

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

Julie Cantor

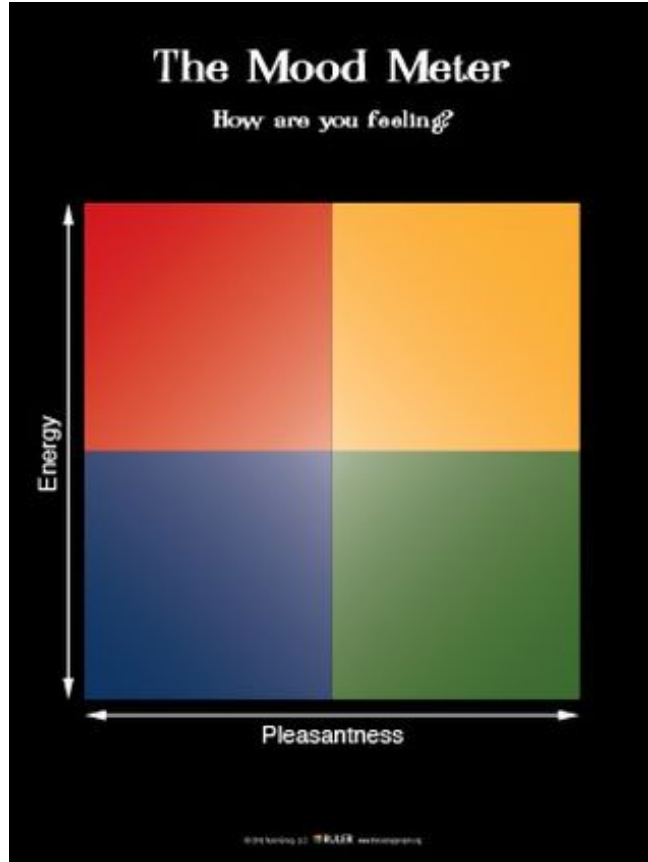
President, IBMA

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DP Coordinator

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Emotions Check In



Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Optimistic	Enthusiastic
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Focused	Happy	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree
Despairing	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

