it can develop strategies that create a sense of equilibrium between the school and its local community that must surely help prevent the isolation that fuels envy, resentment and alienation.’ (George Walker, Expert Panel member)

The findings suggest that the IBO might provide advice to State and/ or District authorities to raise awareness of the holistic distinctness of the IB programmes so that they take this into account and do not necessarily treat IB schools the same as those offering the usual courses of study in the District which do not involve the delivery of IM.

8.6 Key Messages

23. The local, regional and national contexts can pose challenges to a school's IM work and need to be taken into consideration in a school's IM thinking and practice.

24. Promoting an inclusive school environment by including and valuing everyone in the school community, regardless of background or culture or status can act to model IM and provides the foundation for a school's IM work.

25. Schools should seek to understand any barriers to parental/ carer involvement. This is in order to make the most of the potential that parents can offer to IM work, including intercultural awareness and school decision making, through effective home-school partnerships.

26. It would help to have IM as part of every IB workshop (not just as a standalone workshop) and to give it importance in school-led Professional Development; this would help eschew the possibility that staff perceive IM as the next thing they have to do and support schools in providing high quality IM Professional Development for a changing staff population.

27. Authentic cultural experience, personal engagement with culture and the critical analysis of multiple perspectives can avoid superficiality in relation to IM; nevertheless, cultural celebrations can go beyond the superficial by providing positive and memorable experiences and by the value placed on one's own and other cultures.

28. IM should be balanced with local and national mindedness in order to enable students to develop positive self-identity and appreciate the local/ host culture; there are tensions associated with this that can be usefully explored with students.

9. Key Findings for the International Mindedness Journey, Recommendations and Provocations

9.1 Introduction and caveats

This study set out to explore four aspects of IM in terms of how IB World schools a] conceptualise, b] practice and c] assess IM, and to understand d] the associated challenges. Research questions aligned with each of these four areas gave direction to the study and informed the more detailed discussion of findings in Chapters 5 to 8. This Chapter begins by gathering together the key messages (from the previous Chapters) and highlighting the key findings associated with each of the four areas explored in this study. This is followed by advice on the IM journey in the form of 'next steps' and principles for the IM journey ending with final thoughts.

In considering the caveats of this study we recognise that, as an all-white British research team, there is a danger that we have (re)produced a Western view of IM within this report. We have been cognisant of this throughout the life of the study and, by giving weight to stakeholder voices in the research, we have attempted to avoid bias. Although we chose schools in a variety of different socio-cultural contexts across the world, the Principals were all British, mainland European, American or Australian. It is therefore not clear how far we went beyond a Western perspective, nor whether this would be possible given the Western nature of the IB (Walker, 2010).

We recognise that, whilst the case studies enabled in depth study in a range of challenging geographical, political, religious, social and cultural contexts, a sample of nine out of 4500 schools is limited and significant areas of the world are inevitably excluded. The sample was constrained by practical considerations, for example, due to our working language we sought English medium school and thus no schools in Latin America (e.g. Ecuador) were included. Six out of nine of our schools were private schools due to problems accessing state schools in the US (due to lengthy ethical procedures); but we were able to include two schools in areas of deprivation, one Case Study School and one pilot school. There are opportunities here for further research in areas of growth such as Ecuador and in state schools in the US.

Nevertheless, the findings derive from schools who were demonstrating promising practice in relation to IM. As such this Chapter offers insights which may be applicable and useful elsewhere, as well as messages and frameworks for other schools wishing to engage with the concept of IM and for the IBO in supporting them to do so.

9.2 Key messages

In this Section the key messages from the findings given in Chapters 5-8 have been compiled and are presented according to the four areas explored in this study (Table 7).

Table 7: Key messages from the findings

Defining International Mindedness

1. The process of discussing IM is more important than the final definition. Schools may benefit from embarking on discussions which involve the whole school community in the process of defining International Mindedness as this helps to ensure a sense of ownership amongst all stakeholders.
2. While IM is something personal and contextual, there are a number of frameworks or rubrics which might be useful for schools to pin their ideas about IM onto. For example, schools found the Head, Heart, Hands tool used during the focus groups to be useful in exploring ideas about IM. Other possible frameworks include:
 - The Learner Profile
 - The Three Pillars of IM (Singh and Qi, 2013)
 - Intercultural Competencies (Jokikokko, 2005)
 - Reaching Out, Reaching In (this report)

These would provide some structure whilst allowing flexibility for schools to define and develop IM in the way that most makes sense within their context.

Practising International Mindedness

Leadership

3. The development of IM should be intentional and planned through a school's vision, strategy, policy and practice; IM should not be viewed as something that happens as a matter of course in an IB World school.
4. Champions are significant in driving work on IM forward; having a staff role with responsibility for this area of work ensures momentum.
5. Student participation, including involvement in school decision making, provides opportunities to model and develop aspects of IM such as responsibility, care and respect for others and open mindedness.

Professional Development

6. Having a focus on IM in staff Professional Development, including induction, is an important aspect of a school's work on IM. Staff benefit from opportunities to explore what IM is and what it means to them personally as well as how students can be supported in developing IM.

Multilingualism

7. A student's home language should be valued and used as this supports every student in developing positive self-identity and is a tool for developing intercultural awareness.
8. Multilingualism permeates the life of the school by encouraging the use and development of home languages, host languages and any other languages relevant to the school community; this is important because it demonstrates a school's commitment to IM and supports its work in this area. As such multilingualism should be embedded in school policy and practice.

Curriculum

9. In the DP CAS can provide excellent opportunities for students to develop, practice and critically reflect on IM; sustained collaborative service in partnership with the local community, is especially influential. Such experiences, in any of the programmes, can serve to develop IM at a deeper level involving not just knowledge and understanding but also engagement, action and emotion.
10. Students are a significant resource for work around IM. Find opportunities for students to lead learning through, for example, sharing stories and experiences, discussing ideas, asking questions and pursuing their own avenues for enquiry.
11. The IB programmes lend themselves to work around IM and every teacher should find opportunities to embed IM into their planning. Teachers play a significant role in how far the enacted IB curriculum contributes to IM, for example, through their repertoire and choice of resources/ examples and by providing opportunities to analyse multiple perspectives.

Events and activities

12. Special events and activities can make valuable contributions to IM by creating connections across cultures, understandings of diverse perspectives and by exposing students to difference and experiences outside of their comfort zone. Nevertheless, one off celebrations, events or activities should be treated with some caution in terms of the risk of stereotyping; more sustained and authentic experiences should be considered.

Hidden curriculum

13. The influence of the hidden curriculum of a school on the development of IM should not be underestimated; important messages about IM can be picked up by students from, for example, the actions and behaviours of peers, the way teachers interact with support/ local staff, and a welcoming, secure and inclusive atmosphere.

Relationship and engagement with communities

14. Involving and including parents/ carers in schooling regardless of background or culture is an expression of IM. This two way process can sensitise staff to home culture and expectations, give families a voice in school decision making and support families in understanding more about schooling.
15. Local engagement, through a collaborative and constructive relationship with the school's local community, is an important expression of IM.

Assessing International Mindedness

16. Just as the models for IM are built-in rather than bolt-on, so any assessment would ideally model the same principle of integration. Assessment for learning is a good model and parallel for this, being informative (looking back and looking forward) and self-referenced, rather than formal and a measurement.
17. While there was a desire to know what other schools were doing in relation to assessing and/ or auditing IM, it seemed that schools were best placed themselves to judge (i) how well they were doing, (ii) what they might do to get to the next stage of the IM journey.
18. The Head, Heart, Hands tool used in the Case Study Schools research visits facilitated constructive and positive discussion around (i) how IM was understood by stakeholders, (ii) where the school was at in its IM journey, and (iii) identifying where students might be in relation to the understanding and demonstration of IM.

19. The process of reflecting and having the opportunity to reflect across disciplines and as groups was significant both for the research and the Case Study Schools. That is, that actual process and time given to this was helpful for the schools to recognise where they were on their IM journey.
20. Reflection on IM, or self-assessment, was evident with students reflecting on their own work, often in conjunction with staff.
21. Reflection, as monitoring and evaluation, was evident at the school level, with schools variously ascertaining and reflecting on - 'where are we?', 'where would we like to go next?' and 'what do we need to do to get there?' in respect of their IM journey.
22. Some dedicated Professional Development on developing approaches to assessment for learning around IM would be useful both internal to schools and from the IBO.

Challenges with International Mindedness

23. The local, regional and national contexts can pose challenges to a school's IM work and need to be taken into consideration in a school's IM thinking and practice.
24. Promoting an inclusive school environment by including and valuing everyone in the school community, regardless of background or culture or status can act to model IM and provides the foundation for a school's IM work.
25. Schools should seek to understand any barriers to parental/ carer involvement. This is in order to make the most of the potential that parents can offer to IM work, including intercultural awareness and school decision making, through effective home-school partnerships.
26. It would help to have IM as part of every IB workshop (not just as a standalone workshop) and to give it importance in school-led Professional Development; this would help eschew the possibility that staff perceive IM as the next thing they have to do and support schools in providing high quality IM Professional Development for a changing staff population.
27. Authentic cultural experience, personal engagement with culture and the critical analysis of multiple perspectives can avoid superficiality in relation to IM; nevertheless, cultural celebrations can go beyond the superficial by providing positive and memorable experiences and by the value placed on one's own and other cultures.
28. IM should be balanced with local and national mindedness in order to enable students to develop positive self-identity and appreciate the local/ host culture; there are tensions associated with this that can be usefully explored with students.

9.3 Key findings

In this Section the findings underpinning the key messages above are summarised and discussed according to the four areas explored in this study.

9.3.1 The framing and defining of International Mindedness in IB schools

The findings suggest that intentionality is one of the hallmarks of promising IM practice. It is clear that all of the IM World schools involved in this study, from the initial nominated sample to the eventual two pilot and nine Case Study Schools, were common in their intentionality in respect of IM. That is, they were all intentionally thinking about and actively working on the conceptualisation and development of IM; this was not something that was taken for granted or left to happen as a result of adopting an IB programme or having a diverse school population.

Whilst some of the literature suggests a lack of clarity in how schools understand IM and differences in understandings (e.g. Cause, 2009) the staff, students and parents in this study were able to share and explore their understandings and interpretations of IM, recognising the challenge of doing so. The essence of these understandings were about IM as relational, about *reaching out* in how we interact with others and *reaching in* to understand ourselves in relation to others. Nevertheless, there were distinct differences in understandings as a number of Expert Panel members observed, for example, *'what a difference in approach to IM ... and in their understanding and use of the term'* (Anna Weston, Expert Panel member). There was recognition in some schools of the combination of multilingualism, intercultural understanding and global engagement as a way of defining IM (Singh and Qi, 2013) with multilingualism and intercultural understanding the most obvious. However, global engagement was least recognised, and not a concept that most of the schools identified with or found useful; some schools recognised global engagement as farther afield and distant, whereas others interchanged global and local engagement. This reflects the overlap between the global and the local context in a globalised world and the difficulties of terminology in this field (Massey, 2005).

The framing and definition of IM was sensitive to contextual factors and changed with people and with local/ global context. Ideas about IM differed across the schools, for example, some, especially in the PYP schools, framed it through the LP whilst others used a more skills- or values-based frame. At the time of our visits some schools were (or had been) actively working on their definition as a school community and were actively engaged in making sense of the contested nature of the concept of IM in their own context rather than just accepting IM as uncontested. Ultimately, the findings show there is value in schools viewing IM as a journey (Figure 5 on page 143) both for the school and for its students. This journey, or process, was more important than any fixed definition to those schools involved. Importantly, each of the schools in this study were making IM their own and reflecting on this finding one member of the Expert Panel observed that ownership *'is one important element of what being internationally minded is, that is, the importance of reaching personal and institutional understandings and consensuses of what IM means rather than simply use a received interpretation'* (Mark Waterson, Expert Panel member).

Finally, the tools used in this study (Appendix 4) were useful in eliciting conceptions and definitions of IM and, without exception, staff and students involved in the study welcomed them. In particular, the Head, Heart, Hands tool (Appendix 4) enabled teachers and leaders to identify and frame their aspirations for their students in terms of IM.

9.3.2 The practice and procedure of International Mindedness in IB schools

The Vignettes presented in this report demonstrate examples of rich and inspiring promising practice in developing IM. The examples represent policy, procedure and practice from across the Case Study Schools, including one from a pilot school.

All of the Case Study Schools acted as models of IM through their commitments and actions in varying ways; in creating an environment that respected and nurtured IM and included everyone (all staff, parents, students) the schools demonstrated to students and the wider community a commitment to IM. This could be described as *'living IM'* expressed through the way the members

of the school community relate to and value each other and the outside world and also through the curriculum, hidden and enacted. This was recognised by many students who felt that role models and expressions of IM were very important to them, including from their teachers and peers; this finding prompted one member of the Expert Panel to suggest that *'an internationally minded school is ... as important as an internationally minded student'* (George Walker, Expert Panel member). The importance of modelling reflects recent research into the IB Learner Profile attribute 'caring' which concluded that: *'a caring disposition among young people is best developed in schools where caring is woven into the fabric of the institution'* (Stephenson et al, 2016 p.2). Similarly, research by Bergeron and Dean (2013) among 72 IB teachers investigated what it means to be an 'IB educator'. Respondents were asked about the critical attributes and placed 'IM' at number one on the list. *'The teachers expressed the idea that they are role models for the students and if they desire an outcome in the student they must embody it themselves'* (p4).

The drive to improve practice in respect of IM seemed to be associated with leadership and champions (see also Sriprakash, Singh and Qi, 2014). Each of the Case Study Schools had a strong IM champion in the school driving IM forward, either from the school leadership team or in a dedicated role. This ensured that the focus on IM was maintained even when a school faced other pressures, not only in facilitating relevant systems and activities, but also as a resource and source of support for other staff and in encouraging students to take on leadership roles.

Promising practice in the Case Study Schools was characterised by activity with staff as well as with students. We found rich and varied examples of in school Professional Development opportunities which required staff to (re)consider and extend their existing IM thinking and practice, learn more about the cultural communities represented in their school context and consider ways of developing IM with students. There was some, although less, focus on assessing IM. Interestingly, staff recognised Professional Development opportunities where IM was a byproduct of a different Professional Development focus. Where schools have competing priorities for Professional Development the latter approach would seem appropriate, although there was a strong view that at least some Professional Development dedicated to IM was fundamental to promising practice in this area, including during the induction phase for new staff.

Staff, students and parents in the Case Study Schools recognised excellent opportunities for the development of IM through the PYP, MYP and DP curricular including through subject content, interdisciplinarity and learning and teaching approaches. There was evidence that where a school had involvement with one IB programme alongside other curricular the IB work was influencing the wider practice. There were some reservations about the DP with views that the pressures and separate subject content go some way to negate IM work. Nevertheless, stakeholders felt that the DP had key strengths around IM including CAS, ToK and the Extended Essay.

An overarching finding was about the importance of the teacher and the teacher mindset in how the curriculum is interpreted and enacted and in the opportunities teachers find to develop IM. It is clear that stakeholders place value on opportunities for discussion and conversation and on students' personal experiences in challenging assumptions and engaging with difference. Reflecting on this finding expert panel members agreed that *'discussing more real life issues rather than hypothetical scenarios is a very practical and effective approach, we feel that this is what IM should be about'* (Marie Bonnot, Chloe Collins and Charlotte Cowley, Expert Panel members, IB Alumni). There is also evidence of some elements of a critical approach to IM (e.g. examining one's own assumptions in Tigris (MYP), moving beyond the 5 Fs, dealing with student discomfort). But there are many elements of a 'soft' style approach to IM too (Andreotti, 2006).

Language learning and use was seen as important in the development of IM; this provides a strong link to Singh and Qi's (2013) definition of IM and, in particular, multilingualism, one of its three dimensions (multilingualism, intercultural understanding and global engagement). Importantly, the

findings show how the Case Study Schools were developing both home and host languages to support positive self-identity and facilitate relationships with the host community.

One very interesting finding relating to practice were the critical discussions taking place in the schools around special events and activities, for example, cultural celebrations, which are traditionally seen as significant for the development of IM. Whilst the potential value and enjoyment of such activity was recognised, the risk of stereotyping was a key critique with a preference by many for more authentic and sustained experiences such as MUN or community partnerships.

9.3.3 The assessment and feedback of International Mindedness in IB schools

There were four key findings about assessment and feedback from across the Case Study Schools where there was:

1. very little assessment in a traditional or formal sense; this would include the summative assessment of a student's IM
2. no desire for any (more) summative assessment on the part of staff or students
3. promising practice in respect of formative assessment
4. scope for schools to recognise, more formally, opportunities for monitoring and evaluating their work on IM.

To some extent we were surprised that there was little by way of formal assessment of IM-related elements, nevertheless, there was much that could be considered as IM assessment but which was not necessarily identified as such within the schools. For example, reflection can be recognised as a form of (self-) assessment; we found excellent examples across the schools of its use related to the assessment of IM (e.g. see Vignette 24).

There was no appetite for the formal assessment of IM, with a consistent view from staff and students that this would be counterproductive. One of the Expert Panel members observed from the case studies that a reluctance to assess IM is:

'either because it is very problematic to do so that it is reliable, or because it might make schools look bad, but most importantly, I think, because the whole assessment can be seen as ideologically unsuitable for IM'. (Mervi Kaukko, Expert Panel member)

Nevertheless, there was interest in assessment for monitoring students' development of IM, and in evaluating the impact of IM-related activity. In these respects the Head, Heart, Hands tool (Appendix 4) was welcomed as a potential self-assessment tool.

In sum, the clear view in Case Study Schools was that any assessment of IM should be internal and formative and not external and summative; assessment of IM should be about monitoring and not measuring. Yet the concept of assessment is important in the IM journey; the findings suggest that building a formative opportunity for schools to identify *'where they are'*, *'where they want to go'* and *'how they might get there'* would be welcomed.

9.3.4 The challenges in developing and assessing International Mindedness in IB schools

The challenges associated with IM presented on three different levels including at the level of the local community/ nation, the school and the individual. It is clear that the local, national and regional context can challenge IM work, notably in relation to the geographical, political, religious, social and cultural. A range of tensions were identified between the Case Study Schools with their IM ideals and their context. For example, at Nile (PYP) the political context limited some activity and

debate. Similarly, a number of schools faced difficult or sensitive regional issues, for example, the increasing influx of refugees to Finland and resulting reaction (Danube (MYP)) and the Arab Israeli conflict in Jordan (Tigris (MYP)). In other schools religion was a strong theme that emerged as a challenge in relation to IM where *'three of the case studies in particular give the reader a powerful sense of the tensions that exist between the schools and their religious environments – two Islamic and one (Bible Belt) Christian'* (George Walker, Expert Panel member). Together these tensions illustrate how *'a key challenge for teachers as part of their pedagogy for international mindedness is to engage with non-western knowledge and engage the students' cultural knowledge in making these inter-connections'* (Sriprakash, Singh and Qi, 2014 p.2).

Case Study Schools were addressing the tension between open mindedness and respect for the context in which they operated and the need to maintain their sense of mission and purpose. The schools responded in many ways including through efforts to develop and maintain good relations with local and national authorities and role modelling IM through this endeavour. On a practical level tensions were created by the dual requirements of the IB programme(s) and state directives which placed pressure on schools (and students) and required some compromise. Nevertheless, we found a desire in schools to engage with the local and national community and clear benefits where this occurred in that the tensions and challenges arising from the context provide opportunities for exploring IM.

A number of challenges were also identified at the level of the school. This included the challenge to realising the potential of involving parents/ carers in the IM journey (see also Sriprakash, Singh and Qi, 2014). Schools also faced the challenge of ensuring their staff were well prepared to develop IM and work in culturally sensitive ways; particular issues facing teacher preparation were identified in respect of staff turnover and other pressing priorities for Professional Development and induction. A key challenge in working with students was the notion of 'bursting the privilege bubble'. Many of the Case Study Schools, especially the international schools, communicated an aspiration to 'burst the bubble' to help students to understand the reality of life for communities outside of the school. Again, there was some debate on the value of a 5 Fs type approach (Section 6.6.2) to this, some stakeholders saw the value of such cultural celebrations whilst others desired a more authentic and critical approach, some perceived the 5 Fs as not going far enough and potentially superficial. One of the overriding challenges would seem to be dealing with the tension between the ideals of the school (including IM) and how far these can be achieved in practice.

'The issue of 'culture (s)' is clearly a major theme throughout all of the case studies. Schools respond to this in different ways but there is clearly an area around the relationship between specific local, national cultures and the broader ethos of the school and the IB and where this relates to International Mindedness. I found some concerns about how culture often perceived in national stereotypical ways related to food and dress.' (Doug Bourne, Expert Panel member)

The tension between the ideal and what is practical can be further exemplified by the different purposes stakeholders, notably parents, hold for an IB education which ranged from the utopian to the functional in this study.

At the level of the individual there was evidence of tensions in balancing national and international mindedness, this was notable amongst parents some of whom desired a closer connection with home/ local cultures first. International schools reported difficulty developing national identity, given the mix of students, with Third Culture Kids finding this especially difficult. School staff also discussed the challenge of dealing with student discomfort around self-identity and in dealing with difficult issues around more critical approaches to IM work (Andreotti, 2006).

School staff felt there were a number of ways in which the IBO could support them in addressing the range of challenges associated with IM work and there was an appetite for learning from practice in other IB World schools. This focused on support through Professional Development and through IB documentation and resources. Examples included:

- more IBO Professional Development associated with IM, both dedicated to IM and infused into every workshop [State schools noted limits to their funding to attend IBO workshops]
- more IBO support for in school IM Professional Development in the form of frameworks, toolkits and examples that schools could use to develop their own IM journey
- documentation and advice to do with IM and the LP
- translation of IM resources into other languages
- examples of different forms of formative assessment used in IB schools to assess IM
- tools for evaluating IM work undertaken by schools
- more guidance about IM for schools operating within national contexts with dual expectations [and IBO advocacy in helping State and District authorities to understand the IB programmes].

