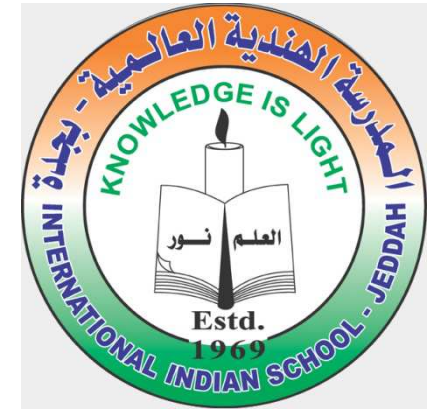




Sydney Japanese International School  
シドニー日本人学校



**What is an international school?**



The American School in London

**German International School**  
**TORONTO**



**CHINESE INTERNATIONAL SCHOOL MANILA**

## oxymoron

*n. pl.* **ox·y·mo·ra** or **ox·y·mo·rons**

A rhetorical figure in which incongruous or contradictory terms are combined, as in *a deafening silence* and *a mournful optimist*.

<http://www.thefreedictionary.com/oxymoron>



“An **international school** is a school that promotes international education, in an international environment, either by adopting a curriculum such as that of the International Baccalaureate, Edexcel, or Cambridge International Examinations, or by following a national curriculum different from that of the school's country of residence.”

[http://en.wikipedia.org/wiki/International\\_school](http://en.wikipedia.org/wiki/International_school)

“**International education** can mean many different things and its definition is debated. Some have defined two general meanings according to its involvement of students. The first refers to education that transcends national borders by the exchange of people, for example, by students travelling to study at an international branch campus ,as part of a study abroad program or as part of a student exchange program. The second is a comprehensive approach to education that intentionally prepares students to be active and engaged participants in an interconnected world.”

[http://en.wikipedia.org/wiki/International\\_education](http://en.wikipedia.org/wiki/International_education)

# How would you define international mindedness?

## Questionnaire Responses:

“Understanding and respecting people from different cultures – embracing diversity. It is such a multi-faceted concept it is very hard to define...”

**“A belief in the value of pluralism. An understanding and celebration of the value of diversity, in all its forms. Empathy for those who are different, while retaining pride in one’s own identity.”**

“To be open, respectful and accepting of others whether you see/feel/hear similarities or differences.”

**“Aware of our own culture and that of others – an understanding that people with different perspectives, values, culture and understandings can also be right! Taking positive advantage of the diversity that surrounds you – actively seeking to learn about others. Appreciating that the diversity of human spirit is definitely central among of the many challenges of this present time.”**

“An understanding and celebration of the value of diversity, in all its forms. Accepting and respecting this diversity.”

**“I would define it as ensuring when children leave my school they have having an understanding, caring & appreciation of the many complex links between cultures, peoples & continents.”**

“Often misunderstood. Still many prejudices and misconceptions.”

<http://internationalmindedness.wordpress.com/2010/09/08/how-would-you-define-international-mindedness-at-the-moment/>

## **What is international mindedness?**

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The IB describes attributes of international mindedness in the IB learner profile.

Education for international mindedness values the world as the broadest context for learning, develops conceptual understanding across a range of subjects and offers opportunities to inquire, act and reflect.

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/3341/~what-is-international-mindedness%3F](https://ibanswers.ibo.org/app/answers/detail/a_id/3341/~what-is-international-mindedness%3F)



“The IB learner profile will be at the heart of this common framework, as a clear and concise statement of the aims and values of the IB, and an embodiment of what the IB means by **"international-mindedness"**.”

<http://www.ibo.org/general/what.cfm>



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# What it ISN'T...

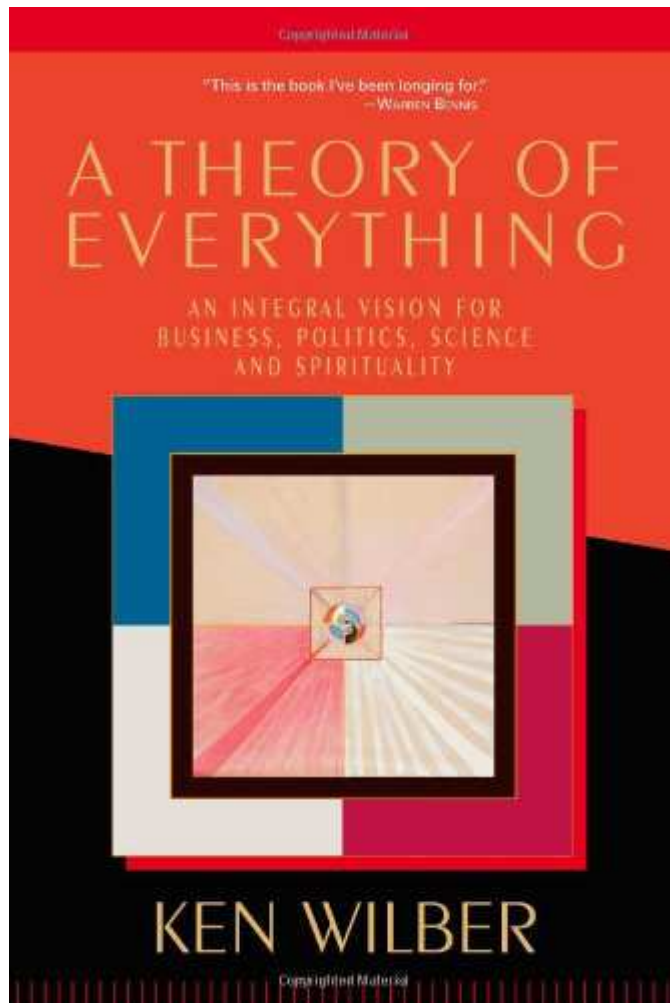
## The Five Fs:

- Flag waving
- Festivals
- Food
- Famous People
- Fashion

(Quoted by George Walker, Former IBO Director General)







*“But if we remain merely at the stage of celebrating diversity, we ultimately are promoting fragmentation, alienation, separation and despair. You go your way, I go my way, we both fly apart – which is often what has happened under the reign of the pluralistic relativists....It is not enough to recognize the many ways in which we are different; we need to go further and start recognizing the many ways in which we are also similar.”*

# What it IS...

The Three Cs:

- Cultural Understanding
- Communication
- Collaboration

+ Emotional Intelligence

(Quoted by George Walker, Former IBO Director General)

# Some definitions from individual schools



At Kidurong International School, we believe we are **INTERNATIONALLY MINDED** because we know about and respect our own and other nationalities, cultures and traditions, while learning and playing with our friends at school and we show an interest in global issues, in an ever changing world.



We believe that International Mindedness is an attribute that will be increasingly central to our lives.

We define international mindedness as:

‘An understanding and appreciation of the ways in which we are different and similar.’

### Part 3: The International Goals

The international goals are based on an understanding of the characteristics of an international curriculum.

An international curriculum should develop in children:

- Knowledge and understanding beyond that related to their own nationality;
- An understanding of the independence and interdependence of peoples, countries and cultures.

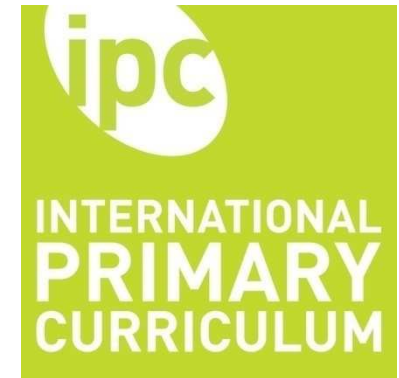
It should enable children to:

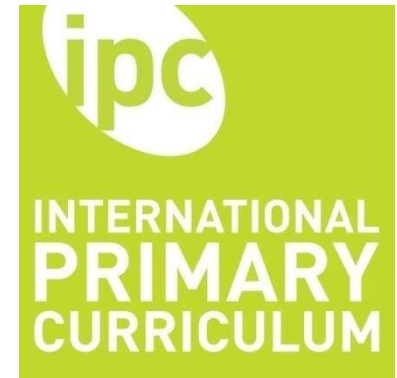
- Adapt to other education systems;
- Develop both a national and an international perspective.

It should include:

- A degree of focus on the host country;
- A degree of focus on the home country.

These characteristics should be reflected in the whole curriculum and in all other aspects of school life. They are assumed in the subject and personal goals. So the following international goals are, in effect, a summary of the international outcomes of children's learning at the three mileposts

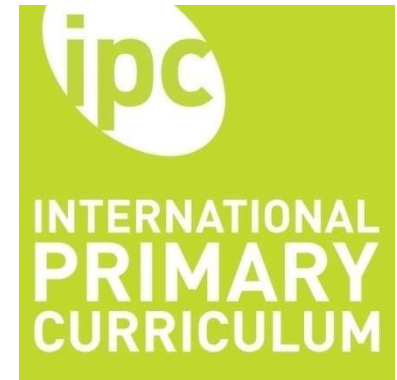




## **Milepost 1**

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.1 Know that children within the class and school have different home countries;
- 1.2 Know the names and approximate locations of the home countries of children within the class (and/or school);
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country;
- 1.4 Be able to respect one another's individuality and independence ;
- 1.5 Be able to work with each other where appropriate



### **Milepost 3**

By the end of the school year in which they are 12, the vast majority of children will, through their study of the International Primary Curriculum:

- 3.1 Know about the key features related to the lives of people in their home country and, where appropriate, their parents' home countries;
- 3.2 Know about the key features related to the lives of people in the host country and/or, where appropriate, other countries in which they have lived;
- 3.3 Know about ways in which the lives of people in the countries they have studied affect each other;
- 3.4 Know about similarities and differences between the lives of people in different countries;
- 3.5 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups;
- 3.6 Be able to identify ways in which people work together for mutual benefit;
- 3.7 Understand that there is value both in the similarities and the differences between different countries.



**(NB:** By the lives of people in these goals we mean to include such things as the history, geography, society, arts and traditions in the countries concerned. We also mean to include the diversity of experience within those countries.)

## WWI Deaths

Read more: <http://www.quaker.org.uk/ww1map> | @DisarmQuaker



### WWI British deaths

-  British Military Dead in WWI
-  British Conscientious Objectors

### Death in WWI besides the British ...

-  Other Allied military deaths
-  Germany & Central Powers - milita...
-  Allied country civilians killed by...
-  Central Powers - Civilians killed by...
-  Allied country deaths from hunger...
-  Central Powers deaths from hung...
-  The Tower of London