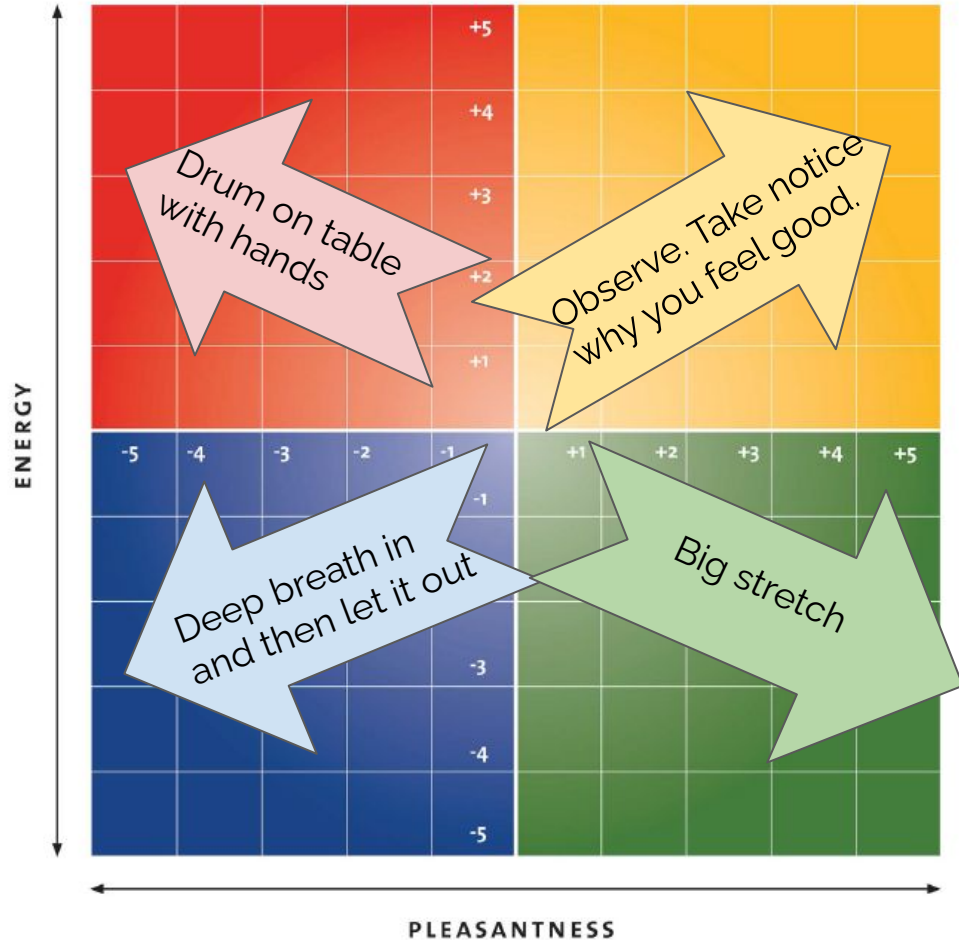
LOW PLEASANTNESS HIGH PLEASANTNESS

HIGH ENERGY LOW ENERGY

Strategies: What can you do?

- Deep breathing
- Mediate/pray
- Listen to favorite music
- Take fast paced walk

- Talk to family member/friend
- Pay attention to each of your 5 senses
- Focus on what you can control



- Help someone else
- Notice and enjoy positive mood
- Engage in an enjoyable activity

- Show gratitude
- Listen
- Show interest
- Stretch





IB Mission Statement

The International Baccalaureate aims to develop [red] knowledgeable and caring young people who help to [orange] better and more [yellow] world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop [green] programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, [blue] lifelong learners who understand that other people, with their [purple] can also be right.

IB Mission

The International Baccalaureate aims to develop **inquiring**, **knowledgeable** and **caring** young people who help to **create a better and more peaceful world** through **intercultural understanding** and **respect**.

To this end the organization works with schools, governments and international organizations to develop **challenging** programmes of international education and **rigorous** assessment.

These programmes encourage students across the world to become **active**, **compassionate** and lifelong learners who **understand** that **other people, with their differences, can also be right**.

Learner Profile Traits



Defining International Mindedness (from InThinking - Leadership)

“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.

Defining International Mindedness (from InThinking)

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Defining International Mindedness (from InThinking)

- 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 be 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

International Mindedness - 9 Diamond Activity

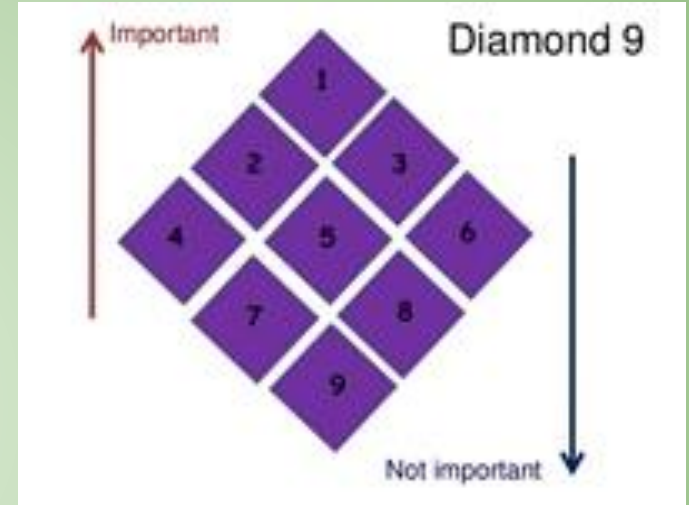
Use descriptors from previous slide to help you to develop your definition.

Use the 9 Diamond strategy.

As a table, determine what you will include in the diamond...and which items will have top billing.

[9 Diamond Strategy](#)

[Template](#)



What was the most difficult in this activity?

How were you able to come to consensus?

What key issues were raised in trying to prioritize?

How does leveling the options impact this activity?

What commonalities, if any, did you notice as you

viewed others' diamonds?

Multilingual

Knowing where you stand in relation to cultural relativism- being able to substantiate your cultural position

Aware of own culture

Ability to work in diverse teams

A declining sense of egocentricity
Demonstrating respect for others

Examine the ideas of others that challenge their own beliefs

Ability to understand different cultural contexts and viewpoints

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

Being open to different outlooks and world views

Nonetheless reach rational conclusions
The oneness of humanity

Not too narrow minded
Go beyond mere tolerance and acceptance

Ability to adjust communication

A critical examination of oneself and one's traditions

Enjoy the complexity of ambiguity

Adapts to different cultures

Approaches to Teaching - Collaboration

- Challenge of fostering collaboration across different subject disciplines
- How we will incorporate this into our work in the year ahead
- Focus on IB core and foundational elements
- Make use of common planning to work across disciplines

5 Categories of ATL Skills:



Be intentional with Approaches to Teaching and Learning

Which skills did we hit on today?
Which approaches did we utilize?
Why is it important to think about this intentionally?