There were also views that changes could be made to the IB curriculum in order to enable more focus on IM; this included more emphasis collaborative projects and service learning in partnership with host communities throughout all three programmes, the adaption of ToK for the MYP and PYP and more encouragement for interdisciplinarity in the DP.

9.4 Next steps on the International Mindedness journey

This study has shown that it is important for schools to make IM their own, suited to their communities and contexts; this can best be approached as a journey as illustrated in the promising practice observed, hence the title of this report. In this journey the school community i] discusses and defines IM ii] develops practice and iii] assesses and evaluates IM (Figure 5). This journey, however, does not have an end point as each stage of the journey informs the next. The process will continue in a cyclical fashion partly as learning from experience (reflection on practice) and partly as a response to changes in the school and in their local and global contexts. Table 8 provides more detailed advice for each stage of the IM journey drawing on the key findings and messages from this study.

Figure 5: The International Mindedness journey

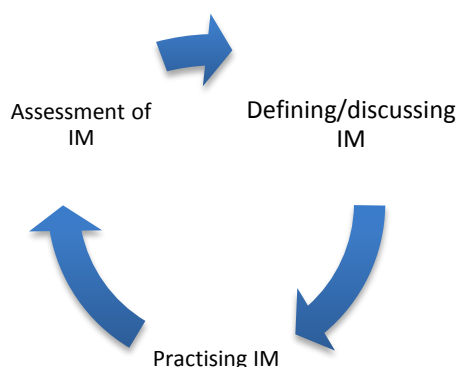


Table 8: Key messages and principles for the International Mindedness journey

Starting the IM journey: Strategic planning

The development of IM should be intentional and planned through a school’s vision, strategy, policy and practice	<i>IM should not be viewed as something that happens as a matter of course in an IB world school</i>
Champions are significant in driving work on IM forward	<i>having a staff role with responsibility for this area of work ensures momentum for day to day management, visioning and embedding in the life of the school; student(and parent) participation, including in school decision making, provides opportunities to model and develop aspects of IM</i>

Setting off: Planning for and facilitating staff ownership and involvement

The process of discussing IM is more important than the final definition	<i>schools may benefit from embarking on discussions which involve the whole school community in the process of defining IM</i>
Having a focus on IM in staff Professional Development is an important aspect of a school’s work on IM	<i>this includes Professional Development provided externally to the school but also, importantly, within the school</i>
Promoting an inclusive school environment by including and valuing everyone in the school community can act to model IM	<i>this can provide the foundation for a school’s IM work</i>
Authentic cultural experience, personal engagement and the critical analysis of multiple perspectives can avoid superficiality in relation to IM	<i>nevertheless, cultural celebrations can go beyond the superficial by providing positive experiences and by the value they place on one’s own and other cultures</i>
Staff benefit from opportunities to explore what IM is and what it means to them personally as well as how students can be supported in developing IM	<i>the Head, Heart, Hands tool used in the Case Study Schools as one of the study’s research tools facilitated constructive and positive discussion</i>
While IM is something personal and contextual, there are a number of frameworks of rubrics which might be useful for schools to pin their ideas about IM onto	<i>For example, schools found the Head, Heart, Hands tool used during the focus groups to be useful in exploring ideas about IM. Other possible frameworks include: The Learner Profile The Three Pillars of IM (Singh & Qi, 2013) Intercultural Competencies (Jokikokko, 2005) Reaching out, Reaching In (this report)</i>

Navigating the journey: towards and in the classroom

<p>A student's home language should be valued and used as this supports every student in developing positive self-identify</p>	<p><i>Home language is a tool for developing intercultural awareness.</i></p>
<p>Multilingualism permeates the life of the school by encouraging the use and development of home languages, host languages and any other languages relevant to the school community</p>	<p><i>This is important because it demonstrates a school's commitment to IM and supports its work in this area; multilingualism should be embedded in school policy and practice</i></p>
<p>There are excellent opportunities for students to develop, practice and critically reflect on IM:</p> <ul style="list-style-type: none"> • students' and teachers' experiences and contributions and their input as role models • IB curricula • IB programme specific dimensions: Exhibition, Personal Project, CAS, ToK, EE • special events and activities • hidden curriculum • relationship and engagement with communities 	<p><i>these can serve to develop IM at a deeper level involving not just knowledge and understanding but also engagement, action and emotion, and with critical and collaborative elements (e.g. collaborative service in partnership with the local community, and making connections across cultures, understanding of diverse perspectives, some of which may be outside students' comfort zones)</i></p>

Reconnoitring: gauging progress and next steps

<p>Just as the models for IM are built-in rather than bolt-on, so any assessment would ideally model the same principle of integration</p>	<p><i>assessment for learning is a good model and parallel for this, being informative (looking back and looking forward) and self-referenced, rather than formal an a measurement</i></p>
<p>While there was a desire to know what other schools were doing in relation to assessing and or auditing IM, it seemed that schools were best placed themselves to judge (i) how well they are doing, (ii) what they might do to get to the next stage of the IM journey</p>	<p><i>external facilitation of gauging progress is helpful (e.g. use of facilitators and inventories)</i></p>
<p>The process of reflecting and having the opportunity to reflect across disciplines and as groups was significant both for the research and the Case Study Schools</p>	<p><i>the actual process and time given to this was helpful for the schools to recognise where they were on their IM journey</i></p>
<p>Reflection on IM, or self-assessment, was evident</p>	<p><i>students reflected on their own work, often in conjunction with staff</i></p>

Key Findings, Recommendations and Provocations

Reflection, as monitoring and evaluation, was evident at the school level, with schools variously ascertaining and reflecting on –	<i>‘where are we?’, ‘where would we like to go next?’ and ‘what do we need to do to get there?’ in respect of their IM journey</i>
Some dedicated Professional Development on developing approaches to assessment for learning around IM would be useful	<i>this would be both internal to schools and from the IBO</i>
The Head, Heart, Hands tool used in the Case Study Schools research visits facilitated constructive and positive discussion in relation to each aspect of the journey -	<i>(i) how IM was understood by stakeholders, (ii) where the school was at in its IM journey, and (iii) identifying where students might be in relation to the understanding and demonstration of IM</i>

Support for the journey: a role for the IBO

The IBO could give schools a framework on which the school is asked to report and comment about good IM practice, and explain the challenges they face	<i>schools are keen to learn from others’ good practice and contexts</i>
IM needs to feature more prominently in IB documentation and resources for schools -	<i>for example, how IM links with the Learner Profile</i>
It would help to have IM as part of every IB workshop, and not just as a standalone workshop	<i>this would help eschew the possibility that staff perceive IM as the next thing they have to do</i>
Schools need support in developing learning and teaching resources that balance research and best practice without being culturally exclusive or largely Western oriented	<i>translating IB materials and resources into more languages and adapting these to be culturally sensitive would also be helpful</i>
Schools should seek to understand any barriers to parental/ carer involvement	<i>this is in order to make the most of the potential that parents can offer to IM work, including intercultural awareness, through effective home-school partnerships</i>

9.5 Final thoughts

Through its methodology this study has shown how the contested and perhaps difficult concept of IM can be explored and evaluated with teachers, leaders and students, including the youngest. The research tools (Appendix 4) provided practical ways of revealing practices and perspectives and provoking discussion and debate around this contested concept.

The findings from all nine Case Study Schools have shown that the operationalisation of IM in practice is highly contextualised and dependent upon local factors including geographical, political, religious, social and cultural. Each of the schools had identified its needs and created a model of IM that worked best, given their context. There is therefore a case for viewing IM practice through a lens that accepts that each school has a unique setting, and context of operation. There are numerous limitations placed upon schools, which inhibits the creation of a 'one-size fits all' model for IM practice, or assessment.

There is a case here for the IBO placing trust in its authorised schools to develop its practice around IM. This mitigates the need for formal assessment as such, and promotes instead an approach in which schools celebrate, record, review and reflect on their IM work and perhaps report their IM activity and how their IM journey is progressing to the IBO.

Finally, the study has shown that IM is best practiced when the school as a whole acts a 'role-model' in its conceptualisation, planning, development and evaluation of IM, that is, in its IM journey. This would extend to the way it operates as an organisation, values every member of the school community, and relates to the local and wider community, reminding us that *'an internationally minded school is therefore as important as an internationally minded student'* (George Walker, Expert Panel member).

-

References

- Allen, K. (2002) Atolls, seas of culture and global nets. In: M. Hayden & J. Thompson (eds) *International Education in Practice: Dimensions for National and International Schools*, pp.129-144. London: Kogan Page.
- Andreotti, V. (2006) Soft Versus Critical Global Citizenship Education. *Development Education Policy and Practice*, 3(Autumn), pp.83-98.
- Andreotti, V., Biesta, G. & Ahenakew, C. (2012) Global Mindedness Dispositions Instrument. *Final Report*. Funded by CIMO, the Finnish agency for international mobility.
- Baker, A. & Kanan, H. (2005) International mindedness of native students as a function of the type of school attended and gender: The Qatari case. *Journal of Research in International Education* 4(3), pp.333-349.
- Banks, M., (2007) *Using Visual Data in Qualitative Research*. Trowbridge: The Cromwell Press.
- Barbour, R. (2007) *Doing Focus Groups*. London: Sage.
- Barratt Hacking, E. & Barratt, R. (eds) (2007) Childhood and Environment, Special issue. *Environmental Education Research* 14, 2.
- Barratt Hacking, E. (2012) *The 'Cities Project: creative curriculum development', Evaluation Report for Teachers in Development Education (TIDE)*. University of Bath.
- Bastable, J. (2014) Why our teachers need to be internationally-minded. *International School*, 17(1), pp.18-19.
- Beck, U. (2002) The cosmopolitan society and its enemies. *Theory, Culture & Society* 19(1-2), pp.17-44.
- Benson, J. (2011) An investigation of chief administrator turnover in international schools. *Journal of Research in International Education* 10(1), pp.87-103.
- Bergeron, L. & Dean, M. (2013) *IB Teacher Professional: Identifying, measuring and characterizing pedagogical attributes, perspectives and beliefs*. The IB Global Research Department.
http://www.ibo.org/globalassets/publications/ib-research/continuum/ibteacherresearchsummary_final.pdf
- Blackmore, C. (2014) *The Opportunities and Challenges for a Critical Global Citizenship Education in One English Secondary School*. Unpublished PhD Thesis, University of Bath.
- Blackmore, C. (2016, forthcoming) Towards a Pedagogical Framework for Global Citizenship Education: Putting an analytical framework into practice. *International Journal of Development Education and Global Learning*.
- Bourn, D. (2015) *The Theory and Practice of Development Education: A Pedagogy for Global Social Justice*. London: Routledge.
- Braun, V. & Clarke, V. (2012) Thematic Analysis. In: H. Cooper (ed) *American Psychological Association Handbook of Research Methods in Psychology*. Washington, DC: American Psychological Association, pp.57-91.
- Bronfenbrenner, U. (1979) *The Ecology of Human Development*. Cambridge, USA. Harvard University Press.

- Bullock, K. (2011) *International Baccalaureate Learner Profile Literature Review*. Cardiff: IBO
- Bunnell, T. (2005) Perspectives on international schools and the nature and extent of local community contact. *Journal of Research in International Education*, 4(1), pp.43-63.
- Bunnell, T. (2008) The International Baccalaureate and its Middle East challenge. *Education, Business and Society: Contemporary Middle Eastern Issues* 1(1), pp.16-25.
- Bunnell, T. (2009) The International Baccalaureate in the United States and the emerging 'culture war'. *Discourse: Studies in the Cultural Politics of Education* 30(1), pp.61-72.
- Bunnell, T. (2010) 'The International Baccalaureate: Its growth and complexity of challenges'. In: R. Bates (ed) *Schooling Internationally: Globalisation, Internationalisation and the Future for International Schools* pp.165-181. Routledge: Abingdon, Oxon.
- Bunnell, T. (2011) The International Baccalaureate Middle Years Programme after 30 years: A critical inquiry. *Journal of Research in International Education* 10(3), pp.261-274.
- Bunnell, T. (2012) *Global Education Under Attack International Baccalaureate In America*. Oxford: Peter Lang.
- Bunnell, T. (2013) The role of the pioneer International Schools and the growth of the International Baccalaureate. In: R. Pearce (ed) *International Education and Schools: Taking the First Forty Years Forward* pp.167-189. Bloomsbury Academic: London.
- Cambridge, J. & Thompson, J. (2004) Internationalism and globalisation as contexts for international education. *Compare* 34(2), pp.161-175.
- Carlin, A.F. (2013) *What Does International Mindedness In An Elementary School Look Like?* MA Thesis. California State University San Marcos.
- Castro P., Lundgren, U. & Woodin, J. (2013) *Conceptualizing and Assessing International Mindedness (IM): An Exploratory Study*. The Hague: International Baccalaureate.
- Castro P., Lundgren, U. & Woodin, J. (2015) International Mindedness through the looking glass: Reflections on a concept. *Journal of Research in International Education* 14(3), pp.187-197.
- Cause, L. (2009) International Mindedness and Social Control. *Asian Social Science* 5(9), pp.32-46.
- Charleson, C. (2010) Book Review: *Global Dreams, Enduring Tensions: International Baccalaureate in a Changing World* by Paul Tarc New York: Peter Lang, 2009. *Journal of Research in International Education* 9(3), pp.330-334.
- Corlu, M. (2014) Which preparatory curriculum for the International Baccalaureate Diploma Programme is best? The challenge for international schools with regard to mathematics and science. *International Review of Education* 60(6), pp.793-801.
- Dimmock, C. & Walker, A. (2000) Globalisation and societal culture: redefining schooling and social leadership in the twenty-first century. *Compare*, 30(3), pp.303-312.
- Doherty, C.A. & Mu, L. (2011) Producing the intercultural citizen in the International Baccalaureate. In: F. Dervin, A. Gajardo, & A. Lavanchy (eds) *Politics of Interculturality*. Cambridge Scholars Publishing, Newcastle upon Tyne, pp.173-197.
- Drake, B. (2004) International Education and IB Programmes: Worldwide Expansion and Potential Cultural

- Dissonance. *Journal of Research in International Education* 3(2), pp.189-205.
- Duckworth, R., Levy, L., & Levy, J. (2005) Present and future teachers of the world's children: How internationally-minded are they? *Journal of Research in International Education* 4(3), pp.279-311.
- Dunne, S. & Edwards, J. (2010) International Schools as sites of social change, *Journal of Research in International Education* 9 (1), 24-39.
- Gardner-McTaggart, A. (2016) International elite, or global citizens? Equity, Distinction and power: The International Baccalaureate and the rise of the South. *Globalisation, Societies and Education*, 14(1), pp.1-29.
- Gigliotti-Labay, J. (2010) *Fulfilling its mission? The promotion of international mindedness in IB DP Programmes*. Unpublished Doctoral dissertation, University of Houston, Texas.
- Gipps, C. (1994) *Beyond Testing: Towards a Theory of Educational Assessment*. London: Falmer Press.
- Hare, J. (2010) *Holistic Education: An Interpretation for Teachers in the IB Programmes*. Cardiff, UK. IBO. <http://blogs.ibo.org/positionpapers/category/john-hare/> Accessed 10 March 2016.
- Harper, D. (2002) Talking about pictures: A case for photo elicitation. *Visual Studies*, 17(1), pp.13-26.
- Harwood, R. & Bailey, K. (2004) Defining and evaluating international mindedness in a school context. *International Schools Journal* (2), pp.77-86.
- Haywood, T. (2015) International mindedness and its enemies. In: M. Hayden, J. Levy & J. Thompson (eds.) *The SAGE Handbook of International Education (Second Edition)* pp.45-58. SAGE Publications Ltd: London.
- Hett, E.J. (1993) The Development Of An Instrument To Measure Global-Mindedness. *Unpublished doctoral dissertation*, University of San Diego.
- Hill, I. (2012) Evolution of education for international mindedness. *Journal of Research in International Education* 11(3), pp.245-261.
- IBO (2008) *Towards a Continuum of International Education*. Cardiff: IBO.
- IBO (2011) *Language and Learning in IB Programmes*. Cardiff: IBO.
- Jackson, M. (2005) The role of the host culture as a resource for developing intercultural understanding in a Dutch international secondary school. *Journal of Research in International Education* 4(2), pp.193-209.
- Jokikokko, K. (2005) Perspectives on intercultural competence. In: Rasanen & San (eds) *Conditions for intercultural learning and co-operation*. Turku: Finnish Educational Research Association.
- Kvale, (2007) *Doing Interviews*. London: Sage.
- Lai, C., Shum, M., & Zhang, B. (2014) International mindedness in an Asian context: The case of the International Baccalaureate in Hong Kong, *Educational Research* 56 (1), 77-96.
- Lauder, H. (2007) International schools, education and globalisation: towards a research agenda. In: M. Hayden; J. Levy; & J. Thompson (eds.) *The Sage Handbook of Research in International Education*, pp.441-449. Thousand Oaks California: Sage Publications.
- Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

- Lee, M., Hallinger, P., & Walker, A. (2012) Leadership challenges in international schools in the Asia Pacific region: evidence from programme implementation of the International Baccalaureate. *International Journal of Leadership in Education* 15(3), pp.289-310.
- Lewis, C. (2006) International but not global: how international school curricula fail to address global issues and how this must change, *International Schools Journal*, 25(2), pp.51-67.
- Marshall, H. (2007a) The Global Education Terminology Debate: Exploring some of the Issues. In: M. Hayden, (ed). *A Handbook of Research in International Education*. London: Sage.
- Marshall, H. (2007b) Global citizenship in the secondary school. In: D. Hicks & C. Holden, (eds). *Teaching the Global Dimension: Key principles and effective practice*. Abingdon, UK: Routledge Falmer, pp.176-190.
- Marshall, H. (2007c) Global education in perspective: fostering a global dimension in an English secondary school. *Cambridge Journal of Education*, 37(3), pp.355-374.
- Marshall, H. (2011) Instrumentalism, ideals and imaginaries: Theorising the contested space of global citizenship education in schools. *Globalisation, Societies and Education* 9(3-4), pp.411-426.
- Merryfield, M., Augustine, T. & Choi, M. (2012) *Teacher Thinking on Developing Informed and Engaged Students for a Globally Connected World: Report on the Study*. The Hague: International Baccalaureate.
- O'Reilly, K. (2009) *Key Concepts in Ethnography*. London: Sage.
- Pelonis, P. (2014) Embracing the concept of international mindedness. *International School*, 16(3), pp.38-40.
- Rizvi, F., Acquardo, D., Quay, J., Sallis, R., Savage, G. & Sobhani, N. (2014) *IB Learner Profile: A comparative study of implementation, Adaptation and Outcomes in India, Australia, and Hong Kong*. University of Melbourne.
- Roberts, B. (2009) *Educating for Global Citizenship: A Practical Guide for Schools*. Cardiff: International Baccalaureate.
- Sharpe, E. & Dear, S. (2013) Points of discomfort: Reflections on power and partnerships in international service-learning. *Michigan Journal of Community Service Learning* 19(2), pp.49-58.
- Singh, M. & Qi, J. (2013) *21st Century International Mindedness: An Exploratory Study of Its Conceptualization and Assessment*. Parramatta, NSW, Australia: Centre for Educational Research, Western Sydney University.
- Skelton, M. (2013) International Mindedness. *International School*, 15(2), pp.13-14.
- Sriprakash, A., Singh, M. & Qi, J. (2014) *A Comparative Study of International-mindedness in the IB Diploma Programme in Australia, China and India*. Bethesda, MD, USA. International Baccalaureate Organization.
- Stephenson, H., Joseph, S., Bailey, L., Cooker, L., Fox, S. & Bowman, A. (2016) *Caring Across the IB Continuum*. <http://www.ibo.org/contentassets/952a2e6109b144ac86485780bfc8fbec/caring-across-the-continuum-eng.pdf>
- Tamatea, L. (2008) A practical and reflexive liberal-humanist approach to international mindedness in international schools: Case studies from Malaysia and Brunei. *Journal of Research in International Education* 7(1), pp.55-76.
- Tarc, P. (2009) *Global Dreams, Enduring Tensions: International Baccalaureate in a Changing World*. Peter Lang: New York.

- Tarc, P. & Beatty, L. (2012) The emergence of the IB diploma in Ontario: diffusion, pilot study and prospective research. *Canadian Journal of Education*, 35(4), pp.341-375.
- Taylor, L. (2013) Against the Tide: Working With and Against the Affective Flows of Resistance in Social and Global Justice Learning. *Critical Literacy: Theories and Practices*, 7(2), pp.58-68.
- Van Gyn, G., Schuerholz-Lehr, S., Caws, C. & Preece, A. (2009) Education for world-mindedness: Beyond superficial notions of internationalization. *New Directions for Teaching and Learning*, 118, pp.25-38.
- Van Vooren, C. & Lindsey, D. (2012) Leaders address inequity through a framework of international-mindedness. *Journal of Transformative Leadership and Policy Studies*, 2(1), pp.25-33.
- Walker, G. (2010) *East Is East and West Is West*. Cardiff, UK. International Baccalaureate Organization. <http://blogs.ibo.org/positionpapers/category/george-walker/>. Accessed 10 March 2016.
- Walker, G. (pers. com., 2016).
- Waterson, M. & Hayden, M. (1999) International Education and Its Contribution to the Development of Student Attitudes. *International Schools Journal*, 17(2), pp.17-27.
- Woolfolk, A., Hughes, M. & Walkup, V. (2008) *Psychology in Education*. Harlow, UK. Pearson Educational Ltd.
- Wright, E. & Lee, M. (2014) Elite International Baccalaureate Diploma Programme Schools and Inter-cultural Understanding in China. *British Journal of Educational Studies*, 62(2), pp.149-169.

