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## **Collaboration across IB Programmes and across disciplines: What ties IB together and how can we build on that to strengthen our programmes?**

### **Defining International-Mindedness**

(from In Thinking)

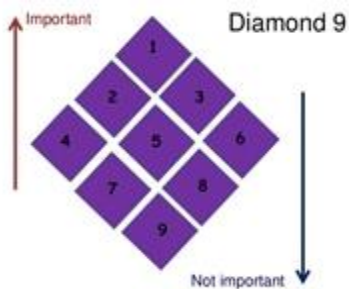
It is important to define international mindedness for your school context. For example, "International Mindedness at The American School of Yaounde is a celebration of diversity, a cultivation of empathy, and an engagement in local and global issues of importance."

The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you: they are unique manifestations of the human spirit." ~**Wade Davis**

The 21st century world is a globally interconnected one in which people are expected to be internationally minded, able to navigate and transcend national and cultural borders (IB Standard A4). Many words and ideas exist for describing the need for education that focuses on preparing students to be responsible members of the global community. Since 1968 the IB has used the umbrella term 'international mindedness' to describe the aim of such an education. There are many other terms in play in the field: global/international/ cosmopolitan/ multi/intercultural consciousness, awareness, perspective, dimension/ competence, citizenship, civics – each has its own connotations and utility.

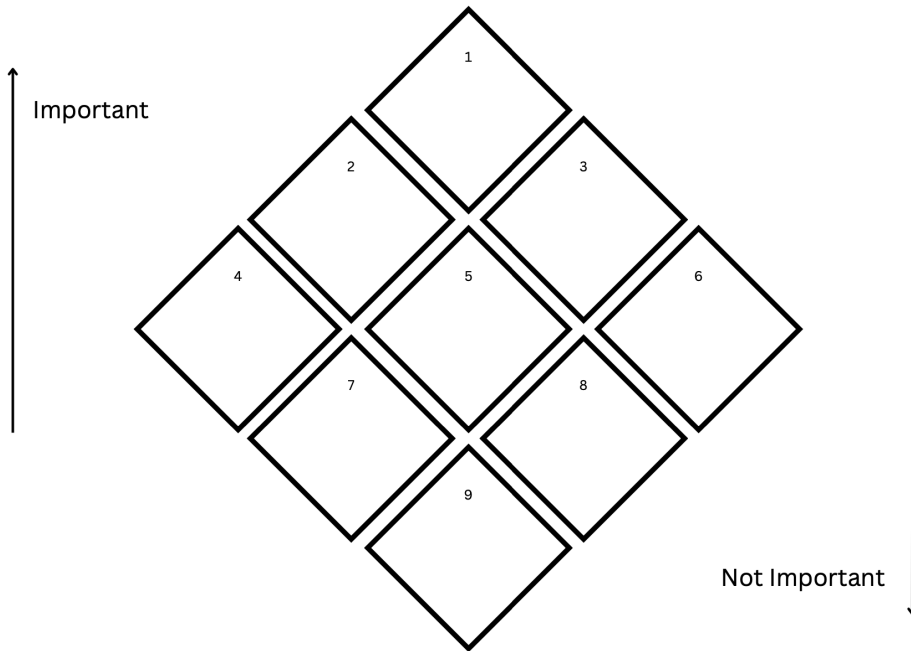
The IB's definition of international-mindedness has evolved and matured. The 2009 definition largely equated it to global and intercultural understanding. Today the IB definition has incorporated two more dimensions, namely global engagement and multilingualism. These three dimensions are embedded in the IB Learner Profile. An internationally minded learner is one who is a competent communicator, open-minded and knowledgeable. The IB recognizes that their original definition of international mindedness arises out of 'western knowledge' and they are mindful of the influence of non-Western linguistic, humanistic, scientific, mathematical and artistic cultures.

## Activity 2: Facets of International-mindedness



Consider the following facets of 'international-mindedness'. Organize the statements into a **Diamond 9** with the most important aspect being at the top.

- Being open to different outlooks and world views
- Ability to understand different cultural contexts and viewpoints
- Being able to take yourself away from the center of what is right and acceptable.
- Demonstrating respect for others
- Not to narrow minded
- Multilingual
- Knowing where you stand in relation to cultural relativism – being able to substantiate your cultural position
- Ability to work in diverse teams
- A declining sense of egocentricity
- Ability to adjust communication
- Adapts to different cultures
- The oneness of humanity
- Aware of own culture
- A critical examination of oneself and one's traditions
- Concern and ability to think what it might be like to be in the shoes of a different person.
- Being globally engaged – a commitment to address humanity's greatest 21st century challenges
- Examine the ideas of others that challenge their own beliefs
- Go beyond mere tolerance and acceptance
- Enjoy the complexity of ambiguity
- Nonetheless reach rational conclusions



Being open to different outlooks and world views	Ability to understand different cultural contexts and viewpoints	Being able to take yourself away from the center of what is right and acceptable.	Demonstrating respect for others	Not too narrow minded
Multilingual	Knowing where you stand in relation to cultural relativism - being able to substantiate your cultural position	Ability to work in diverse teams	A declining sense of egocentricity	Ability to adjust communication

Adapts to different cultures	The oneness of humanity	Aware of own culture	A critical examination of oneself and one's traditions	Concern and ability to think what it might be like to be in the shoes of a different person.
Being globally engaged - a commitment to address humanity's greatest 21st century challenges	Examine the ideas of others that challenge their own beliefs	Go beyond mere tolerance and acceptance	Enjoy the complexity of ambiguity	Nonetheless reach rational conclusions