Appendices

Appendix 1: Initial literature review

- Alchin, N. (2014) Tolerance is good but the need to question remains. In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 5
- Andreotti, V. Biesta, G. and Ahenakew, C. (2012) Global Mindedness Dispositions Instrument. Final Report. Funded by CIMO, the Finnish agency for international mobility.
- Ashbourne, P. (2014) Thriving on diversity. In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 70-71
- Baker, A.M. and Kanan, H.M. (2005) International mindedness of native students as a function of the type of school attended and the gender. *Journal of Research in International Education* 4(3): 333-349
- Beneker, T., van Dis, H., van Middelkoop, D. (2014) World-mindedness of students and their geography education at international (IB-DP) and regular schools in the Netherlands. *International Journal of Development Education and Global Learning* 6(3): 5- 30
- Bent, M.M. (2009) A Peaceful Partnership? A Case Study of Three English Teachers' Conceptions of Peace Education at an IB World School in Peru. MA Thesis. University of Toronto.
- Billig, S.H., Fredericks, L., Swackhamer, L., Espel, E. (2014) Diploma Programme: Case studies of Learner Profile implementation and impact in the United States. Research Report. Prepared for IB. RMC Research Corporation.
- Brown, J. G (2006) High school students' perceptions of and attitudes toward globalization: An analysis of international baccalaureate students in Estado de Mexico, Mexico, and Texas, United States of America. Phd Thesis. Texas A&M University
- Carlin, A.F. (2013) What does international mindedness in an elementary school look like? MA Thesis. California State University San Marcos.
- Castro, P.; Lundgren, U.; Woodin, J. (2013) Conceptualizing and assessing International Mindedness (IM): An exploratory study
- Cause, L. (2009) International Mindedness and Social Control. *Asian Social Science* 5(9): 32-46
- Doherty, C. and Mu, Li. (2011) Producing the intercultural citizen in the IB. In F. Dervin, Gajardo, A. & Lavanchy, A. (eds). *Politics of Interculturality*. Cambridge Scholars Publishing: Newcastle upon Tyne. Pp 173 - 197.
- Duckworth, R. L., Levy, L.W., Levy, J. (2005) Present and future teachers of the world's children: How internationally-minded are they? *Journal of Research in International Education* 4(3): 279-311
- Essame, C. (2014) Exploring the psychology of international mindedness. *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 20-21
- Field, J. (2010) Middle School Music Curricula and the Fostering of Intercultural Awareness. *Journal of Research in International Education* 9(1): 5-23. <http://jri.sagepub.com/content/9/1/5.full.pdf+html>
- Fisher, D. (2014) Frivolous or fundamental? In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 14-15

- Fryer, T. (2013) Stakeholder experience of a dual-language international school: a qualitative case study of a private international school in Hong Kong. *Journal of Research in International Education*. 8(2) 210-222
- Gigliotti-Labay, J. (2010) Fulfilling its Mission? The Promotion of International Mindedness in IB DP Programmes. PhD Thesis. Faculty of the College of Education, University of Houston.
- Goel, N. (2014) Internationalising the PYP. In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 45-46
- Gunesch, K. (2013) Intercultural understanding via local and global educational citizenship: a contribution to international education via a lived-in substantiation of multilingualism and cosmopolitanism. 12(2): 173 - 189.
- Hanson, G.D. (2011) Stakeholders perceptions of world/global citizenship and international mindedness in an international school in Ghana. Unpublished MA thesis. University of Bath.
- Harwood, R. (2014) Our heritage offers answers. In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 42
- Harwood, R. and Bailey, K. Defining and evaluating international mindedness in a school context. *International Schools Journal* (2); 77 – 86
- Hersey, M. (2012) The development of global mindedness: school leadership perspectives. PhD Dissertation. Florida Atlantic University.
- Hill, I. (2006) Student types, school types and their combined influence on the development of intercultural understanding. *Journal of Research in International Education* 5(1): 5-33
- Hughes, C. (2014) A critical analysis of the IB's Middle Years Programme with particular focus on feedback. *Journal of Research in International Education*. 13(3): 203-217
- Jackson, M. (2005) The role of the host culture in developing intercultural understanding in a Dutch international secondary school. *Journal of Research in International Education* 4(2): 193 -209
- Jarvis, J., Rudzinski, A., Brady, K., Lawson, M., Van Deur, P., Palmer, C. (2013) Evaluation of Learner Profile attributes and competencies in South Australian International Baccalaureate (IB-MYP) students. Flinders University.
- Jokikokko, K (2005) Perspectives on intercultural competence. In Rasanen & San (eds.) *Conditions for intercultural learning and co-operation*. Turku: Finnish Educational Research Association.
- Kaivola, T & Melen-Paaso, M (2007) *Education for Global Responsibility - Finnish Perspectives, ...*
- Lai, C., Shum, M. S. K. and Zhang, B. (2014) International mindedness in an Asian context: the case of the International Baccalaureate in Hong Kong, *Educational Research*, 56:1, 77-96, <http://dx.doi.org/10.1080/00131881.2013.874159>
- LaPine, L. (2014) Growing, learning and living as a global citizen. *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 24-25
- Mackenzie, P. (2009) The attraction of international schools for Japanese parents living in Japan. *Journal of Research in International Education*. 8(3): 326-348
- Manglani, K. (2014) How science can help international thinking. In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 47-48

- McClusky, E. (2014) Walking in another's shoes in *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 16
- Merryfield, M. (2012) Four strategies for teaching open-mindedness. *Social Studies and the Young Learner* 25 (2): 18-22
- Mitchell, L. (2014) Understanding an internationally-minded context for teaching and learning. PhD thesis. Queen's University, Kingston, Ontario, Canada
- Morgado, I. (2013) Rediscovering international mindedness through the humanities in L.P. Stagg (ed.) *International Mindedness: Global Perspectives for Learners and Educators*. Urbane Publications: Rochester.
- Morton, E.J.W. (2012) Approaches to teaching world literature in the International Baccalaureate DP: A Narrative Inquiry. MA Thesis. The University of British Columbia.
- Muller, G.C. (2012) Exploring characteristics of international schools that promote international mindedness. PhD Thesis. Teachers College, Columbia University.
- Pelonis, P. (2014) Embracing the concept. *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 38-40
- Prickarts, B. (2014) Turning international. In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 63-65
- Rizvi, F., Acquardo, D., Quay, J., Sallis, R., Savage, G., Sobhani, N. (2014) IB Learner Profile: A comparative study of implementation, Adaptation and Outcomes in India, Australia, and Hong Kong. University of Melbourne.
- Roberts, B. (2014) Are we on the right terms? *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 28-29
- Rodway, J.D.A. (2008) Making sense of international mindedness in the international baccalaureate in the IB diploma programme. PhD Thesis. University of Toronto.
- Ross, M. and Izzard, M. (2014) How best to teach students with international minds? In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 11-13
- Savva, M. (2013) International schools as gateways to the intercultural development of North-American teachers. *Journal of Research in International Education* 12(3): 214 – 227
- Singh, M. and Qi, J. (2013) 21st century international mindedness: an exploratory study of its conception and assessment. IB research paper 1.
- Sizmur and Cunningham (2013) International Baccalaureate Middle Years Programme (MYP) in UK. National Foundation for Educational Research (NFER) report.
- Sriprakash, A, Singh, M and Qi, J. (2014) A comparative study of international mindedness in the IB diploma programme in Australia, China and India. <http://ibo.org/globalassets/publications/ib-research/dp/international-mindedness-final-report.pdf>
- Stevenson, H., Thomson, P., Fox, S. (2014) IB Middle Years Programme in the UK: Implementation Practices and Student Outcomes Association with the Learner Profile Attribute 'Open-Minded'. Research Report. The University of Nottingham.

- Summerhayes, J.A. (2010) Educational factors that impact the development of international-mindedness: a study of one IB school. Unpublished MA thesis. University of Bath.
- Tamatea, L. (2008) A practical and reflexive liberal-humanist approach to international mindedness in international schools : case studies from Malaysia and Brunei. *Journal of Research in International Education* 7(1): 55-76
- Tarc, P. and Beatty, L. (2012) The emergence of the IB diploma in Ontario: diffusion, pilot study and prospective research. *Canadian Journal of Education*. 35(4): 341 - 375.
- Tate, N. (2014) International mindedness and the nation state In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 22-23
- Tobin, E. (2014) Bringing an international approach to the inner city. In *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 7-9
- Useem, R. and Downie, R. (1976) Third-Culture Kids, *Today's Education* 65 (3), 103-5.
- van Oord, L. (2013) Moral education and the International Baccalaureate Learner Profile. *Educational Studies*. 39(2): 208-218
- Van Vooren, C. and Lindsey, D.B. (2012) Leaders address inequity through a framework of international mindedness. *Journal of Transformative Leadership and Policy Studies*. 2(1): 25-33
- Weiss, K. (2013) Teachers' perspectives on assessment of the Learner Profile attributes in the Primary Years Programme. Masters Thesis. The Programme of Curriculum and Instruction. Bilkent University, Ankara.
- Wilkin, R.L. (2014) Finding ways to develop international mindedness in a Chinese public schools. *International School Magazine*. Special issue: Promoting International Mindedness. 16(3): 26-27
- Wilkinson, V. and Hayden, M. (2010) The International Baccalaureate and student attitudes: an exploratory study. *Journal of Research in International Education*. 9(1): 85-96
- Wilkinson, V. (2006) A study of the factors affecting the development of attitudes of students following the International Baccalaureate Diploma Programme. PhD thesis. University of Bath.
- Yemini, M. (2012) Internationalization assessment in schools: theoretical contributions and practical implications. *Journal of Research in International Education*. 11(2): 152 - 164

Appendix 2: Expert Panel

The '*Expert Panel*' represents significant expertise in the concept of International Mindedness and its members will act as 'critical expert friends' to the project Research Team. The panel will meet at significant points in the project to support and advise the research team by, for example: asking provocative questions, offering critique of our work, providing fresh perspectives and evidence for us to consider. With permission, we will also correspond with panel members to seek their input at various points.

The composition of the panel aims to bring together a mix of expert knowledge and experience with regard to International Mindedness including a balance of practice, policy and academic/ research perspectives and alumni of the IB programme. We are also inviting members with expertise in overlapping concepts including from the (Critical) Global Citizenship paradigm. Through this we hope the panel will support us in considering our research approach and our findings from a range of perspectives.

Expert Panel members

Marie Bonnot	IB School Alumnus
Dr Doug Bourn	Director of Development Education Research Centre, Institute of Education, University of London, Editor of the International Journal for Development Education and Global Learning
Marie Christine Brazier	PYP Teacher on career break and MA Education Student, University of Bath
Chloe Collins	IB School Alumnus
Charlotte Cowley	IB School Alumnus
Mike Fertig	Lecturer in Educational Leadership, Management and Governance, University of Bath
Dr Mary Hayden	Head of Department of Education, University of Bath; Chair of the Internationalisation and Globalisation of Education Research Cluster, University of Bath
Mervi Kaukko	Associate Tutor, University of Oulu, Finland (corresponding member)
Dr Harriet Marshall	National Leader for the South West Global Learning Programme, Former Lecturer, University of Bath
Sasha Mckinlay	IB School Alumnus
Dr Richard Pearce	Educational Consultant, Former PhD Student, University of Bath
Professor Jeff Thompson	Emeritus Professor, University of Bath
Professor George Walker	Ex Director General IBO 1999
Mark Waterson (Chair)	Internationalising Education Consultant, ex IBDP/ MYP teacher and former IB staff
Anna Weston	IBDP Co-ordinator, Royal High School, Bath

Appendix 3: Short report on findings from nominations phase

These initial themes are based on responses to the following three questions on the survey monkey.

- In what ways is your school working to develop IM?
- Please tell us about the opportunities for developing IM in your particular context.
- Please tell us about the challenges for developing IM in your particular context.

I have arranged the themes in order of the frequency, with most commonly mentioned themes presented first.

In what ways is your school working to develop IM?

Curriculum

- Through our curriculum unit plans we explicitly state how each unit of work is developing IM
- Aspects of international mindedness must be incorporated into the curriculum overview
- Mapping across the curriculum
- Through different subjects especially I&S, where students learn about other countries and learn to respect them
- Heads and Coordinators plan for several activities within their departments to develop international mindedness such as Country Projects where each student chooses a country and makes a research gathering all data related to this country then present it in a big exhibition at the end of the year
- Integrating concepts of IM in the programme of inquiry, teaching and learning that shows respect for each other
- Focusing on delivering three IB programmes, which has (or at least should!) have IM at the centre.
- International 'curricular' projects – MUN (4th and 6th), Languages & Business, India vs China
- Curriculum and approach
- We are using the concepts of project based learning to identify real world issues that the students can use to drive their learning. This has allowed our students to think about how the world around them impacts them directly and also how global issues have local significance. We have taken the approach that by taking issues of global significance and looking at them through the lens of local application we are building the foundation to develop international mindedness.
- All our subjects aim to link the classroom learning to real life situations and current global issues where possible.
- How international mindedness is addressed through a subject is reflected in the respective department displays.
- Teachers address it in lessons and both students and teachers reflect on it at the end of each unit
- Subject groups (literature, art, music, etc), world religions classes
- I feel our TOK programme addresses international mindedness very well
- Teachers use the four pillars (diversity, identity, passion and understanding) within their teaching to form the basis of discussions and as a springboard for engagements, to help develop open and international mindedness in our students.
- We run a unit in G10 PSE on cultural relativism which challenges students to investigate whether or not we can judge cultural practices in cultures different from our own. The Personal Social Education scope and sequence has been developed and is taught, supporting the development of international mindedness, for example, one of the grade 4 conceptual understandings is 'A person's identity evolves as a result of many cultural influences'. The celebrations unit of inquiry in Pre-K and the beliefs and values unit in Grade 4 play an important role in developing international mindedness.
- Some teaching of IM occurs naturally in the taught curriculum, although this has not been mapped or made explicit.

- By academic focus on e.g. musical and dramatic traditions, we seek to move this past the traditional cultural celebrations into an empathy with the different ways that traditions within the focus country make sense of the world through their artistic heritage.

Events/assemblies

- Celebration of International Day
- Participation in a number of MUN conferences in different regions and organisation of school expedition to familiarise our students with intercultural perspectives, traditions and innovations.
- Organisation of International Culture Days that provoke our students to take part in the variety of activities, discussions, and lesson activities that targeted to enlarge and broaden the cultural perspectives towards IM.
- We have International Week every year with costumes, traditions, and the best spread of food you have ever seen provided by our parents group.
- International Art Exhibition every year gathering all students art works from different countries crossing the three IB programmes
- School programs for Hispanic Heritage Month, Asian Awareness and Black History Month in addition to a one-day annual Ethnic Fest
- Collapsed days during which the regular curriculum is stopped and students work collaboratively on a chosen international issue through one of the global contexts
- Art exhibitions and drama performances and musical recitals, Model United Nations and the Round Square, Sports tournaments
- In the secondary, we have several assemblies throughout the year that speak to international mindedness
- We also support and participate in the Model United Nations.
- International days are held in both primary and secondary, whereby students and their families and teachers set up stands featuring their countries. All of the community and then invited to do a tour of the 'world' around the school.
- Mother tongue day is held in the primary school. Parents are invited to visit their children's classrooms and share features of their mother tongue. The focus on mother tongue languages program is an ideological commitment on the part of the school to value international mindedness.
- We regularly invite parents in as guest presenters/speakers to present about various different cultural and/or religious dimensions i.e. in Grade 2 last year Chinese parents came in to demonstrate the art of Chinese puppetry as part of our unit on Storytelling.
- We hold shared lunches and international assemblies which celebrate different festivals – the celebrations unit of inquiry in Pre-K and the beliefs and values unit in Grade 4 play an important role in developing international mindedness.
- Our annual 'Asian Arts and Culture Week' seeks to recognise and honour our location and better understand asian cultures by exploring the ways the traditional art forms from a particular focus country express beliefs, values, interests, attitudes and patterns of behaviour.
- Grade 5 students studying conflict are visited by scholars who grew up in war-torn regions, to help younger students to understand the impact of these conflicts on individuals and families - a very powerful learning for them
- International Fall Festival

CAS, trips, exchanges

- Our CAS programme is heavily weighted towards service in the local community (our students run a school for shanty children who would not otherwise have an education)
- Engaging whole school in community service that meets the needs of other schools in other parts of the world such as Japan, Swaziland, and Haiti
- CAS programme and projects have a global engagement theme with all personal CAS projects having to fulfil this criteria
- The personal project

- Trips to Tanzania, Cambodia, and Om Goi in Thailand to work with local communities, working with Thai local schools
- Developing international exchanges with other schools and organisations (including the World Leading Schools Association) – language based and culture based
- Uganda, India, Philippines – Service and CAS projects
- 2 partnership schools in Germany that we have exchanges with annually
- Our CAS programme is outstanding and serves to develop international mindedness within our Egyptian community
- Our ‘Initiative for Peace’ activity (<https://www.youtube.com/watch?v=nZOnAhVLYLE> and <https://www.uwcsea.edu.sg/lfp>) empowers students with the tools to plan and run three Peace conferences annually - one in Singapore, one in Timor Leste and one in Thailand. This involves bringing local youth, refugees or economic migrants from different ethnicities and nationalities (who are sometimes not at peace with each other) together, to better understand each other and build a better future.
- Annual Trips to Europe and South America

Assessment/Awards

- We are completing the Intercultural Development Inventory (IDI) which measures where individuals are along the ‘Development Model of Intercultural Sensitivity’. We are now analysing the outcomes of this activity in order to assess next steps in the development of our teaching and learning strategies.
- Development of student survey to assess and reflect on our IM
- Offering the Global Citizen Diploma - we don’t believe qualifications have kept up with our programmes and this new diploma is meant to manifest our beliefs of our mission statement by providing criteria (Yokohama IS, Zurich IS, Bombay American School are doing this together).
- Piloting the International Global Citizen’s Award with a view to making the Bronze level a standard feature of the Third Form (year 9) curriculum
- Offering our students a Global Education certificate in addition to their diploma for completing specific criteria. This is a certificate endorsed by the Wisconsin Department of Public Instruction.
- Annual global citizenship awards to celebrate the skills of IM
- Participating in the recent IB pilot scheme on IM. This involved giving feedback on their new guide for IM and will continue by means of meetings to assess the international mindedness of our own written curriculum.

Pastoral programme/policy

- We deal with issues of tolerance and discrimination, building relationships with others and effective communication with others
- Student council manages student expectations and events
- Code of practice
- Our pastoral system has a merit point initiative, students gain positive points relating to IM and the IB learner profile
- The learner profile is also embedded in our school’s ‘Respect’ policy.
- The learner profile was also at the heart of our newly written academic integrity policy - the heart of the policy is that students are given the necessary tools to be responsible members of the academic community
- Core values: diversity, identify, passion and understanding. These apply to our whole community.
- International Boarding Programme

Language

- Our school is bilingual Chinese and English in the Kindergarten and primary. Virtually all students in the middle and high study Chinese as a first language such as France and Spain
- Two homeroom teachers (one in English, and one in either French, Spanish or German)

- We offer partial French immersion – students spend half their day learning in French and the other half in English. This has allowed us to seek staff members from varying backgrounds and incorporate their values and experiences into learning.
- A unique feature of our school is our Mother Tongue Programme, which aims to foster students' linguistic identity as well as cultural understanding. We provide Mother Tongue provision wherever possible in Arabic, Dutch, English, French, German, Greek, Japanese, Italian, Indonesian, Portuguese, Malay, Mandarin, Spanish and Turkish. Students have 3 hours of mother tongue each week.
- Mother tongue day is held in the primary school. Parents are invited to visit their children's classrooms and share features of their mother tongue. The focus on mother tongue languages program is an ideological commitment on the part of the school to value international mindedness.

Committee

- Committee on teaching and learning related to AIM (Assessment of Inclusivity and Multiculturalism)
- We have a committee of teachers whom are responsible to plan and create activities all along the year to develop international mindedness and measure the development of IM within the school and make recommendations
- Development of a whole school committee with a specific focus on international mindedness, creating a visual definition through the work of the committee and all stakeholders (students, parents, staff)

Resources

- Using authentic resources from a variety of countries (not using textbooks)
- Our library is filled with books that encourage international mindedness.
- Materials

Students

- Our middle and high students most commonly are from Asian countries. We prioritise the connections between the primary and the middle-high students to link East with West
- We have a truly international student body and strive to showcase international mindedness.
- Opening enrolment to foreign exchange students and encouraging students to travel/study abroad

Professional development

- We are working with ECIS (Darlene Fisher) to develop an online Professional Development for faculty on IM which will be launched in September 2015. All of our faculty will be required to complete this module as part of our development of this area across the school.
- Creation of a classroom 'pack' for teachers to access related to how they might further implement aspects of IM in their teaching practice
- Bringing in an outside expert on language, culture and IM to work with staff for 2 days

LP [Interesting that this doesn't come up more]

- Using the IB learner profile
- The learner profile is central to our philosophy and our school foundations are based on four pillars which encourage and nurture intercultural understanding and a passion for learning – diversity, identity, passion and understanding.

Parents

- After identifying a need to include more parents whose first language is not English, we sought out a group of bilingual parents to participate in a workshop and then offered workshops in mother tongue led by staff and parents together. This has allowed more parents to feel welcome in the school and is allowing us to increase our understanding of our students and their families.

- Parents are invited to visit their children's classrooms and share features of their mother tongue. The focus on mother tongue languages program is an ideological commitment on the part of the school to value international mindedness.

Publicity

- Communication to community through college newsletter, magazine, website etc.

Other

- Creation of iBook to document the work of developing IM in the school community

Please tell us about any opportunities for developing IM in your particular context

Events

- International days where students get to learn about other countries, cultures, foods, and traditions
- To arrange debates that deals with topics like hunger, energy, conflicts etc.
- Participation in various international conferences
- We have what we call Challenges Week where our students have the opportunity to travel to different parts of the world.
- Growing exchange programme
- Developing 'CAS' projects in Uganda, Philippines and India
- Assemblies provide a forum to raise and discuss certain issues and students have been encouraged to learn more or take some form of action through a monthly 'head's challenge'
- Class Trips, On Campus international activities
- I work with parents to bring in special guest speakers to engage faculty and students in intercultural awareness

Curriculum

- I believe the opportunities lie within making authentic connections to building IM throughout our curriculum and communication
- Not tied to a national curriculum so able to study issues of particular interest
- Have IM more integrated in the subjects
- Our students also feed into MYP and DP programs, so furthering the continuum and sowing the seeds in their young minds is important.
- Our curriculum provides so many rich opportunities to consider different perspectives and learn from and about others.
- We are always seeking to deepen and broaden learning around our UWCSEA Profile skills and qualities, which we see as overlapping with IM. We see opportunities right across our Learning Programme to identify where we can more intentionally and more profoundly address these skills and qualities. Our ongoing curriculum articulation project (<https://www.uwcsea.edu.sg/learning/research-development>) seeks to systematically intensify and institutionalise these developments, and create structures which align best practices among all our (around 500) teachers in this respect.
- ToK, CAS Projects,

Local/school community

- We are situated in Indonesia, with its 5 recognised religions live side by side, and our school emulates this through its secularity
- We are developing local community service outreach in the borough and neighbouring boroughs
- As a small school we have the opportunity to really explore IM and create a culture of being a global citizen. Could really develop and question our individual misconceptions which is vital to the concept of IM.

- As a school we interact with the local community in many ways including supporting local animal shelters, taking small lunches to local works once a week, participate in beach clean-ups and have hosted events such as the World Scholar's Cup.
- Children at ISP learn French. Paris is used as a resource for trips, both to museums but also the local area, local swimming pools and stadiums are used. We organise overnight trips outside of Paris and France.

Background of students

- Rich background of our students and faculty
- The culture of the school is an open-minded culture where students are curious to discover other cultures and countries. Students travel a lot with their parents and in school international trips which are done yearly (France, UK, Switzerland)
- Plenty as we have students from very affluent backgrounds who often take this for granted.
- We feel that there are many natural opportunities which teachers harness to explore the notion of International Mindedness in our school – for example, in a language lesson a teacher may encourage their students to compare idiomatic expressions in the taught languages with those of the student's languages.

IT/technology

- We have an excellent IT infrastructure and so we can explore students to any world issues and the multiple viewpoints which can exist, as well as explore their own differing views
- Our school has 1:1 technology and a robust system of support for project based learning and technology infrastructure. The resources are available to further develop International Mindedness.
- I think our greatest opportunity for developing international mindedness is through the use of technology. We could develop more international partners with IB schools by using technology for communication.

Languages

- We offer a wide range of languages in the school which supports the international nature of the student body
- 100 different languages are spoken in London – we have not embraced or engaged with this richness
- In the primary we actively encourage the use of mother tongue to learn through (i.e. to encourage profound understanding of the concepts explored) and transfer of knowledge between languages.

Branding

- As we rebrand, it is in IM that we are excited to redefine ourselves. Without losing our Chinese connections, we are striving to be seen as internationally minded in a more balanced way
- Increasing recognition of importance of 'Global Awareness' – a feature of the 'Oakham Learner'.

Resources

- We use resources in different languages that represent a range of cultures and beliefs – students and families are encouraged to share their own experiences throughout the year.

Awards

- International Global Citizen's Award intended to develop internally

Staff

- International Coordinator a formal post as of September 2015

Other

- Developing diplomatic competencies – again to be developed and unpacked.
- Growing involvement/association with the 'World Leading Schools Association'

Please tell us about any challenges for developing IM in your particular context

Staff/student attitudes

- There is still an us vs them mentality with our teachers and the Egyptian students at times. As Egypt has its third world moment, some teachers project their frustrations on Egyptians.
- To include our own cultural misconceptions and misunderstandings, this can sometimes get forgotten as we tend to link IM to concrete situations and examples.
- Staff who have a blind bias to IM and believe they are working to support IM in their own way, however their actions reveal they could be more culturally sensitive. Working with staff to engage them in conversation related to IM and why it is a critical concept to develop both in ourselves and our students.
- The challenges are just our imagination - we must start with addressing this for the school in a proactive way
- Helping students see themselves as internationally minded and understanding what that means
- Making it real for our students which the CAS trips we organise do
- Breaking down stereotypical beliefs and encouraging international mindedness can be challenging in our context: someone our core beliefs about what it means to be an internationally-minded citizen can conflict with Qatar's social constructs
- As a school largely full of 'third culture kids', the notion of nationhood is as much about what passport you hold as it is about a base identity. Thus, the whole IM conceptual framework is not rooted in nations, but rather in values and identity.
- The students body with limited diversity
- We have a large student population who have high ESL needs, therefore much time is dedicated to English language learning.

Cultural context

- The general culture in the Egyptian society – politically unstable status
- Traditional English rural setting
- As Jordanians and because of our geographical location, we have had an influx of refugees from many parts of the Arab world which has diversified our social makeup and thus exposed the students to challenges
- Challenging to support the cultures of the language programmes that we offer in Primary school, as well as supporting all other cultures present at the school as well.
- Trying to change the perception people have of the Arab world is a challenge
- We obviously have to be respectful of Qatari culture at all times and also have to maintain a positive relationship with the SEC
- Our Mission Statement (<https://www.uwcsea.edu.sg/about/guiding-statements>) and pedagogical beliefs (<https://www.uwcsea.edu.sg/about/guiding-statements/uwcsea-learning-profile>) are rooted in a western-liberal tradition.

Organisational

- Organisation
- It is challenging to develop international mindedness because of scheduling difficulty
- 'Day' students not integrated in boarding houses with 'international' students
- Very full academic, sports, drama, music programme – integrating new initiatives requires patience to embed into existing provision
- Not to lose sight of IM in planning and preparation
- People to maintain the focus and driver around this
- There can be competition with other school initiatives – leading to a choice of which initiative needs to take priority

Conceptual

- We have not yet established our own definition of IM
- Keeping our IM statement relevant and in front of everyone
- I think the idea of international by itself has largely run its course. International is still an important part of our education, but we need to be focused more upon intra-cultural understanding. Our Thai students, for instance, have more in common with other international school students around the world than they do with Thai students studying at a school 1km away. Why is this? And is the lens of IM too narrow nowadays? Consider the data on wealth distribution, the nature of modern wars. These are challenges for the next generation and IM is not enough anymore. The cold war is over. The world is more complex.
- Articulating this concept to our school community
- Achieving a shared understanding of what international mindedness means for our institution beyond the superficial

Time

- Time
- Time is a big challenge
- Time
- Time can be an issue – time to meet and make plans with colleagues

Parents

- Sensitiveness of parents to certain issues
- The necessity of IM is not fully evaluation by the students and their parents, that is consequently changing over the primary and secondary school on the way to High School
- Our student and parent body has many self-proclaimed ‘tiger-moms’ who see education as more transactional than transformational; essentially as tickets to the best university. To some of these families, IM is not a concept that bites.

Staff changes

- There will be a new staff appointment as of January 2016 as the current International Coordinator takes up a new post in an IB school in Surrey

Enrolment

- The challenge is to hold our enrolment and our current level of support in our little community, whilst expanding more broadly across cultures.

Assessment

- Assessment of this concept

Appendix 4: Researcher toolkit

This toolkit contains the info and tools you need to carry out your research visits. It also contains information about introducing the project so that we can ensure some consistency across visits.

Contents

- Preparation
- Checklist
- [Things to remember](#)
- [Website analysis](#)
- [Head Teacher interview guide](#)
- [Instructions for student-led tour](#)
- [School audit](#)
- [Lesson observation guide](#)
- [Observed-teacher interview guide](#)
- [Senior leadership focus group guide](#)
- [Teacher focus group guide](#)
- [PYP student focus group guide](#)
- [MYP/DP student focus group guide](#)
- [Final reflections meeting with Head Teacher](#)

Prior to visit

- Complete a website review for your school's website (see page 4)
- Ensure you are familiar with the timetable for your visit
- Travel arrangements. Please email Katerina with details of your visit (length of stay, name of hotel etc. in case of emergency)
- Register your travel details with the University for insurance purposes at:
<http://www.bath.ac.uk/insurance-services/travel-insurance/register/index.html>
- Send focus group instructions to schools [MYP/DP] students
- Arrange with Chloe when to pick up the materials/equipment/print outs that you need

Checklist

- Voice recorder
- 3 x digital cameras for students to use (PYP)
- 1 x digital camera for own use?
- Spare batteries
- Staff packs (including consent forms)
- Student packs (including consent forms)
- 3 x observation matrices
- Copies of student focus group instructions
- Copies of exemplar photographs (MYP/DP)
- Your DBS check
- Stationery (paper, glue, post its etc etc)
- Money to reimburse for printing?

Things to remember

- It is essential that we are non-judgemental during our visit and, significantly, never critical of practice. We are not there to make judgements about the school's practice, we are there to learn about (promising) practice around IM. It can be difficult to be completely neutral as a researcher, especially given that we are trying to identify 'good' practice – if you feel you need to give some 'feedback', please be positive!
- If you are asked what International Mindedness is... you can try saying it's an interesting question and flip it back to them.

Our position should be that the IBO have definitions of it but we (this project) are specifically interested in what schools and their stakeholders think it is and how they work with the concept in practice. If you are pressed then refer to the IBO definitions through the Learner Profile and the 3 pillars.

LP: indicates the characteristics internationally minded individuals are expected to possess through 10 attributes ...'these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities'.

3 pillars: in recent IB documents IM is explicitly associated with

1. Multilingualism
2. Intercultural understanding
3. Global engagement

- If you are asked about our relationship with the IBO ...

the IBO have commissioned us to undertake this research as they want to learn more about IM in practice. However, we are an independent research team and we are not here to represent the IBO or to make any judgements about how you work with IM ... we will do our very best to ensure that your views comments and practices are not attributable to this school, or any individual in it.

- Keep in mind the research questions...you can find these on the first page of your reflections notebook.

Research qs are in four parts:

The **framing and defining** of IM in IB schools

The **practice and procedure** of IM in IB schools

The **assessment and feedback** of IM in IB schools

The **challenges** in developing and assessing IM in IB schools

- Make the most of your time in the school – have lunch with staff and students and talk to them about what it's like in the school etc. Some kinds of things that you might like to chat about with staff and students informally:
 - The kind of language that they use in school to talk about IM/the world and getting on with different people in their school
 - What it's like at the school, how long they've been there, how it compares to other schools they've been in, what they like about it
 - Their experiences of international mindedness, what experiences have been most impactful to them
- For transcription purposes please take time at the start of the recording to do introductions and use names where you can throughout the recording (please make yourself a table / name layout so you can recall and use names). At the start of the recording please say something then leave a 3 second pause (this is so the transcriber can remove background noise).

- Please record your summary reflections (key impressions) on each interview/focus group/observation in your notebook, either at the end of the day or in free time during the day bearing in mind the research questions
- Please put together a short summary of reflections to share with the team on your return (no more than one side A4)

Website analysis and background information

Before you make your visit, please spend some looking at the school's website and answers to the survey monkey questions. Please make a note of the following information. You might find it useful to refer to this during the Head Teacher interview.

When was the school set up? When did it start offering the selected IB programme?

What is the school's mission/ philosophy statement/ values/ ethos/ logo?

Who are the students at the school? What kind of area is the school situated in?

What extra-curricular activities are offered by the school? Which seem most closely related to IM?

What events does the school host throughout the year? Check calendar. Which seem most closely related to IM?

Is there any specific mention of IM on the website or concepts relating to IM? If so, what language/concepts are used? [Please use school-specific language in the interviews/focus groups to clarify our questions]

Introducing the project

To the head teacher...

My name is xxx and I am a researcher from the University of Bath, UK. Thank you for agreeing to our visit, and allowing access to your school to undertake our research which is about how IM is understood, valued, developed and assessed in IB World schools. **We approached you due to your promising practice relating to International Mindedness.**

We appreciate your school's involvement very much and recognise the time that your staff, students and parents have given to helping us. We are especially grateful to xxxx (the person who set up the visit).

This project has been commissioned by the IBO, but we are independent researchers and we are not here to represent the IBO or to make any judgements about your work with IM. Your school was nominated for its promising practice with IM and so we are here to find out more about your practice in this area. We hope our visit will be mutually beneficial in that we will learn about your IM work and at the same time your school community will benefit from reflecting on this and learning from each other. We also hope our research will help other schools who want to improve their work in this area. Finally I would like to assure you that your school will be anonymised and you will not be identified in any report or other publication. When direct quotes are used they will be anonymous.

With your permission, I will record this session using an audio recorder and will take notes during the session. Is that acceptable to you?

To staff members...

My name is xxx and I am a researcher from the University of Bath, UK. Thank you for agreeing to take part in our research which is about how IM is understood, valued, developed and assessed in IB World schools. **Your school was approached due to its promising practice relating to International Mindedness.**

This project has been commissioned by the IBO, but we are independent researchers and we are not here to represent the IBO or to make any judgements about your work with IM. Your school was nominated for its promising practice with IM and so we are here to find out more about your practice in this area. We hope our visit will be mutually beneficial in that we will learn about your IM work and at the same time you will benefit from reflecting on this and learning from each other. We also hope our research will help other schools who want to improve their work in this area. Finally I would like to assure you that your school will be anonymised and you will not be identified in any report or other publication. When direct quotes are used they will be anonymous.

Not for observations: With your permission, I will record this session using an audio recorder and will take notes during the session. Is that acceptable to you?

To MYP/DP students...

My name is xxx and I work at the University of Bath in the UK. Thank you for agreeing to take part in this research project.

I'm doing some research to find out how your school helps you to learn about the world and how it helps you to interact with/get on with/get to know other people from around the world. You might call this open-mindedness in your school or maybe international mindedness?

Your teachers have suggested that you might be able to help me by showing me how your school helps you to develop an international mind.

You don't have to take part but if you'd like to, I will ask you to write your name/sign here. You can stop and withdraw from the research at any time and without giving me reasons, just let me and your teachers know.

If you agree, I will record what you say so I can remember. You can also choose a fake name if you like. Is this OK?

To PYP students...

My name is xxx and I work at the University of Bath in the UK . Thank you for agreeing to take part in this research project.

I'm doing some research to find out how your school helps you to learn about the world and how it helps you to interact with/get on with/get to know other people from around the world. You might call this open-mindedness in your school or maybe international mindedness?

Your teachers have suggested that you might be able to help me by showing me how your school helps you to learn about the world/be open-minded.

You don't have to take part but if you'd like to, I will ask you to write your name/sign here. You can stop and leave at any time and without giving me reasons, just let me and your teachers know.

If you agree, I will record what you say so I can remember. You can also choose a fake name if you like. Is this OK?

Headteacher interview

(c. 45 mins) (prompts in brackets - if does not come up please ask)

Checklist

- Consent forms
- Voice recorder
- Look at school website, motto, aims etc in advance

Context

Could you tell me a bit of the background of the IB programme/s at your school? Why did you decide to offer the IB?

- what distinguishes it from other programmes (e.g. the national programme/ English qualifications such as A Level/ IGCSE etc – as appropriate)? [does this relate to IM at all?]
- *If there is more than one programme taught in the phase/ programme we are looking at what would you say are the different outcomes for students on the two programmes?*

Have you previously worked in schools offering the IB? How does the IB programme at this school compare to your previous experience of schools offering the IB?

Defining/ understanding IM

Could you say how IM is defined/ understood in the school?

[how does it relate to the 3 pillars: Multilingualism. Intercultural understanding. Global engagement (Singh and Qi)]

[and where would this understand be evident?]

[what other language/concepts do you use in school to talk about IM?]

Would you say that this is a shared understanding amongst the different user groups?

[how is it understood, for example, by students, parents, ...?]

[what is targeted? – e.g. knowledge, skills, values [head, hands, heart] [knowing, doing, being]

Encouraging/ monitoring/ assessing IM

In encouraging students to be IM, what would you say has the greatest impact in achieving this aim?

[examples of how IM is developed, and supported, inside and outside the classroom]

[role of Learner Profile?]

What has the focus on IM brought to the school?

Supporting the development of IM

What do you look for when recruiting staff? [does IM feature in recruitment process?]

What professional development, if any, is offered (or planned/or what would you like to do) to support your staff in developing IM in students?

What would you say are the challenges of developing IM?...

[is there anything that presents a challenge because of the specific context of your school (e.g. its location, national context, student demographics etc)]

To what extent is IM assessed or monitored?

[how, when, formative, summative]

- what are the challenges of assessing IM?

How does/ Would you say that the practice of IM reflects your school's context? [culture, identity, students]

Can you identify ways in which the IB might better support (your) school in developing and assessing IM?

Thinking ahead

How do you see your school developing in the next five years?

Student-led tour

(c. 1 hour)

This is an opportunity to get to know the school from the students' perspective. The emphasis should be on the students showing us what is important to them. Don't worry too much about taking notes during the tour. Just focus on talking to the students and seeing the school from their perspective. It will be useful to record some impressions and reflections in your notebook after the tour. If anything is especially striking please take photographs – without children's faces please.

Introducing the tour

I'm doing some research at your school for the University of Bath in the UK. Thank you for showing me around your school. It's up to you to decide where to take me. I'd like to see the places that are important to you in your school.

I am especially interested in the parts of the school that you think help you to learn about the world and get on with/get to know other people from around the world. You might call this open-mindedness in your school or maybe international mindedness.

School audit

This is designed to be completed in the free time that you have around school over the whole visit (if the school has agreed to this), not as part of the student-led tour. This focuses on the school environment (outside of classrooms) including displays, other spaces (e.g. canteen, library, outdoors, corridors, halls)? Please take photos of signs, noticeboards, school environment (inside and outdoors) etc but don't take any photos of students.

Background: SCHOOL ETHOS AND AIMS
<ol style="list-style-type: none"> 1. Is the school Mission Statement – or similar- visible? What location? 2. Is the IB Mission Statement visible? What location? 3. Is the IB Learner Profile evident? What location? 4. Is there a flag/ flags being flown at the school entrance? Nationality? 5. Are there flags around the school? Which flags? 6. Is the history of the school evident and being told? What is the imagery?
COMMUNICATION/ LANGUAGE/TERMINOLOGY
<ol style="list-style-type: none"> 1. Are there notices on the walls? What about and in which languages? 2. If there are Visual Display Units what is displayed and in what languages? 3. What is the language of the signage? 4. Is there a 'Welcome' sign evident? What languages? 5. How are people in the school defined/ named/ referred to? (e.g. Director's Office, Head's Office?)

ART

What artistic images (sounds) are evident / on display?

What is the type/ origin?

1. Art
2. Poetry
3. Literature
4. Music

CELEBRATING DIVERSITY (overlaps with art)

Do displays seem to celebrate diversity, e.g. positive examples of different cultures, genders, abilities and family groups?

1. Are there any religious artefacts evident? Which religions?
2. Are there other cultural artefacts evident? Which cultures?
3. What type of food is served (cultural origins?) Is there information about meals/ food/ origins displayed?

VIEWPOINTS AND GLOBAL/ LOCAL PERSPECTIVES

What are the images/ views of different places (origins?) e.g.

1. Photographs
2. Maps
3. Newspapers (language?)

Is there any evidence of

1. active global engagement on display around the school e.g. special events/ international links/ partnerships/charitable work etc ?
2. active local engagement on display around the school e.g. special events/ community links/ partnerships/charitable work etc ?
3. a commitment to sustainable development /care for the environment near and far e.g. signage about energy/ water use, waste?
4. a commitment to ethical practices e.g. signage about trade/ fair trade, links with local producers etc

OUTDOORS

Are there notices / signs outdoors? What about and in which languages?

How is space used outdoors

1. What sort of play/ social spaces are available for students?
2. Is any space used to grow things? What is grown? E.g. flowers/ (local) food – and is there any signage about this?
3. Is any space used to support wildlife? e.g. planting, encouraging birds... and is there any signage about this?
4. How else is the space used outside?
5. How is the space delineated between the school grounds and the area beyond?

OVERALL

Overall impression e.g.

1. What role do students seem to have in how space around the school, including displays, are used?
2. What is your overall impression of the balance between local/ regional/ national and international perspectives around the school?

Lesson observation guide

Please read this guidance before completing the observation matrix. The matrix printed here is an example. Please use the ones printed on green in the lessons.

Key points guiding the observations

- set out to capture, first hand, examples of *how IM plays out* in the school context
- focus on *evidence of promising practice* in developing/ assessing IM
- *be factual and non-judgemental*. The observers' notes will be shared and discussed with the teacher following the lesson in order to verify, to capture the teachers' view and the thinking underpinning the observed practice

What we will do

We will observe x 3 lessons that the school decide in advance bearing in mind we want to see 'promising practice' to include at least one languages lesson, a humanities lesson, a TOK lesson (DP only) and another (MYP/PYP). The Observer will record their observations using an observation matrix. This 'directs their gaze' towards three areas:

1. learning environment and resources [visual artefacts/objects]
2. learning and assessment
3. learner and teacher [roles and responsibilities]

We will also record 'opportunities' and 'challenges' (i.e. opportunities for developing/ assessing IM and challenges for the same).

This will be followed up with the teacher 1:1 and also through the teachers' focus group.

Exemplar prompts

1. learning environment and resources [visual artefacts/objects]

What displays are on the walls? (if relevant)

What resources/books/other materials are used?

What is the layout of the classroom?

How are students seated? Are any groupings related to gender, race, ethnicity or other identity aspects?

2. learning and assessment

What activities are undertaken by the teacher and the students?

Is there any assessment (informal/ formal... formative/ summative) of students' understandings of IM?

How, when and why is the learner profile used?

What languages, cultures, countries, traditions, value systems etc. are included in the learning activities?

Are any significant world/ local events (past or present) included in any of the learning activities?

What knowledge are learners assumed to have in terms of e.g. language, culture, nations, global issues, value systems?

How are contentious or conflicting views dealt with and handled in the classroom?

How does the teacher create space for critical thinking, dialogue and reflection?

In what ways is questioning used (teacher's and students') e.g. to open up perspectives or encourage risk taking?

3. learner and teacher [roles and responsibilities]

How does the teacher present themselves and their own identity?

Are students invited to bring their own personal everyday experiences into the lesson (e.g. of 'home', culture, traditions...)?

Are students invited to present or develop their viewpoints in the lesson?

Does the teacher emphasise any viewpoints or perspectives, if so what are these?

LESSON OBSERVATION MATRIX

Observer please: <ul style="list-style-type: none"> • Read the briefing notes • Use the set of prompts to direct 'gaze' • Photograph or draw layout of classroom • Invite teacher to provide the lesson plan (if there is one) or an extract from the curriculum if relevant (in advance) 	
School/ name of teacher	
Date/ time	
What subject/ theme/ area of learning?	
Who are the students and how many? (year/ ability/ mix)?	
What are the lesson objective(s)?	

	Factual Notes	Opportunities/ Challenges/ questions
Classroom environment and resources (visual artefacts/ objects)		
Learning and assessment (pedagogy, evidence of learning, formative/ summative assessment, formal/ informal assessment)		

<p>Learners and teachers (identity and viewpoint)</p>		

Any other points

Observed-teacher interview guide

(c 30 mins)

Checklist

- Consent forms
- Voice recorder
- Lesson observation notes

Intro

Thank the teacher for allowing you to observe the lesson and explain that this short interview is a chance to talk a bit more about international mindedness. Explain that we are not there to judge the lesson but we are interested in the teacher's ideas and experiences of international mindedness. Complete informed consent if not already done.

Teacher's background

Could you tell me a bit about your teaching background and experience?

How long have you been a teacher?

How long have you been at this school?

What is your experience of the IB? Have you taught other curricula?

International mindedness in relation to observed lesson

(How) Did you plan to develop IM in the observed lesson? What did you see as opportunities? Why did you plan it this way?

Were there any examples in the lesson I just observed that you felt were good internationally minded teaching? Could you explain this and why you think it was good?

Did the students show any dispositions towards international mindedness in the lesson I just observed? How do you know/assess this? What evidence did you see of that today?

What in your view went well? Were there any challenges that arose in the lesson I just observed? How did you overcome these?

Share the notes that you made during the lesson and ask about any parts that were particularly interesting. E.g. I was interested in this activity/question/presentation – could you tell me a bit more about why you did it like this?

That was an interesting response from the students - how do you decide how to respond to those kinds of responses?

How does this lesson relate to their overall IM work with this class?

Closing

Invite the teacher to make a copy of your notes and ask if they have any questions about the project. Let them know that a copy of the report will be sent to the school in the spring.

Senior leader focus group guide

(c 1 hour)

This may include e.g. Deputy Head/Principal, Head of Section, programme co-ordinator, heads of languages and humanities, plus a governor (as appropriate). We envisage up to c 6 participants.

Checklist

- Pre-visit website analysis as preparation [if appropriate please integrate 1 or 2 qs that arise from the website review in activity 2 after the likert scale activity]
- Voice recorder
- Copies of the Head, Heart, Hands image
- Senior leader packs including consent forms

Activity 1 How does your school *think about* IM?

what is an internationally minded student?

what is international mindedness?

A stimulus activity to get the group discussing its view of IM

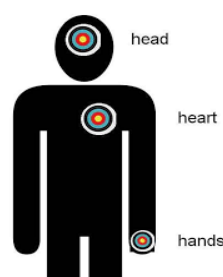


Image credit: iserveafrica.org

Heart hands mind activity ... The ideal Internationally Minded student

Think about the ideal student when they leave your school... Tell me what they leave with... In what ways are they internationally minded?

Heart - what do they believe in and value... feelings, values/attitudes.

Hands - what can they do. skills, actions, experiences.

Mind - what do they know and understand including self knowledge. [*is it transformative? (self awareness, reflection, critique)*]

Prompts: How do you know? any assessment? How does the learner profile help?

Activity 2

How (well) is IM developed at your school? Use the likert scale activity as a stimulus for group discussion

Draw out best practice - examples of activities that develop and/ or evaluate and or assess IM

Is it intentional or unintentional?

Activity 3

What are the key opportunities and challenges for developing/ assessing IM at your school?

[Ref challenges - how are you or might you address these?

look to the future – what would you do ideally?]

Finally

If it hasn't come up already How do you approach Professional Development for school staff in respect of IM if at all? What could this project do to support your Professional Development in this area?

Teacher focus group guide

(c 1 hour)

Checklist

- Voice recorder
- Copies of the Head, Heart, Hands image
- Teacher packs including consent forms

Activity 1 what is an internationally minded student? what is international mindedness? *Heart hands mind* activity ...

what is an internationally minded student?

what is international mindedness?

A stimulus activity to get the group discussing its view of IM

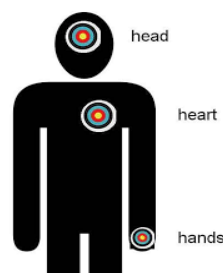


Image credit: iserveafrica.org

Heart hands mind activity ... The ideal Internationally Minded student (See appendix 4)

Think about the ideal student when they leave your school... Tell me what they leave with... In what ways are they internationally minded?

Heart - what do they believe in and value... feelings, values/attitudes.

Hands - what can they do. skills, actions, experiences.

Mind - what do they know and understand including self knowledge. [*is it transformative? (self awareness, reflection, critique)*]

Prompts: How do you know? any assessment? How does the learner profile help?

Activity 2

How (well) is IM developed at your school? Use the likert scale activity a stimulus for group discussion

Draw out best practice - examples of activities that develop and/ or evaluate and or assess IM

Is it intentional or unintentional?

Give your best examples of activities that you have used to develop and/ or evaluate and or assess IM in your teaching (ref back to lesson observations if those teachers present and seems appropriate) Is it intentional or unintentional?

Activity 3 discussion

What are the key opportunities and challenges for developing/ assessing IM at your school?

[Ref challenges - how are you or might you address these?

look to the future – what would you do ideally?]

Finally

If it hasn't come up already

Have you experienced any Professional Development in respect of IM? What would be helpful? What could this project do to support your Professional Development in this area?
Is there anything else we should have asked you / you want to tell us about your work in this area?

PYP Focus Group: Session 1 and 2

The PYP focus groups are split into two sessions. Session 1 is an introductory meeting on the first or second day to introduce the task. The students will then have 45 minutes to complete the task alone but should know where they can find you in case they get stuck during this time. Session 2 is a focus group on the final day to discuss and interpret the photos.

Session 1: Initial meeting with students (to take place on the first day) (c. 30 mins)

Checklist

- 1 inflatable globe/world ball
- 3 x digital cameras
- 1 x voice recorder
- 6 x copies of consent forms
- 6 x copies of photo elicitation instructions

Introduction (c 10 mins)

- I'm doing some research to find out how your school helps you to learn about the world and how it helps you to interact with/get on with/get to know other people from around the world. You might call this open-mindedness in your school or maybe international mindedness?
- What kind of words do you use to talk about the world and getting on with different people in your school? Use inflatable globe/world ball as a prop.
- Your teachers have suggested that you might be able to help me by showing me how your school helps you to learn about the world/be open-minded.
- You don't have to take part but if you'd like to, I will ask you to write your name/sign here.
- If you agree, I will record what you say so I can remember. You can also choose a fake name if you like.
- Check that parental consent has been given and ensure each child has signed a consent form.

Icebreaker (c 5 mins)

Activity: Throw world ball/globe to a child, they catch it and say their name and throw to the next person. Repeat until you have learnt all names and the children are comfortable with you!

Introduce photo elicitation task (c 15 mins)

- Working in pairs, I'd like you to take pictures of what you do in school that helps you to learn about the world and helps you to work and play with different people from around the world.
- Think about **where** you learn about the world and getting on with different people in the world, think about **what kind of things you do** that help you to learn about the world and getting on with others.
- You can take pictures in your classroom and around your school. It's up to you what you take pictures of. If you take pictures of people, please ask if they are okay with this first.
- Give children a printed copy of the instructions to take with them as a reminder to keep them on task. See appendix 3.

- Check understanding by eliciting their ideas. E.g. What do you think you might take a photo of? Why might you take that photo? Where are you going to go to take a photo?

Photo elicitation task (c 45 mins – please check against schedule as this might vary between schools)

- The students have 45 minutes to take photos around the school in pairs.
- Let them know where they can find you during this time in case they get stuck.
- They should return the cameras to you at the end of this time. Give them the opportunity to delete any photos they don't want/don't like before they are printed.

Session 2: Focus group (to take place on day 3) (c. 1 hour)

Checklist:

- Printed copies of all photos
- 1 x voice recorder
- 6 x copies of focus group instructions
- Blue tac
- Big sheets of paper/pens
- Blank photos for children to write about the things they couldn't photograph

Focus group guidance

All the photos are printed, children can decide to remove any of them if they want to (ethics)

The idea of the focus group is to enable the children themselves to analyse and interpret the photos. As a group, ask the children to select/ arrange the photos as a display to show us how they learn about the world and getting on with other people/being open-minded. We record their discussion as they do this.

Task	Instructions
Introduction (5 mins)	<ul style="list-style-type: none"> - How did you find the activity? - Was there anything you wanted to take a photo of but couldn't?
Pairs activity (5- 10 mins)	<p>Children to work in their pairs. They can decide to remove any photos if they want to (ethics).</p> <p>Ask them to group their photos in piles to show us how they learn about the world and getting on with other people/being open-minded. Was there anything they wanted to tell us about but couldn't take a photo of? If so write/draw on the blank photos.</p> <p>Ask them to give the groups/themes names.</p>
Group activity (15 mins)	<p>Bring everyone back together. Each pair to briefly explain what their groups/themes were and why they chose those groups.</p> <p>Ask the three groups to work together to make a bigger display to show us about how they learn about the world/other people in their school. Ask the group to stick the photos down and add words and labels (and anything else they want) to their display</p>

<p>Discussion (c30 mins)</p>	<p>About the display.</p> <ul style="list-style-type: none"> - Can you tell me about your display? - Why have you arranged the photos like this? - Did you take photos of similar things or different things? - Do you all agree about where/how you learn about the world? - Where do you learn about the world and being open-minded? - What things do you do at school that help you learn about the world and being open-minded? - What is it about those things that have helped you to learn? What have you enjoyed doing the most? <p>About specific pictures.</p> <ul style="list-style-type: none"> - What about this picture? - Why did you take this one? - What were you doing here? - How did this help you to learn about the world? <p>More general discussion (prompt from the following)</p> <ul style="list-style-type: none"> - Where do your understandings of IM come from? Are these ideas similar of different to ideas that you have come across at home/with friends/in other schools? - What does it mean to have an international mind? How did this help you become internationally minded/learn how to get to know/get on with others? - Can you give examples of where you have shown you have an international mind? - What does your school do well to help you learn about the world/develop an international mind? - What could they do better? - What is your school doing intentionally with planning? What happens naturally without any planning? - Do your teachers give you any feedback about getting on with others/developing an international mind? - How much is Head, Heart, Hands? Knowing, doing, feeling? (see tool as prompt) - Is it important to learn how to get to know others/be IM in school? Why?
<p>Closing</p>	<ul style="list-style-type: none"> - Do you have any questions for us? What would you ask other children your age to find out about how they learn to be open-minded?

MYP/DP Focus Group (c1 hour)

Focus groups will be used to gather student and teacher perspectives about:

- the nature of IM (how it is defined/interpreted)
- how it is enacted in school (practices, activities, daily life) and why
- the formal/informal processes for assessing IM and why
- perceptions around the value of IM
- how it relates to local context/demographic features
- areas of potential challenge in developing IM.

Checklist

- 1 printed set of student photos (to have been sent to you in advance – see instructions below and guidance for setting up visit)
- 1 printed set of exemplar photos (to use as backup)
- Pritt stick/blue tac and big sheets to paper/pens
- Blank photos for students to write about the things they couldn't photograph
- 1 x voice recorder
- 6 x copies of focus group instructions

Student preparation instructions

Focus group aim: to find out what 'International Mindedness' means to you and how your school helps you to become Internationally Minded.

Thank you for agreeing to take part in the student focus group. In preparation, I would like to ask you to take some photographs (approx. 5 taken by each student). Please take about five photographs which show what you do in school that helps you become internationally minded.

How you define international mindedness is up to you – it might be learning about the world and global issues, learning to interact with different people from around the world, or it might be about open-mindedness and the learner profile. We are interested in what it means to you and your experiences.

You might like to think about where you learn to be internationally minded and the things you have done that have helped you to learn. You can take pictures in your classrooms and around your school. It's up to you what you take pictures of. If you take pictures of people, please ask if they are okay with this first.

When you have taken your photos please email them to the researcher, [XXX on email](#) by the end of the day on **INSERT DATE**. Please use the subject line: student photos. I will print the photos to use in the focus group.

If you have any questions please contact your teacher or email [XXX \[Researcher\]](#).

Focus group for use with MYP and DP students

Introduction 5 mins

- Share the Aim: to find out what 'International Mindedness' means to you and how your school helps you to become Internationally Minded.
- Check that parental consent has been given (MYP only) and that each child has signed a consent form
- Thank them for sending photos. Ask how they found the activity?
- Was there anything you wanted to take a photo of but couldn't? If so, write about it on a 'blank photo'

Activity 1: Photo elicitation (20-25 mins)

Use student's own photos (but take copies of exemplar photos in case they don't send any/you can't get to a printer or another problem.)

Group task:

A] Each of you should share the photos you took. Then as a group arrange the photos into groups to show us what you think IM is and how you learn it. Use big sheets of paper and blue tac to stick down and pens to annotate.

B] Present your display to the researcher... tell us why you have grouped them like this.

prompts:

- Did you take photos of similar things or different things?
- Do you all agree about where/how you learn about the world?
- What is it about those things that have helped you to learn? What have you enjoyed doing the most?
- What does it mean to have an international mind? (this is important and should be asked)

About specific pictures/groups.

- What about this picture/group?
- Why did you take this one?
- What were you doing here?
- How did this help you to learn to be IM?

OR Using exemplar photos (see appendix 2) (this is a back up plan just in case)

- What comes into your head when you see these photos?

as a group arrange the photos into groups to show us what you think IM is and how you learn it. Use big sheets of paper and blue tac to stick down and pens to annotate.

Ask the group Present your display to the researcher... tell us why you have grouped them like this.

- How closely do each of the different photos match what your school defines as being internationally minded?

-

Activity 2: Continuum (see appendix 1) (15 mins)

Complete the sheets individually then compare each other's

Exemplar prompts:

- Can you say why you've marked the different points on the scale?
- What sorts of things were you thinking about when you marked the different points on the scale?
- Can you think of any specific examples of things that have happened in school?

Part 3: Group discussion (15 mins)

Talking about assessing your understandings of international mindedness...

- Where do your understandings of IM come from? Are these ideas similar or different to ideas that you have come across at home/with friends/in other schools?
- What does your school do well to help you develop an international mind?
- What could they do better?
- What is your school doing intentionally with planning? What happens naturally without any planning?
- Do your teachers give you any feedback about getting on with others/developing an international mind?
- How much is Head, Heart, Hands? Knowing, doing, feeling? (see tool as prompt)
- Is it important to learn how to get to know others/be IM in school? Why?

Finally: Is there anything else we should have asked you / you want to tell us about

Final reflections meeting with Head Teacher

(c. 20 mins)

Checklist

- Voice recorder
- Summary of key learning points (NB. This will be school-specific and will need to be prepared before going into the meeting).

Intro

Thank the school for hosting the visit. The purpose of the final meeting is to share initial reflections on the visit and to let them know what will happen next.

Summarise

Reflecting on your three days, choose three key points that have struck you about international mindedness within the school. This could be how IM is defined within the school, examples of practice and what the school is doing to foster IM, or examples of challenges and opportunities. Share your three points and invite the Head Teacher to comment on these or to add any final thoughts on IM in the school.

Last chance to ask any final questions...

What are your plans within school for the next 5 years?

Closing

Explain what will happen next.


Return to University of Bath for analysis of the data. The school will be one of nine case studies. We will send a short report specific to your school for comment [before the final report]. This will include a summary of results of the parent survey.

Let them know that a copy of the final report will be sent to the school in the spring.


Appendix 1: Continuum

How internationally minded is your school?


The school as a whole

Not internationally minded		Internationally minded
----------------------------	--	------------------------


The teachers

Not internationally minded		Internationally minded
----------------------------	--	------------------------


The students

Not internationally minded		Internationally minded
----------------------------	--	------------------------

Other staff/ support staff

Not internationally minded		Internationally minded
----------------------------	---	------------------------

Parents

Not internationally minded		Internationally minded
----------------------------	--	------------------------

Appendix 2: Exemplar photos for MYP/DP focus groups



guten tag sawadee
hello hi shalom
aloha ola 你好
anyong hallo hey
benjour kamusta
konnichiwa
©3 blogofthrees.com



Appendix 3: PYP focus group instructions

International Mindedness Focus Group: Part 1

Working in pairs, I would like you to take pictures of what you do in school that helps you to learn about the world and helps you to work and play with different people from around the world.

Think about **where** you learn about the world and getting on with different people in the world, think about **what kind of things you do** that help you to learn about the world and getting on with others.

You can take pictures in your classroom and around your school. It's up to you what you take pictures of. If you take pictures of people, please ask if they are okay with this first.

International Mindedness Focus Group: Part 1

Working in pairs, I would like you to take pictures of what you do in school that helps you to learn about the world and helps you to work and play with different people from around the world.

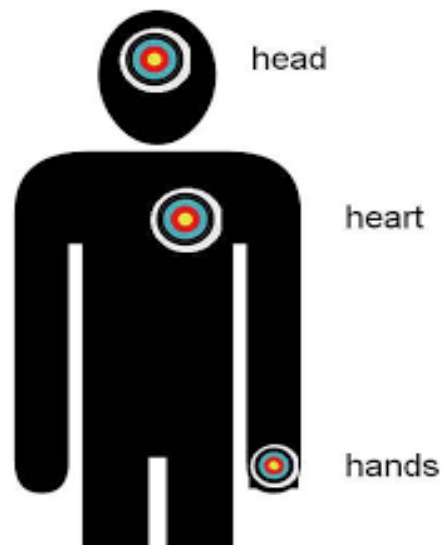
Think about **where** you learn about the world and getting on with different people in the world, think about **what kind of things you do** that help you to learn about the world and getting on with others.

You can take pictures in your classroom and around your school. It's up to you what you take pictures of. If you take pictures of people, please ask if they are okay with this first.

Appendix 4: Head, Heart, Hands Tool

What does it mean to be internationally minded?
Head Heart Hands activity

Think about the ideal student when they leave your school... what do students' leave with... in what ways are students' internationally minded?



Head - what do students' know and understand including self-knowledge

Hands - what can students' do: skills, actions, experience/ expertise?

Heart - what do students' believe in and value... feelings, values/attitudes

Image credit: iserveafrica.org

Appendix 5: Parent survey and findings

437 parents responded to the online survey (see below for a copy of the survey questions); 317 (74.4%) were female and 109 (25.6%) male. This represented an average of 12% of the parents who had children in the target groups of students. Questions probed the parents' reasons for selecting the school for their child, about their perceptions of IM and the extent to which these accord with the school's view (see Appendix 5 for the actual questions and details of the survey). Opportunities for the transfer of ideas about IM between home and school were also explored. Questions were left open in order to allow parents to express wider comment about the value and significance of IM in their homes.

Overall there was much consensus in the parent responses, with the phase of schooling seeming to make little difference to the views of parents. Parents stated that the main reasons for their choice of school were the IB curriculum, the perceived quality of education offered by the school, the range of language provision and the diversity of students. Some parents commented on 'the different way of learning' in the school. Generally parents thought that their children's school was different because of its cultural mix of students and staff, the IB curriculum and its related approaches to learning, the emphasis on critical thinking and English as the medium for teaching. Language programmes were also frequently mentioned as a feature that was distinct and different about these schools.

Parents were specifically asked how important an IM perspective was in their choice of school. Those that responded rated this very highly, with 87.5% indicating that IM was very or fairly important when choosing a school for their child. There was clear agreement in parents' definitions of IM. Explanations included being confident in one's own environment and *then* knowing about, accepting and learning from other cultures. As one parent put it

'being aware that one's own culture provides just one perspective on the world and that other people think differently. No one world view is the correct one ... being excited by the differences.' (Parent, Mekong (DP))

Schools were seen to promote IM through specific teaching programmes (e.g. CAS), particular events such as MUN, international days, foreign exchanges and field trips. The diversity of the school community was also cited as very important in contributing to the development of IM, as were the language programmes. In addition, schools were observed to actively celebrate and talk about diversity and to promote equality and inclusiveness.

95.7% of parents thought that IM was important in bringing up their child and 73.2% of them considered that their view of IM was exactly the same or similar to that of the school. A few admitted that the child's attitudes had influenced their own thinking with issues brought back from school giving rise to useful discussions in the home. IM was generally supported at home by family attitudes, travel and discussion. There was a natural context in which to do this with many respondent families describing themselves as multi-cultural and as living in different locations themselves. A very high proportion of parents (97.6%) thought that having an IM disposition would be beneficial for their child's future.

'globalization is here to stay - and the best way to be prepared for that is through an international mind set.' (Parent, Colorado (DP))

Parents were asked to say whether or not there were any issues between their own and the school's perceptions of IM. Very few issues were identified although a number of parents felt that the school had no clear definition of IM. A few respondents cited an overly British/Eurocentric approach to viewing society while others felt that expatriate teachers did not respect the home religion. In the

Survey questions

(Bristol Online Survey. <http://www.survey.bris.ac.uk/>)

Your child's school has been chosen to take part in a research study about International Mindedness in IB World Schools. This study is led by the University of Bath, UK, and is funded by the International Baccalaureate Organisation (IBO). We think it is very important to obtain parents' views so would be very grateful if you could share your views and perspectives of International Mindedness.

The findings will be used to support schools wishing to develop their work in this area.

The survey should take no more than 10-15 minutes to complete. Your answers will be kept confidential.

Please answer the survey thinking about your child in the Primary Years Programme (PYP). If you have more than one child studying the PYP, please answer the questions in relation to your eldest child.

You and your child

1. How many years has your child been at this school?
2. What year level is your child in?
3. What was your most important reason for choosing this school for your child?
 - a. In what ways is this school different to other schools in the local area?

We are interested in the perspectives of parents from a range of cultural backgrounds. We would therefore be grateful if you would be willing to provide answers to the questions below.

4. Your gender
5. Your nationality
6. Your ethnicity

About international mindedness

Developing International Mindedness is a key aim of the International Baccalaureate Organisation's programmes.

7. In your view, what does it mean to be internationally minded?
8. Your child's school has a strong commitment to developing 'International Mindedness' in its students. How important was this in choosing this school for your child? Very important, fairly important, neither important nor unimportant, not very important, not at all important, unsure.
9. From your experience, please give three best examples, in rank order, of what you believe your child's school is doing to develop International Mindedness.
10. How close is your view of International Mindedness to the school's view? Exactly the same, similar, slightly different, totally different, unsure
 - a. If your view is slightly different or totally different, please say how.
11. In bringing up your child, how important do you think it is to instil International Mindedness in your child?

Appendices

- a. If very or fairly important, please give one example of something you have done at home to instil International Mindedness in your child.
12. In what ways, if at all, have you or your family been involved in sharing your culture, including its values and traditions, in the school?
13. Have any of the perspectives your child has heard or learned in school caused any issues or disagreements at home?
14. Do you think being Internationally Minded will make a difference to your child's future? Yes, maybe, no, unsure. Please explain your choice.
15. Do you have any other comments?

Appendix 6: List of nodes exported from NVivo

Name	Sources	References
Assessment	0	0
Action	3	3
Behaviour assessment	2	2
Concern with summative assessment	20	34
Evaluation	14	22
Evidencing	8	12
Formative assessment	1	1
Informal	19	23
Interest in assessment	5	6
Personal appraisal	2	2
Reflection	16	30
Reward schemes	9	13
Within IB curriculum	20	30
Challenges	0	0
Contextual	2	2
IM as elite	8	8
Relationship with the state	8	13
Religion	8	15
Sensitive contexts	10	19
Individual	0	0
Personal discomfort	6	10
School	0	0
Balance between open-mindedness and relativism	2	5
Diversity	6	9
Falling student numbers	1	1
Homogenisation	1	1
IB curriculum	7	9
Meeting students' needs	16	30
Other pressures	1	1
Parental engagement	12	21
Professional Development	12	24
Resources	9	11
Staff turnover	7	10
Treatment of local staff	7	8
Western	3	6
Definition	0	0
IM as action	16	21
IM as behaviour	1	2
IM as challenge	10	19
IM as diversity	16	27
IM as fuzzy	25	44
IM as identity	28	50
IM as knowledge of world, events etc	12	18
IM as open-mindedness	19	39

Appendices

IM as passion & motivation	6	9
IM as personal	11	11
IM as process or journey	15	30
IM as relationship	5	15
IM as relative	4	6
IM as responsibility	10	15
IM as skills	14	22
IM as transformative	2	2
IM as values	27	43
Practice	0	0
Awards	2	3
Beyond 3Fs	11	20
Campaigns	3	5
Celebration & international days	21	32
Defining IM	6	9
Discussion & conversation	19	28
Diverse student & staff body	34	93
Ethos	19	47
Extra-curricular	6	9
IB curriculum	37	112
ATL	3	5
CAS	10	27
Extended essay	2	2
Global contexts	2	5
Inter-disciplinary unit	3	3
Personal project	1	3
PYP exhibition	3	3
TOK	6	7
Leadership	6	8
Learner profile	20	37
Multilingualism	30	57
MUN & conferences	12	21
NGOs	4	4
Other programmes	4	4
Professional Development	14	23
Policy	14	24
Relationship with local community	14	19
Resources	2	2
Role modelling	20	48
Speaker visits	4	6
Sport	7	8
Student voice	15	27
Technology	7	9
Trips and exchanges	9	21

Appendix 7: The case studies in brief

Amazon School (DP), Indonesia

[researcher photo]

Introduction

- Amazon (DP) is a 'British' school based in Indonesia, established in 1973. It is one of 47 IB world schools in Indonesia and has Primary and Secondary campuses for 1,450 students.
- Indonesia faces many challenges due to its national, religious, social, economic, environmental context. As a lower middle income country (World Bank) Indonesia faces development and poverty issues. The country has a very large and diverse population; it is the fourth largest country in the world with hundreds of ethnic groups and languages; the national motto *Bhinekka Tunggal Ika* (Unity in Diversity) reflects the multicultural composition of the population. Indonesia's population is majority Muslim having the largest Muslim population of all countries in the world. The school's 'British'/'western' values are therefore to some extent at odds with this Muslim context. However, whilst it has Islamic influences Indonesia is a secular democratic country not based on Islamic law.
- In many ways the school is 'at odds' with the national and local context in particular its privilege and wealth amongst poverty. Other contrasts are evident including the school's extensive, clean and green campus amongst a polluted and poor urban landscape. Immediately outside of the school there is evidence of poverty, open sewers, rubbish piles ('Kampung' - poorer neighbourhood).
- 174 students study the IB Diploma Programme. Around 30% of the school population is local/ Indonesian. The remainder represents more than 60 nationalities. A growing number of Indonesian students from the locality attend just for the DP. The school offers the International Primary Curriculum and I/GCSEs. Teachers are majority British, but also Australian and Canadian. In languages all Indonesian teachers are native speakers, as are some of the other languages teachers: Korean, Mandarin, French.
- **The main challenge** here is the context in which the school is located. As a 'fledgling democracy' (Principal) there are tensions in the country as illustrated by the recent terrorist attacks in the city this school is located in (post the research visit). The school campus could be described as a 'gated community' –having large walls and fences with three layers of security including security officers with dogs. As a majority Muslim country the school is concerned about the potential threat of an extremist backlash and security has been heightened further since events in Paris (2015).



The framing and defining of IM in IB schools

- There seems to be a dual purpose for an IB education in this school... to i] support students in attaining a passport to their future education/ employment and ii] prepare well-rounded IM individuals with the capacity to make a difference.
- The school's conception of IM is evident in its mission statement (principles) which conveys its aspiration to prepare students for leadership roles and responsibilities in their future lives in order to work towards a better world.
- A key theme from staff has been the aspiration to 'burst the bubble' that students live in... describing common experiences of students here as being sheltered, cocooned, living in a bubble, living the compound life detached from the reality of life for most of the local community.

- There is evidence that parents value the school’s aspirations for their children and believe this is enhanced through a focus on International Mindedness in terms of its benefit for future responsibilities and employment as well as personal wellbeing, tolerance and acceptance.
- Self-awareness, knowing yourself and your own culture was seen to be important as a precursor to IM – staff and students... and the importance of developing your own identity (not losing it). All those involved felt that IM starts from within.
- Deep local engagement is seen to be a very important facet of IM by staff; the local and national community is valued with an aspiration for students to engage with Indonesian life and culture. Underpinning this is the school’s commitment to understanding and engaging with local culture, not in ‘tokenistic’ ways but through, for example, student’s’ community work and all students learning Indonesian language for two years.
- The school aspires to develop IM at a deeper level involving not just knowledge and understanding, not just a state of mind but also a state of being that involves engagement, action and emotion, which goes far beyond for Four F’s.
- This approach could be described as ‘Living IM’ or ‘local mindedness’ with this acting as a basis for global engagement and future responsibility including leadership roles.
- Students see IM as very individual, about connections with others/ understandings/ empathy but don’t want it to be formalised... and felt the need to develop their own understandings and meaning.

The practice and procedure of IM in IB schools

- There is evidence that ‘champions’ from staff in the school, promote IM in practice (CAS coordinator and IBDP coordinator, for example).
- Choices made within the curriculum can promote IM e.g. East Asian history (observed in DP History); current media coverage and cartoons re contemporary news (observed in DP English); Focus on critical thinking and provocation (observed in English and the TOK ‘TEDTalks’). The ‘remembrance wall’ is an impressive expression of IM. Students brought together stories of their grandparents and others who were involved in WW1; this involved research and interviews, where possible. Outcomes from this task were displayed in a wall of stories, images and poppies (the symbol of WW1). The wall brings together stories from all over the world including those who were enemies and whose grandchildren now are friends and study together at the school.



[remembrance wall (left)
researcher photo ;
working with the local
community (below)
student photo]

- CAS is a strong and important element of IM work at Amazon (DP). For example, the Sekolah Bisa project is a school for local street children (25 children) which was set up through CAS. This is a successful, sustainable project with two permanent teachers, a gardener and a cook/ helper. The school serves the most vulnerable children who live in the kampung and have spent their previous short lives begging or working on the rubbish tips. Children who leave go on to secondary school if they can get a



scholarship or by funding themselves through small businesses. The DP CAS students manage all aspects of Sekolah Bisa, including the accounts and the medical needs of the children, and liaising with other agencies e.g. about child welfare. All teachers attend Sekolah Bisa as part of their induction into the school and some teachers take occasional lessons there. It was clear from the focus group that this experience had a big impact on those teachers involved.

- There are a wide range of extracurricular opportunities many aligned to responsibility and leadership experiences and making a contribution/ difference.
- The school is committed to multilingualism. The recent introduction of compulsory Bahasa language learning is intended to promote a deeper engagement with Indonesian culture and help students to consider their own identity – as a foundation for global engagement.
- The students felt that to some extent IM was developed through friendships and working/ playing together and being in a pluralistic setting. They considered role models of IM were very important to them; they cited teachers and also older students – and how influential it was seeing their expressions of IM e.g. accepting others, integrating with each other, and working at Sekolah Bisa.
- Practice appears to promote reflection and critique, collaboration and integration; this challenges students outside of their comfort zone through risk taking, enabling caring approaches, building confidence, providing life changing experiences and opening minds.

The assessment and feedback of IM in IB schools

- IM is not formally assessed, other than where a curriculum area requires IM-related concepts/ skills to be tested, examples cited by staff included Languages (oral), English (multiple perspectives) and History (understanding international relations). However, this assessment need not necessarily provide evidence of deep engagement with IM as a concept – a student can demonstrate those understandings / skills without being personally engaged or affected.
- Formal assessment was seen to be challenging and not necessarily desirable given individual conceptions of IM together with issues around defining IM.
- Nevertheless, whilst there was uncertainty, there was interest from staff and students in how the development of IM might be evidenced and monitored - not through formal assessment but in less formal/ formative/ constructive ways.
- Staff and students noted the assessment opportunities afforded by student blogs which are used across various subjects:

The challenges in developing and assessing IM in IB schools

- One of the key challenges raised by staff concerned staff (and student) turnover alongside the challenge of recruiting appropriate staff with IB experience (this is desired by the senior leaders and principal). Due to high turnover staff Professional Development tends to focus on subject knowledge and whilst IM is incorporated it is not the priority not a focus of Professional Development and INSET.
- Asking young people to reflect on IM in the focus groups raised issues, some deeply personal, about their identity and place in the world. Some students shared uncertainties about what home means and who they are. Their view seems to be that knowing yourself is a precursor to IM.
- Further, opening minds to the reality of life outside of the school would seem to be very personal and challenging when 'growing up'. These sorts of issues are highly visible in this school context, for students arriving at school every day where the rich/poor divide is so visible and with the necessity of 'walls' to divide the school and its community. Staff aspired to burst the privilege bubble.

Colorado School (DP), USA

[researcher photo]

Introduction and context

- Colorado (DP) is a well-established IB World School in a large city in a south-eastern State of the United States of America.
- It has been doing the IBDP since before the 1990s, making it a 'pioneer' school i.e. it is within the top-10% of established schools.
- It offers the 'IB Continuum'.
- It has a very strong sense of mission and identity. The school was started by a mixture of parents and local companies and has since the 1990s. It began life in 1985 with 51 students and now has 1,100.
- There is a definite 'legacy' and sense of 'vision', set by the founding parents and the first founding Director, with a strong tradition of multilingual international education. There is a strong on-going vision set by the school Administration.
- The parents describe this school as liberal and tolerant.
- The school has 160 Grade 11 & 12 Students. Although a large proportion of students are 'local', the school has a strong environment for developing IM. *The school has a low turnover of students.* As a result, many of the IBDP students have been at the school for 14 years. Moreover, many have already undertaken both the PYP and MYP.
- The main challenges for Colorado (DP) are largely philosophical, and historical rather than geographical. It is about preserving and maintaining the development of IM especially as it continues to grow, and new parents buy-in to the school plus the long-established teachers leave. Complacency is arguably a major threat to the on-going development of IM in a school such as this which has been doing the IB programmes for a long-time and therefore assumes it does not need to assert IM as much as perhaps it used to.



The framing and defining of IM in IB schools

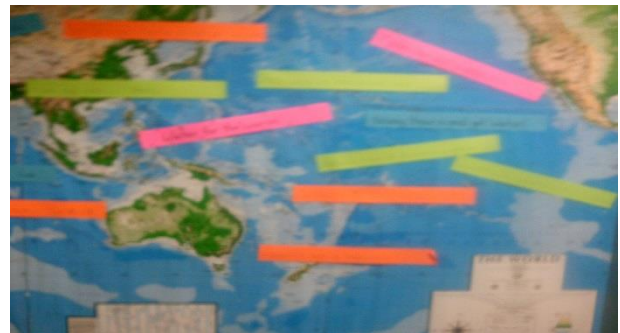
[photo taken from school website]

- The students saw IM as being about showing respect, and being open-minded.
- This school practices what might be called a '**Jigsaw Model**', creating a 'global mindset' based upon the notion of global inter-dependence and inter-connectedness.
- The terms 'connections', 'inter-connections', 'inter-dependence' and 'global mindset' were frequently used.
- IM was seen as far more than just a celebration of the 'Four Fs' or 'international awareness'.
- The IB Learner Profile is less evident in lessons (as might be expected in DP lessons), although 'open-minded' is used a lot by the students but the DP students know it inside-out (many have done all three of the IB programmes, which is very unusual).
- Most classrooms had a poster depicting the IB Learner Profile as a jigsaw. This was developed by the school.
- The view of IM as being about connections was shared by students and parents.
- The general view is that the school is on an IM 'journey', and is about half-way there.



The practice and procedure of IM in IB schools

- The DP students feel that IM permeates throughout the teaching.
- The students felt that teachers were good role-models for IM.
- I felt that the students are used here as the main teaching asset, rather than textbooks or video. There is a 'core' of established students, and the newer students feed into the system bringing new and fresh perspectives and views. The students really appreciate that. It was clear from my visit that in a DP school the students act as vital peer role-models for IM, whereas in a PYP school it might be the teachers who are the main role-model for the children.
- There is a strong sense of school-community, which I think helps to facilitate IM. The layout of the school helps, creating an open environment. The school is very open and relaxed with a lot of work going on in the corridors and outside the classrooms. The students feel that the mix of 90 nationalities also creates a strong sense of an international community. The Alumni links are very strong, revealing the depth of relationship that has been formed. The daily-life of the school definitely facilitates IM; even the food was mentioned by some students as being 'international'.
- The school has a lot of open space (see below) where children can openly work and study. This sort of open environment seems indicative of the school acting as a conducive environment for IM.
- There is a strong sense of respect and trust (e.g. the student's lockers are unlocked as are doors to rooms). The term 'respect' and 'caring' is used a lot by the students to describe the school.
- *There is a portion of the Berlin Wall in the playground, symbolizing connections with Germany, the home of many of the founding parents.*
- This school has a language immersion programme. The students learn and study in either German, Spanish or French.
- *The school placed a lot of emphasis on design.*
- The front of the School includes Welcome signs written in five languages. The front also has three flags which change regularly.
- Friday is 'Jersey Day' when students can wear a jersey reflecting a football team etc.
- There is a map of the world in the main corridor where students can add 'news'
- There is evidence of charity work
- The library contained much literature about human rights, political freedom etc



[researcher photo]

The assessment and feedback of IM in IB schools

- It is felt by the teachers that IM is assessed, although maybe not formally. The students are challenged to think internationally. It was strongly felt that the DP already does assess IM.
- The teachers generally did not want IM to be formally assessed.
- The school has used several 'intercultural inventories' e.g. *Assessment of Inclusivity and Multiculturalism*. The school had used an 'intercultural inventory' with the University of Durham. They found it laborious and daunting.

The challenges in developing and assessing IM in IB schools

- Lack of time to step back and reflect on where the school are with IM.

Appendices

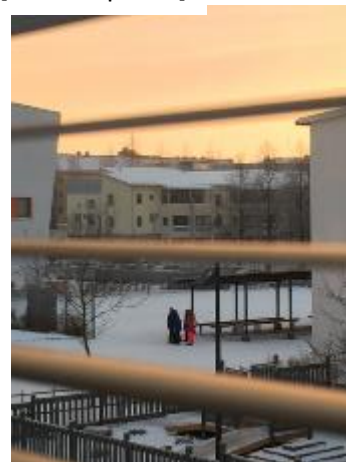
- It is difficult to get a common understanding of what IM is among the staff.
- It is a challenge to get the students through a rigorous curriculum, given the diversity of the student body.
- The IBO could create a better framework for facilitating IM in the IBDP, especially through more collaborative/project work by the students.

Danube School (MYP), Finland

Introduction

- Danube (MYP) is a state International School located close to the centre of a city in Northern Finland. It is one of 19 IB World Schools in Finland.
- It was established in 2001 and offers the Primary Years (PYP) and Middle Years (MYP) programmes. There is a Diploma programme offer on the same site but this is in a separate college.
- The school leadership (and staff) can be characterised by stability; the principal arrived in the second year of the school's life.
- As a state school Danube (MYP) has to combine the Finnish curriculum with the IB curriculum. As such whilst this is an English medium school all of its students have to learn Finnish, and the state requires that all students have a certain level of English. The dual curriculum causes extra work for teachers.
- This is quite a small school with 30 teaching staff and 329 students of which 186 are studying the MYP. The student population is represented by 28 nationalities the majority of whom are Finnish. However, many of the Finnish students are internationally mobile having lived elsewhere, born in another country and/ or moved back and forth.
- Approximately a third of staff are non-Finnish with some slight variation year on year.
- Whilst Finland is often described as a culturally and ethnically homogeneous nation it does have some established minority populations including Swedish-speakers, the indigenous Sami, and the Romani. Increasing immigration is further diversifying Finland.
- The main challenge is in respect of the relative cultural and ethnic homogeneity of Finland, particularly the region this school is located in, and changes to this. Finland has experienced an increase in immigration in recent years, especially from asylum seekers; this is resulting in some negative reactions in the country. These reactions are a challenge to open-mindedness and at odds with the concept of intercultural mindedness adopted by this school; in addition such negative views create issues given the school's high levels of cultural and ethnic diversity.

[student photo]



The framing and defining of IM in IB schools

- The school has a distinct view of IM, which is described as 'interculturalism'; this was reflected in views from all stakeholders and represents a relatively coherent view of IM. Interculturalism is expressed as a desire to educate children to become 'interculturally minded... citizens' (mission statement). In discussions, intercultural mindedness (ICM) was also linked to open mindedness. However, some staff expressed slightly different preferences for terminology.
- ICM was seen as embedded within the school. It has been developed and sustained since the school's inception, supported by the partnership with teacher education programmes at the city university.
- Valuing your own culture first was recognised as an important starting point for ICM and for Finnish children Finnish culture is clearly valued in the school; this can be illustrated by the practice that all children must learn to knit.
- Values of acceptance, compassion and caring were valued in students and this is reflected in how the students talk about the school community.
- This emphasis on acceptance and care can be illustrated by the response to the refugee situation in Finland, which came up in all discussions; the students recognise that their perspectives on this are

different to perspectives they hear about in the (social) media and from friends at different schools who seem threatened by and against Finland taking in refugees:

- This school values inclusion and participation. A democratic approach to decision making is evident, for example, involving students and parents in formal decision making processes. Student action was particularly highlighted.
- The school operates a zero tolerance approach to bullying which reflects the school's opposition to exclusion and its focus on interculturalism.

The practice and procedure of IM in IB schools

- Danube (MYP) is proud of its cultural celebrations both home and international. Community events were described as enjoyable and memorable.
- The curriculum was seen as a way to promote different 'perspectives' on a topic. Examples include the study of WW2 and the colonization of America.
- The school has adopted the CLIL approach to language learning, a competence-based teaching approach that is gaining ground in European education systems. The idea is to teach both the subject and the language, and is described as " *'learning a language is like learning another culture'* (Observed Teacher Interview). Many of the teachers have been or soon will be trained in this approach. The influence of CLIL was evident in observed lessons and the focus group discussions with staff. One example in practice is the newly developed Interdisciplinary Unit plan: 'what makes people leave home'. This unit combines Finnish language learning with history including Finnish emigration in the 1800s and immigration today. Here there are many opportunities to develop ICM including through the comparison of past and present migration. This unit provides an opportunity to investigate asylum seekers' reasons for leaving home by inviting former asylum seekers to the school to be interviewed (this was later evidenced with photographs of the visit disseminated on Facebook).
- The school takes a democratic approach to decision making. Student engagement and action is strong; students enjoy considerable responsibilities, they are valued and encouraged to play a significant role in the life of the school, participate in school decision-making and to be informed action takers. This is taken very seriously and trust is placed in students. Each class has a range of elected representatives for the student council, eco team, Tukioppilaat (support students) and UNICEF.



[student photo]

- The school recognises the importance of engaging parents in the educational process, especially given that many parents have different educational expectations according to their cultural background (given the mix of cultural groups represented in the demographics of the school). Parents have been involved in the development of the school, its policies and practices, since its inception. The school involves parents in decision-making and consultation via its 'dream team' (one parent representative elected from every class) which meets regularly. Parents are also invited to support teachers' planning including curriculum planning. Teachers also recognise the importance of communication with parents (parent education), with the use of teacher blogs and newsletters to explain their plans, strategies and student activities.
- Students appreciate the role modeling their school provides in terms of IM; they report the school's explicitly caring approach and the commitment to supporting all students including newcomers and returning students. Once a month there is a 3rd Culture Kids Club meeting to listen to and support students

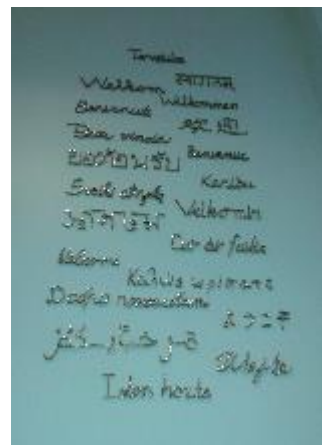
newly arrived in Finland.

- Students consider teachers to be good role models of ICM by having such a clear strategy against bullying (all groups develop, agree and sign a contract).
- The sustained link with the University of xxx teacher education programmes has been influential in promoting the intercultural emphasis; many of the teachers are alumni of these programmes and / or have worked alongside students of the programme doing practice/ visits to the school.

[student photo]

The assessment and feedback of IM in IB schools

- IM is not assessed as such but many, including students, believe that it is assessed as part of other topic/ subject assessments with a secondary focus on IM.
- Students also mentioned opportunities to assess IM through the Learner Profile and reflective writing:
- There appears to be some reluctance from staff and students towards assessing IM in a formal way
- There is also a level of curiosity about how you can assess something that is part of the everyday life of the school and something that is deeply personal. Some staff also felt it counterproductive (*'dangerous'* Senior leader focus group) to assess IM. However, there was some interest in how other schools assess it including if they do and what the possibilities are. Staff welcomed the *head, heart hands* model of IM (levels of saturation), and agreed that it might be the basis of a self- assessment tool to monitor one's own development of IM. The principal welcomed this as a *'student friendly' idea*



The challenges in developing and assessing IM in IB schools

- Developing ICM in students within a relatively homogeneous Finnish cultural context (both in terms of the Finnish population and of the majority Finnish population of the school) alongside the changing context in Finland, was seen to be a challenge.
- There is a view from staff that it is important for students to recognise they don't live in a *'bubble'* (Teacher), and that students need to think globally and recognise the changing world. This can be exemplified by the impact of the refugee situation and changing political landscape. Students were very accepting and caring about incoming refugees but recognized that their views were at odds with those they received via social media, *'news'* and friends in other schools.
- ICM creates some discomfort for students when they are forced to confront difficult truths e.g. relating to Romanies, refugees or historical background
- When asked how the IBO could support this area of their work, staff in the school focused on professional development. However, as a state school funding limits attendance on workshops and courses. On-line courses provide an alternative and less expensive option this also has limits on top of daily work.
- Given the perceived success of CLIL Staff would like to see this approach to language learning adopted more widely by the IBO.

Hudson School (MYP), USA

Introduction and context

- Hudson (MYP) school offers the Middle Years Programme (MYP) and is one of the 1,743 schools offering an IB programme that are located in the USA (of which 624 offer the MYP).
- It is situated in a relatively affluent suburb of a large city in a state located in the south of the USA. The school is a state school, and the area within which it is located is very affluent and has a liberal feel and image to it.
- Hudson (MYP) has a relatively advantaged intake, with teachers commenting that many of the students had experienced overseas travel outside of the USA to European and other countries. Equally, the teachers felt that the ethnic mix of students within the school also brought great learning opportunities. Indeed, the school, like the city within which it is located, has a very ethnically diverse population. The ethnic diversity of the school is helped by the fact that it draws its pupils from across the city, not just those living in the immediate vicinity.
- The school is the oldest in the area and has a long history of success and sporting achievement, evident from the trophies which line the corridors. Owing to this long tradition of being regarded as a successful school, it is over-subscribed and very popular amongst parents and prospective teachers alike. Indeed, teachers felt that some of the best teachers were attracted to the school because of its good reputation.
- IM is linked to the school's mission 'to encourage students to become...caring participants in their local and global communities'. The school's core values are listed as: Respect for Self and Community, Continuous Improvement, Life-long Learning and Safety.



The framing and defining of IM

- Students had really sophisticated understandings of what being a global citizen means expressed in terms of understanding the importance of perspective and being aware and sensitive to cultural difference.
- Some of the teachers actually felt that pupils had a better idea and practice of being internationally minded than some of the teachers

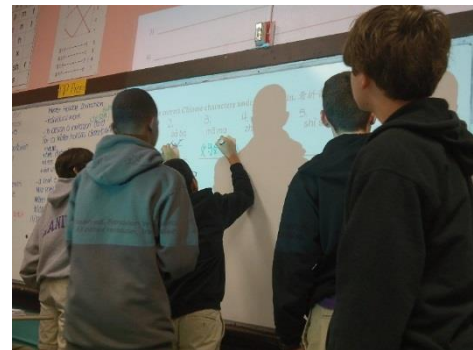
The practice and procedure of IM

- A central factor which teachers, leaders, and students felt was important in promoting a international mindedness within the school was the nature of the student body. The school is a 'magnet' school which means that it recruits students from across the city, and the many diverse neighbourhoods (local neighbourhoods themselves are racially/ethnically segregated to some extent).



[lunchtime, student photo]

- Teachers talked about how 'easy' it was to be internationally minded within the school precisely because of the particular population which gave them an excellent resource to draw upon.
- Students themselves similarly felt that having such a diverse peer group meant that difference was just an everyday thing which meant that incidents of bullying because of difference rarely happened.
- One of the students talked about how out of place and strange it would be to highlight somebody's difference, because everybody is different.
- Students had a strong sense of what was appropriate behaviour, with expectations of conduct aligned closely to the learner profile attributes. It was felt that certain school practices enabled this 'culture' (for want of a better word!) to continue and perpetuate within the school. For example, students talked about how 6th graders learnt from 8th graders about how to behave when they entered the school. A number of school practices encouraged students across grades to work together.
- Other school practices encouraged the mixing of groups within the school. 'Mix it up Friday' involved students sitting next to others they had not sat next to before in the lunch hall.
- Whilst it is always difficult to make judgements about who is a 'good' teacher, most of the teachers I spoke to were incredibly strong at promoting international perspectives, and again, I wondered if this was because the school was able to recruit exceptional teachers.
- Teachers truly integrated international perspectives into the classroom, and got students to really transcend in their thinking. For example, the maths teachers talked about maths in other cultures, and the Chinese view of maths etc. (see picture).



[Maths class, student photo]

- The MUN class was seen by teachers and pupils as a really special place where 'IM happened'; If I wanted to find and 'see' IM in this school, I was told to go there. It was a lesson filled with perspective, balance, awareness of difference. The teachers of this class is from Yugoslavia herself and has a wealth of knowledge and global awareness to share with students. She was a strong believer in inclusiveness, and the MUN class did not discriminate on the basis of age or (dis)ability. The practices in this classroom were amazing to observe.
- Prioritisation of IM in the school was obvious from the recruitment of a specific member of staff responsible for IM whose sole job was to ensure this happened. This meant there was the capacity for the school to bring in outside speakers etc.
- The school is a 'no place for hate' school.

The assessment and feedback of IM

- Assessment was evident informally (with teachers and students calling out each other when they said something that might be construed as somewhat intolerant or not open minded) but also through other practices such as the IB Award. Students and teachers voted for students who demonstrated a learner profile attribute every 9 weeks. The winning students write a reflective piece which is then pinned on a winner's wall on public display in the hall.

The challenges in developing and assessing IM

- In this school, it is hard to find them! There are more challenges to being closed minded! The school's catchment seems to be key here.
- One thing that struck me was the challenge of professional development, especially with new teachers joining the school and leaving.

Mekong School (DP), China

Introduction and context

- Mekong (DP) School is an International School located in the suburbs of a populous and historic city in China. It is one of 98 schools offering IB programmes in China.
- It was founded in 1994 and now offers all three IB programmes. The Elementary, Middle and High schools are situated on one campus. The buildings are colourful and incorporate Chinese architectural features, including a Chinese garden, and a Chinese-style bridge across the lake. Many students live in compound housing surrounding the school, an area which includes European shops and restaurants. Most are students of parents who work in global corporations and many have aspirations to go on to study at prestigious universities, mostly in the US.
- The school's mission is to 'Connect, Inspire, Challenge: Make a Difference', and it does this by providing a learner-centred atmosphere, which 'provides students with a fundamental respect for the beliefs and values of other people' (School website). The school has 1392 students on roll, including 236 in the Diploma Programme (DP).
- The student and staff bodies are very diverse with 31 nationalities represented in the DP. 42% student come from USA, UK, Canada, Australia and New Zealand; 24% from Asian countries; and 27% from Europe. A rule set down by the Chinese government means that Chinese students are not allowed to enrol in the school unless they have a foreign passport.
- The teaching staff who work with DP students represent 13 different nationalities, are professionally competent in 12 different languages. 67% have worked at the school for more than 3 years, indicating a level of stability within the staff body.
- This diversity represents both an opportunity and a challenge for the school in terms of IM. Other challenges include the air pollution, a sense of living in a 'bubble' as is so often described in international schools, and the pollution of the local lake.
- The school is very well resourced which brings many opportunities for IM.



[Mekong (DP) School, researcher

International-Mindedness



photo taken from
school website

The framing and defining of IM

- Many stakeholders expressed difficulty in pinning IM down. IM was seen as something personal and difficult to define. Some questioned the concept of IM. Yet all had a lot of say about the themes of IM.
- There was a sense that the process and conversation about IM is more important than the definition itself.
- Mekong (DP) School created a visual definition of IM in 2013. Staff, students and parents were involved in a collaborative process and the resulting definition is full of symbolism. This approach captures the idea that IM is something personal, and that it is up to the individual to interpret in their own way.
- Interpretations of IM including the following ideas: acceptance, tolerance, having an open mind, understanding other cultures, challenging ourselves, negotiation skills, different perspectives, empathy, action, realising your own bias, making sense of emotional ideas, respect, and comfort with ambiguity and nuance. In particular, ideas and values about acceptance, tolerance, and open-mindedness came across particularly strongly.
- There was also a strong sense that IM is relative. Students, teachers and senior leaders drew on their past experiences in other schools when talking about IM at Mekong (DP). This was recognised by staff and students explicitly.
- There was also a sense that IM is something intentional/a choice by individuals, to engage, take an interest, take action. There was a great deal of debate as to whether being an international school fostered or squashed this enthusiasm.
- The school is committed to engagement with the host culture as reflected in the core values: which are: caring, mosaic of diversity, China global coherence, learner-centred, and Mekong (DP) Gong He spirit (where each makes unique and irreplaceable contributions that combine to make the Mekong (DP) family).

The practice and procedure of IM

- Many students and staff talked about the opportunities within the DP itself for IM, and gave many examples within the focus groups. The lessons that were observed also presented many opportunities for IM e.g. Spanish stereotypes and link to wider issues about dangers of pigeon-holing people. ToK was described as being particularly important.
- The ethos of Mekong (DP) school strongly reflects and models their notion of IM. The ethos is a liberal one, one of openness and acceptance, and students are encouraged to develop their individuality and given space to be themselves. The free, welcoming, open and accepting atmosphere was mentioned by many parents as a reason for choosing this school for their children. Many students spoke of how they find acceptance here compared to other schools they have been to, and teachers talked about how different the ethos is here compared to other schools. This openness was reflected in the school buildings with a large open central area including cafes, library, amphitheatre and social areas.
- The relationship between teachers and students was described as a partnership, one in which students are treated with respect, and in turn treat others with respect. Teachers joked that the only rule is that



student photo

there are no rules, and spoke about how they demonstrate good behaviour and respect rather than telling students off.

- IM was seen as something 'natural' within the school because of the mix of people within both the staff and student bodies. The school operates an explicit admissions policy which ensures that no nationality goes above 20% within the student population. Friendship groups in the school were very mixed and the students really appreciated this.
- The cultural forum was described by teachers as being an important part of Professional Development. This is an annual event for staff. It is hosted by students, parents and experts focusing on the education system, family values and discipline of a particular culture. Two years ago the cultural forum focused on Korea. The cultural forum was spoken about as being very influential for staff as it gives an insight into the kinds of issues that students and parents are struggling with, what they are thinking about. It helps staff to understand why students react the way they do in class and how to address that e.g. example of Korean mothers and their role within their child's education.
- Each year, Mekong (DP) School holds a global issues conference focusing on a particular theme. Past themes have included water and equality, and have involved student groups such as the feminist society. This was really valued by students.
- Other practices that were mentioned include role modelling, host culture trips and engagement, and CAS activities. The practice at Mekong (DP) went far beyond a 5 Fs approach to IM.

The assessment and feedback of IM in IB schools

- Students and staff explained that IM is already assessed implicitly within the diploma itself. They felt that any kind of specific summative assessment would be detrimental to IM by giving an artificial end-point and taking away intrinsic motivation for IM. IM is seen as something personal which cannot be prescribed, and therefore very difficult to assess.
- There was a sense that the IB is already stressful and there is already a lot of assessment going on without the need for something more on top of this. The school were already looking at ways to restructure student time to take the pressure off of DP students during the period of fieldwork.
- Students are given informal feedback related to IM by their teachers and peers, especially in the elementary school. However, they did not feel that this focus on behaviour was such an issue in DP. There was a strong sense that IM is about discussion, conversation and role modelling rather than something that can be formally assessed.
- Rather than assessment, the school are interested in evaluation at the level of the school. They have done a baseline survey of IM using an adaptation of Hett's scale in order to monitor and evaluate their progress as a school. This was motivated by comments from their accreditation report with the aim of identifying areas of strength and areas for growth. The baseline survey was sent to all students from PYP to DP. The school are in the process of doing a follow-up survey to monitor change and the team who carried out the survey are keen to know about other methods for surveying IM and to improve their own process based on their baseline experience.
- The school are also looking at how ideas about assessment are different for different cultural groups within the school using the cultural forum as a platform.

Challenges

- There was a sense amongst staff that DP is more rigid/prescriptive than MYP in terms of IM. Students too reflected on the opportunities that they had for IM within the personal project during MYP. Teachers also stressed that developing IM within the DP places a responsibility on the teacher which requires confidence and knowledge as an educator.
- The diversity amongst the staff and student body represents both a valuable resource and opportunity for International Mindedness, as well as a challenge at times. For example, parents and students have different expectations in relation to learning, education and assessment styles based on their cultural background, as well as bringing different cultural practices and celebrations. At times this led to disagreements which required careful management.
- While the school is committed to engagement with the host culture, staff spoke of being separate from rather than part of the host nation, or a sense of living in a 'bubble' as is so often described in international schools.
- There was interest from staff in seeing what other schools are doing, and on further support from the IB.

Nile School (PYP), Qatar

Introduction and context

- Nile (PYP) School is an international school located in the small Islamic oil-producing nation, of Qatar, which is a member of the Gulf Cooperation Council and the Arab League, governed mainly under Sharia Law. There are no political bodies or trade unions, and a strong modesty code.
- The area is relatively new territory for the IBO; there are 12 IB World Schools in this nation-state and the first one appeared in 2002.
- This is a relatively new school (established 2008, PYP authorized in 2012), still finding its feet in terms of policies etc. A key challenge has been establishing a unique identity, separate from that of the 'sister' school. This school is actually part of a larger well-established 'Group' of three schools. The core values at the Nile (PYP) 'Group' are: **Diversity, Understanding, Identity and Passion.**
- This is quite a big school; total number of students 972. Total PYP: 414. It offers the 'IB Continuum'. The school has 60 nationalities of student and 48 of staff.
- The cultural (religious) context in which this school operates is very different to the IB's Western philosophy. There is a need to balance what the school wants to do with what is culturally acceptable. Inevitably, this involves a number of compromises.
- This school, which offers all three main IB programmes is unusual in being the 'sister' to a very-well established IB World School in Northern Europe. It was 'invited' to open a branch in this country. The school has little visible security and comes across as a safe and very relaxed environment, arguably creating a conducive environment for risk-taking and open-mindedness. A key finding from this research seems to be that the school environment facilitates IM.



[photo taken from school website]

The framing and defining of IM in IB schools

- Nile (PYP)'s model of IM is based upon the attitude of respect. This involves taking the attitude of respect and deeply embedding it into everyday practice and core philosophy what the school does and believes in. The value of respect is in keeping with the context of the school in a host country within an emerging nation undergoing continuous infrastructure development. 'Respect' is also a key Islamic virtue, thus it fits well with the IB Learner Profile and the cultural profile of the nation.
- This school has a whole-school policy, developed by a committee in 2012, inspired by a teacher who had introduced it at a previous school in Canada, and based around 'Respect for SOLE'.
- This view of IM as respect was shared by students and parents and is embedded throughout the school's philosophy and documentation.
- The Learner Profile is not used as much here as I have observed elsewhere. I see this as a positive aspect; I feel that this school had 'moved beyond' the Learner Profile. 'Respect' is not an actual LP attribute but is implicit in at least four of the attributes and is included as a PYP attitude.



[researcher photo]

The practice and procedure of IM in IB schools

- The school has a Mother-tongue Programme. Each child can undertake their mother-tongue as well as English. The children are allowed and encouraged to speak their own language. The children said they really appreciate this.
- The school itself (staff, leadership, policies, teaching and activities) has to act as a role-model for IM.
- IM can be viewed in the classroom through the making of 'connections'. There was much evidence of 'inter-connections' in the classroom teaching.
- Teachers are really important to young children. The fact that are from other countries really **does** matter. When promoted about 'what makes your school special', all the children said 'their teachers'. This highlights the fact that teachers acting as IM role-models is crucially important at PYP level.

The assessment and feedback of IM in IB schools

- The PYP staff here feel that IM needs to be observed and documented, not assessed. They see IM as being about 'attitudes' and 'mindset' and feel that the PYP Portfolios document this very well.
- There is evidence of an 'assessment' model of IM. This school have introduced a House System (there are three 'houses' based on Gems e.g. Ruby House). The students get Merits (called 'gems') for doing things like 'reading a book from the library that they would not usually do i.e. awarded for 'risk-taking'. Each class in Primary is allocated two Awards per week. The students get a Certificate given out at Assembly and parents can attend. The children have to explain why they think they are getting a 'gem', so there is formative feedback. The teachers also explains why they are awarding a 'gem'.
- The school sees itself at about 7 out of 10 in terms of an 'IM journey'. The view is that the school is making an 'impact' and that the students are taking action.

The challenges in developing and assessing IM in IB schools

- A key challenge for this type of school is the political and cultural setting. The school cannot get too 'political' e.g. there is much less scope for MUN activity or a debating society here than in other IB schools. There are certain parameters. The children instead have to focus their 'caring' attention on 'soft' issues like caring for animals or helping in a local hospice. In other words, one should not be too judgemental about the activity that this type of school does; it does what it can within its environmental context.
- A key challenge here is convincing parents that IM is important. The 'Respect Strategy' seems a practical way to introduce IM with parental consent.
- Terminology was another challenge. The term 'connections' is used a lot in lessons. Students are encouraged to make connections all the time. Maybe 'inter-connections' is a better term than IM to describe what is taught in the classroom.
- The teachers felt that 'collecting evidence' and 'celebrating IM' was a better term than 'assessment'. There is much scope for the IBO re-examining the word 'assessment'. Is it the right term?
- The IBO could do more to collect the evidence.

Peace School (PYP), USA

Introduction and context

- Peace (PYP) school is a state primary school which offers the IB’s Primary Years Programme (PYP) and is one of the 500 schools in the USA which does so.
- The school is located in a state in the southern part of the USA. It was a pioneer school in the district, being one of the first to offer the PYP, with many other schools following its example.
- The school is a Title 1 school, and has a fairly deprived catchment not just economically but also educationally, with many parents who have not finished high school. Owing to the deprivation levels of the area, the young people are entitled to full scholarships to study a 2-year college degree (but many do not take this up). Many of the children have not left the local area.
- Immediately around the school are small wooden bungalows built for mill workers, as the town within which the school is situated is a post-industrial small Mill town.
- At the same time, there are hints of conservatism amongst the parent body. Some of the teachers reflected that a couple of the parents had quite right wing political orientations. There was certainly a sense that this was a Southern state community with glimpses of conservatism, but at the same time poverty.
- The school is located in what teachers referred to as the ‘bible belt’, the part of America where religion is strong, with more (Christian) churches per square foot than any other part of America, which was something teachers were conscious of in their parents.
- The school has a large proportion of ethnic minority children, including a small number of children who arrived at the school not being able to speak any English.
- It was also apparent that the school was a bit concerned about its achievement levels, with them dipping in recent years and being a cause for concern. This was a priority to address at the moment, which some staff felt was impacting on other areas.



[Peace (PYP) School’s stated values, researcher photo]

The framing and defining of IM

- A strong theme from all of the interviews and that I observed was the notion of character building. The school interpreted international mindedness in terms of trying to inculcate certain dispositions and behaviours in the children. There was constant reference to thinking about what they are trying to create in the citizens they were preparing to go out into the world.
- The learner profile was very overtly used in the school and talked about by teachers and the children.
- Teachers talked about using the learner profile to show children the right way: a kind of imaginary role model of



[Researcher photo]

how they should behave/act in the world. For example, if a child misbehaved, teachers might point out that their behaviour was not an example of being 'kind' or 'tolerant'. It was a kind of positive correction framework teachers used.

- The children themselves talked about international mindedness less from the perspective of the learner profile and more about understanding difference and diversity within society, and knowing what is happening in the world. Understanding languages, different celebrations, cultures, identities, ways of living. They talked about it in very pragmatic terms in relation to being able to communicate with others and live in different parts of the world.
- Around the school, it was mainly European and American places, countries, languages and localities that were prevalent and dominated. Christianity and Judaism were the dominant religions. Could this be something to do with the contextual barriers of introducing non-Christian and non-European / American identities and cultures?

The practice and procedure of IM

- Teachers themselves were a strong source of 'internationalism' within the school, mentioned by pupils a lot when we talked about where they learn about difference. They talked about their Spanish teacher who had moved to America from Europe.
- The leadership had a deliberate strategy of seeking out teachers from abroad or who had travelled a lot. They approached organisations frequently to seek out these teachers, very different from teacher recruitment in other state schools.
- Incorporating other countries, cultures and identities into the day-to-day teaching of subjects was something I observed across classrooms.
- Teachers also felt that there was a huge amount of diversity to draw upon within the school which was an effective practice for making children aware of difference and diversity, by grounding it in their friends' lives and experiences.
- The school has a French immersion programme, wherein the children who are part of this study in French for half the day. Parents self-select their children to take part in this.



[Researcher photo]

The assessment and feedback of IM

- The school previously had a really sophisticated assessment practice, a kind of 'international mindedness report card' that was sent home, with parents, teachers and the children themselves recording where they felt the child was in terms of each of the learner profile attributes. This was taken away due to teacher workload issues... only the state report card is used now... Still, this is a really good idea. We would be really interested to see a copy of this.

The challenges in developing and assessing IM

- Contextually, the main challenge to promoting IM was found in the state directives which put huge pressure on teachers and was a major distraction to IB programme.

Appendices

- To address this, the head did mention that perhaps the IB could do more work with the district authorities, helping them become more aware of the distinctness of the IB so that they take this into account and do not treat them the same as those offering alternative programmes. There was a sense that not much advocacy work was being done by the IB to help schools in the state sector cope with their particular challenges.
- Additionally, I noticed throughout the school that it was mainly European countries/Americas/Canada on display and mentioned in the classroom. France, Spain and Germany in particular. Religious symbols on display were mainly Christian/Jewish (indirect symbols in a lot of cases, that is, like Christmas trees/cards). I did not see any countries with strong Islamic/Buddhist/Hindu populations mentioned or visible within the school. This is despite the school having pupils/teachers of these faiths. When asked about this, there was a sense that this was a sensitive area, and I got the feeling the catchment was a challenge here.
- Interestingly, some of the teachers felt that the school has become less internationally minded in recent years (yet they believed they were still more internationally minded than other IB schools).
- Connected to the influence of the state directives, the school's academic results have been a concern in recent years. Possibly causing them greater pressure to focus more on their state recorded attainment?

Tigris: School on the Hill (MYP), Jordan

Introduction and context

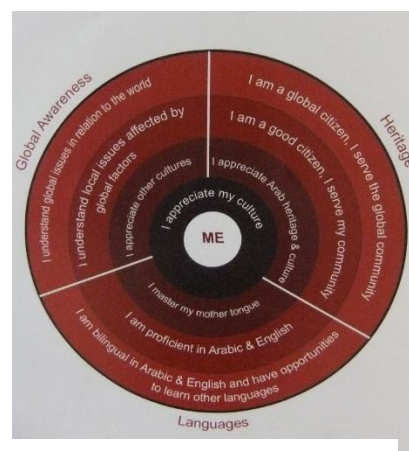
- Tigris (MYP): School on the Hill is a bilingual, coeducational day private school for grades K-12 in Jordan, a stable nation in a region of conflict and political turmoil with the Syrian crisis to the North, the Arab/Israeli conflict to the West, and Iraq to the East. Jordan has been welcoming refugees from surrounding conflicts for decades.
- The school is located in wealthy suburbs of a large city. It was established in 1981 and is one of 13 schools offering IB programmes in Jordan with a very strong reputation.
- Parents choose the school on the basis of its reputation, and particularly for the IB education, bilingual (English/Arabic) education and the emphasis on personal development of students.
- There are 1,167 students in the whole school and 433 in the Middle School. 95% students are Jordanian nationals, although the school does have a small international Section. 70% students are Muslim, 30% Christian (the Christian population is higher than the population as a whole).
- The majority of students and many staff are of Palestinian heritage and origin and many of their families were evicted from the land that is now called Israel. This constitutes a very politicized context which has very personal manifestations for students and staff.
- The school has a very strong mission and vision which is closely tied to International Mindedness (IM). With the majority of students going on to study at universities overseas, there is a strong sense within the school of preparing students to go abroad, to adapt to different cultures and situations. Students are also seen as ambassadors for the Arab world with a responsibility for challenging misconceptions.
- The school also has a very strong national identity. The national anthem is sung every day in the junior school and before assemblies in the middle school, and students, parents and staff are proud of their heritage.



[researcher photo]

The framing and defining of IM

- The model of IM at Tigris (MYP) school is very much about balancing the national heritage with international mindedness.
- A visual representation of IM was developed by the school, led by the IB co-ordinator in 2013 as part of a collaborative process involving a committee of students, parents and staff. They started by looking at research, including the Singh and Qi dimensions of International Understanding, Multilingualism and Global Engagement, and adapted this for their own context. They also developed a list of 15 indicators which show how Tigris (MYP) school practices this model of IM.
- The importance of balancing the national heritage with international mindedness was very strongly shared across the school by leadership, teachers, parents, students. There were some differences of opinion about where the balance currently lies and how it should be achieved.



[Tigris (MYP)' model of IM, researcher photo]

- There was a sense that national identity should come first, then international. The junior school therefore focuses on national identity, while the middle and diploma focus more on international.
- Ideas about IM within the school very much focused on values of openness, acceptance and tolerance.
- The Learner Profile was clearly displayed at several locations around the school and some reference was made to this in staff and student focus groups.
- There was some discussion about whether IM is an elite concept. For example, local/support staff were not seen by many stakeholders as being internationally minded and there was a sense of ‘why should they be?’

The practice and procedure of IM

- The MYP curriculum was seen by leadership, teachers, parents and students as a really important way of fostering IM at Tigris (MYP) school. In particular, the cross curricular ‘Global Contexts’ were an important part of IM. Teachers made clear links between these and their subject areas, and some talked about how their way of teaching had changed since moving to an IB school. Interdisciplinary projects were another aspect of the curriculum which supported IM.
- Teachers were supported through the MYP-er, a bi-weekly newsletter keeping them up-to-date with events that are going on around the world to help them make links to the global contexts within their subject area. Teachers mentioned the supportive team within the MYS as being important for IM and allowing them to develop conceptual teaching. Being able to share ideas with colleagues was mentioned as being especially helpful.
- The emphasis on IM within the curriculum perhaps reflects the context of the school. The student body is mostly national, and in this sense, the curriculum becomes an important tool for fostering IM.
- Students study religion which is a non-MYP subject but reflects the context of the school and the requirements of the national ministry of education. Students can choose to take either Islam, Christianity or World Religions. The religion course is more prescriptive than the rest of the curriculum but it is taught in an ‘IB way’. Religion teachers from all three courses meet and prepare lessons together to ensure consistency across the courses. Students taking Islam and Christianity also do one unit in World Religions.
- MUN was mentioned by students and staff as one of the most influential practice in terms of IM. Both in terms of having to understand other perspectives by arguing and defending viewpoints that are at odds with your own, and in terms of the opportunities for social interaction from hosting and socializing with visiting students.
- All students learn English and Arabic. In the Middle School, all subjects are taught in English except Arabic and Religion. Bilingualism is strongly tied to the school’s definition of IM as a balance between national heritage and international, and a key reason cited by many parents in choosing the school for their child. However, bilingualism also has its challenges. The school operates in both English and Arabic, although in practice there are three languages: English, colloquial Arabic and classical Arabic. Classical Arabic is like Shakespearean English. There are few resources in Arabic, especially linked to international mindedness. Staff were really happy that the IB guide has been translated into Arabic and would like more resources to be translated.



[Linking to global contexts in Maths, researcher photo]

- There was a strong sense of the importance of modelling openness, acceptance and tolerance within the school. Many teachers spoke informally about how they had done this, e.g. by being open to answering student questions about any topic, no matter how taboo (e.g. nationality, sexuality). Teachers also talked about the importance of using examples from real life, stories from their own experiences, to illustrate to students how important it is not to make assumptions about people. There are some really wonderful teachers who are prepared to share their experiences and engage in discussions with students.
- Other practices that were mentioned included global conference calls, multicultural days, international trips and USA exchanges, international staff, diversity in the student body, CAS and local and global service activities, student award schemes, fundraisers, sport.

The assessment and feedback of IM

- IM is not assessed explicitly, except through unit reflections and curricular assignments.
- There was a strong sense from students, teachers and leaders that IM should not be assessed formally. If the IB were interested in assessing IM, it was suggested that this might be done through the unit planner.
- The school does however undertake work to monitor and evaluate the impact and effectiveness of the school's guiding statements, looking at whether there is evidence of the guiding statements being implemented. This was done using a school-wide survey. A focus group consisting of parents, PTA, staff and students (Junior School, Middle Years School and IB College) was set up to review the findings of the survey. The results of the latest survey were written up as a report in May 2015 and used to make recommendations for the school's guiding statements and Strategic Plan Objectives.

The challenges in developing and assessing IM in IB schools

- This school is located in a very sensitive politicized context which has very personal manifestations for students and staff.
- Striking a balance between Arab heritage on the one hand and international mindedness on the other is not always an easy one. For some, international mindedness is equated with Western. Western culture is 'cool' for the students and they are increasingly speaking English and 'Arabese'. Some teachers and parents are worried that they are losing their Arabic roots. Some parents want more emphasis on Arabic heritage. Some want more 'international' perspectives. Religion is a key part of this.
- Some staff felt that they were not as free to develop, explore controversial views about topics because of the context. Other staff and parents felt that some people were not always sensitive to Arab culture and to the sensitivities within the region.
- Students are mostly from wealthy backgrounds e.g. children of ministers, some never go downtown and have never been on a public bus. Whilst this creates opportunities for travel, teachers also mentioned the challenge of opening the minds of students to the realities of the local population.

Trent School (PYP), England

Introduction and context



[photo taken from school web site]

- Trent (PYP) is a (relatively) small school located in a diverse/ cosmopolitan area of a large, busy city in England. It is one of 134 IB World Schools in the UK.
- Founded in 1979 the school started offering an IB curriculum in the mid-2000s and now offers all three IB programmes.
- There are 250 students at Trent (PYP), 118 of whom are in the primary school. There are 38 nationalities across PYP. Generally, 80% of students have English as second language and 20% have SEN. In the current academic year, 50% of the PYP cohort has been at Trent (PYP) for less than a year and 13% of students have been at the school for three or more years.
- The school's vision is to 'aim to be an inclusive community of compassionate and inspired world citizens'. Recently the school has embraced inclusion as a priority and for this to be mainstream for students.
- Nationalities are widespread amongst staff as well as students, with many students arriving with no or little English.
- Mobility, inclusion and the desire to promote international mindedness (IM) stand out as characteristics of the school.
- The context, of mobility, ratio of nationalities to students (and staff), many with no English on arrival, and inclusion, provide the obvious challenges as well as inherent resource for developing and promoting IM. These factors are in a symbiotic relationship.
- The transient nature of the mobile student population has/ is creating a vision for teachers that they are investing in their students for their future, given that they, for the most part, will not be at Trent (PYP) for long and are likely, ultimately, to end up in global leadership positions. Thus, they typically see their role as helping to prepare their students for such roles and positions.

The framing and defining of IM in IB schools

- The senior leadership at Trent (PYP) have recently identified IM as an area of significant which they wish to focus on – before this IM existed but was not targeted or monitored. Trent (PYP) has moved from an implicit to an explicit focus.
- IM was one of a number of terms used at Trent (PYP), including internationalism, international, intercultural (competence), open-minded, internationalisation, open-minded, and global mindedness.
- IM was difficult to define. It was seen as complex but there were aspects that were clear, agree and consistent.
- Respect, making connections, caring and being inclusive were central to IM. It was important to make these dimensions active and authentic.
- There was a clear commitment and energy in developing and monitoring IM
- IM was seen as a vital skill set to combat radicalisation and extremism.
- It does not have to have an international focus or context –

- The Learner Profile is the backbone/ skeleton for the planning, delivery and monitoring of IM. The Learner Profile creates a common language for IM.

The practice and procedure of IM in IB schools

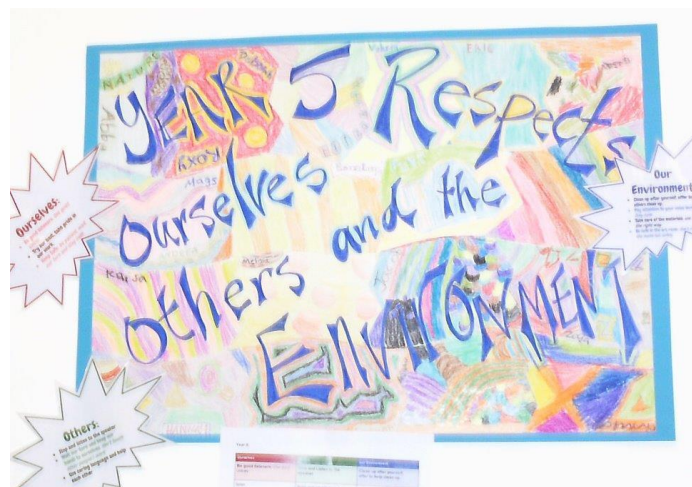
- At Trent (PYP), IM forms a thread through everything from the curriculum to leadership. It is built-in rather than bolt-on.
- The IB inquiry-based learning is thought to be an ideal basis for introducing and developing IM (in contrast to all other curricular experienced by staff which were generally viewed as learning content).
- IM is developed by the use of authentic examples in the classroom. There is a very strong focus on global issues in the curriculum e.g. environmental conservation, systems of government, migration.



[researcher photo]

- IM is championed and owned by the leadership team and a senior member of staff has a designated responsibility for developing IM across the school as a whole.
- IM forms a focus in staff appraisal in the form of a self-evaluation tool for staff (the IDI). It also links to staff training on a topical issue [Prevent training – radicalisation and extremism]. This focus on Professional Development has helped to galvanise a more explicit focus on IM within the school.
- The use of home languages is infused into classrooms, with the result that pupils not only use and value their own language but learn much from their peers, and in some cases, helping their peers where they can, for example, by acting as interpreter and communicator between another pupil (with SEN) and the teacher(s). In recognition and use of the many languages and also pupils with SEN all children learn how to sign a new word each week.
- Second STEP is used (a social emotional behaviour system) as part of the curriculum Ensuring diverse staff
- The mix of nationalities of students and staff provides a natural and immediate resource for developing IM in Trent (PYP).

- Recently introduced, the 3Rs and its associated tree, is an alternative way of developing traits associated with IM. It builds on the Learner Profile and focuses on three types of respect – respect for self, respect for others and respect for the environment. Staff and students are encouraged to reflect on things that they and others/ peers have done and nominate individuals for a leaf to be named for them on the Respect Tree (featured and constructed in paper on a wall which eventually will go towards buying a tree to plant ...). Staff and children identify a respect or a related



[student photo] attribute

from the LP – they identify the attribute and explain their reasoning why it’s been demonstrated.

The assessment and feedback of IM in IB schools

- Whilst Trent (PYP) is not quite sure what might be being measured (in the sense that IM is multi-faceted and difficult to ‘pin down’), staff are sure that they do not want to measure it.
- The process of (any) assessment is more important than the product, with the product used to evidence the process, but certainly more important than any formal or summative purpose in itself – ‘We’re not tying it all together in a lovely bow’ [SL]). Any assessment is of a formative nature either for monitoring teaching (and hence planning) or for gauging where staff are at.
- That said, it is clear that there are elements in the curriculum that are assessed, in part at least, for the specific purpose of assessing/ gauging IM – better stated as evidencing IM. The Exhibition is used for evidencing pupils’ understanding and development of IM. Assessment in the Exhibition would be viewed as summative although essentially as the culmination of a series of formative assessments.
- Students reflect on their work weekly; this is built into classroom activities. The Learner Profile is used to construct these – children have to articulate very clearly their evidence for claiming they have demonstrated an LP attribute. In alternate weeks children are invited to write their reflection using their home language which parents are encouraged to comment on. In addition to this, if a child demonstrates the antithesis of an LP attribute then they are asked to reflect on this individually with a teacher (and other students as appropriate) e.g. when they’ve upset someone or their action has affected someone, or they have shown a lack of respect.

The challenges in developing and assessing IM in IB schools

- A challenge for Trent (PYP) is to consider how to take forward the results from using the IDI - used for establishing a baseline for where staff are at with respect to their perception, understanding and practice of IM.
- Trent (PYP) might consider how assessment of the Exhibition might be used to feed forward into a year group’s or individual’s subsequent time at Trent (PYP).
- Trent (PYP) might consider how to involve parents more so that they not only understand but are aware of what the school does in terms of developing IM, and be proactive about this.

Suggestions from Trent (PYP) on aspects that would be helpful in furthering IM were:

- support and input on a toolkit for developing IM, but perhaps more in the form of, for example, a rubric that would help them not only define IM but also identify what it might look like¹;
- training around reflection and self-assessment for teachers; (useful for teachers and as they support pupils in the same);
- having access to other models that will then help drive IM forward, and move staff from being unconsciously talented to consciously talented i.e. knowing what they are doing well, and where they are going next; this is a parallel of sorts to formative assessment where knowing how to move forward is dependent on identifying a gap (between where at and where want/ need to go) and knowing how this gap can be bridged;
- introducing ToK into the MYP and PYP. Whilst the Exhibition clearly is a significant means for developing and evidencing IM, and is exclusive to PYP, it was viewed that ToK is a better and clearer way for developing and focusing on IM more directly in the classroom (but perhaps this was a result of not being so close to PYP?!)

Appendices

- have IM as part of every IB workshop, and not as a standalone workshop; this would help eschew the possibility that staff perceive it as the next thing they have to do;
- help with how to assess aspects such as tolerance and creativity with greater objectivity and reliability/confidence;
- support in developing resources that balance research and best practice without being culturally exclusive;
- IM needs to be in the IB documentation more; for example make sure that IM links with the Learner Profile and making explicit how IM feeds into/ aligns with the learner profile (since this is the main vehicle);
- encouragement to focus more explicitly on IM, say the 3 pillars, as part of planning – if the planners had an explicit trigger to do this – this could inform planning and evaluation.

Appendix 8: Examples of scales/tools available for assessing IM

How Do We Know It's Working (Book Two): <http://toolkit.risc.org.uk/>

A set of activities and case studies for teachers who are interested in 'measuring' attitudinal change in their students in relation to global citizenship education/IM. The focus is on concepts of diversity, interdependence, human rights, peace and conflict, and sustainability. It has been developed by Reading International Solidarity Centre (RISC) plus partners from Czech Republic, Slovakia, Ireland and Ethiopia and involved universities, teachers and students. The previous version was very UK focused. This version is more international. However, it is premised on the idea of attitudinal change have seen the old version which was very UK focused but this looks much more developed. There is an online version and it's also possible to order a hard copy for £5 postage from RISC.

Andreotti, V. Biesta, G. and Ahenakew, C. (2012) Global Mindedness Dispositions Instrument. Final Report. Funded by CIMO, the Finnish agency for international mobility.

http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/55121_Global_Mindedness_Dispositions_Instrument_Final_Report.pdf

The global mindedness dispositions (GMD) instrument is based on 3 different ways in which individuals can think about and engage with difference. It draws on a theoretical approach which sees global mindedness as a repertoire of dispositions. These do not change in a developmental sense (i.e. moving from awareness to understanding to mindedness) but it is about enlarging the repertoire of dispositions which may be expressed simultaneously. The scale recognises that the ways in which individuals think about the world and engage with difference are characterised by plurality, complexity, uncertainty, contingency and inequality. It therefore potentially provides a more nuanced measure than some alternative scales.

Hett, E.J. (1993). The development of an instrument to measure global-mindedness. Unpublished doctoral dissertation, University of San Diego

Hett's (1993) Global Mindedness Survey consists of 30 questions, scored on five dimensions: responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness. It can be used as a way to evaluate student attitudes, beliefs and behaviours of IM. However, it cannot capture the complex and personal nature of IM, or how far the questions reflect real behavioural patterns.