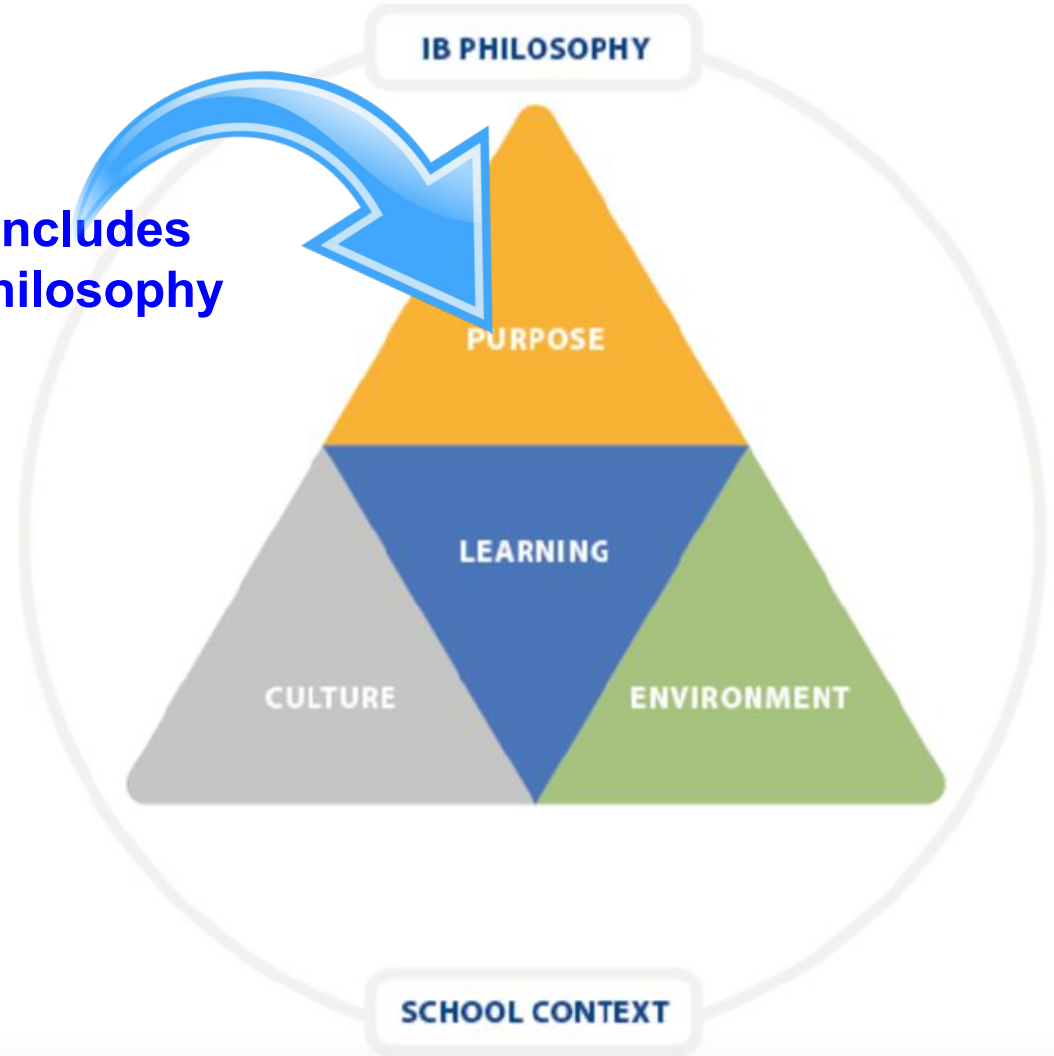
6 Approaches to Teaching:



Programme evaluation process

- Review of standards & practices (S&P)
- Assess our program using the S&P
- Contributions from all stakeholders

Includes philosophy



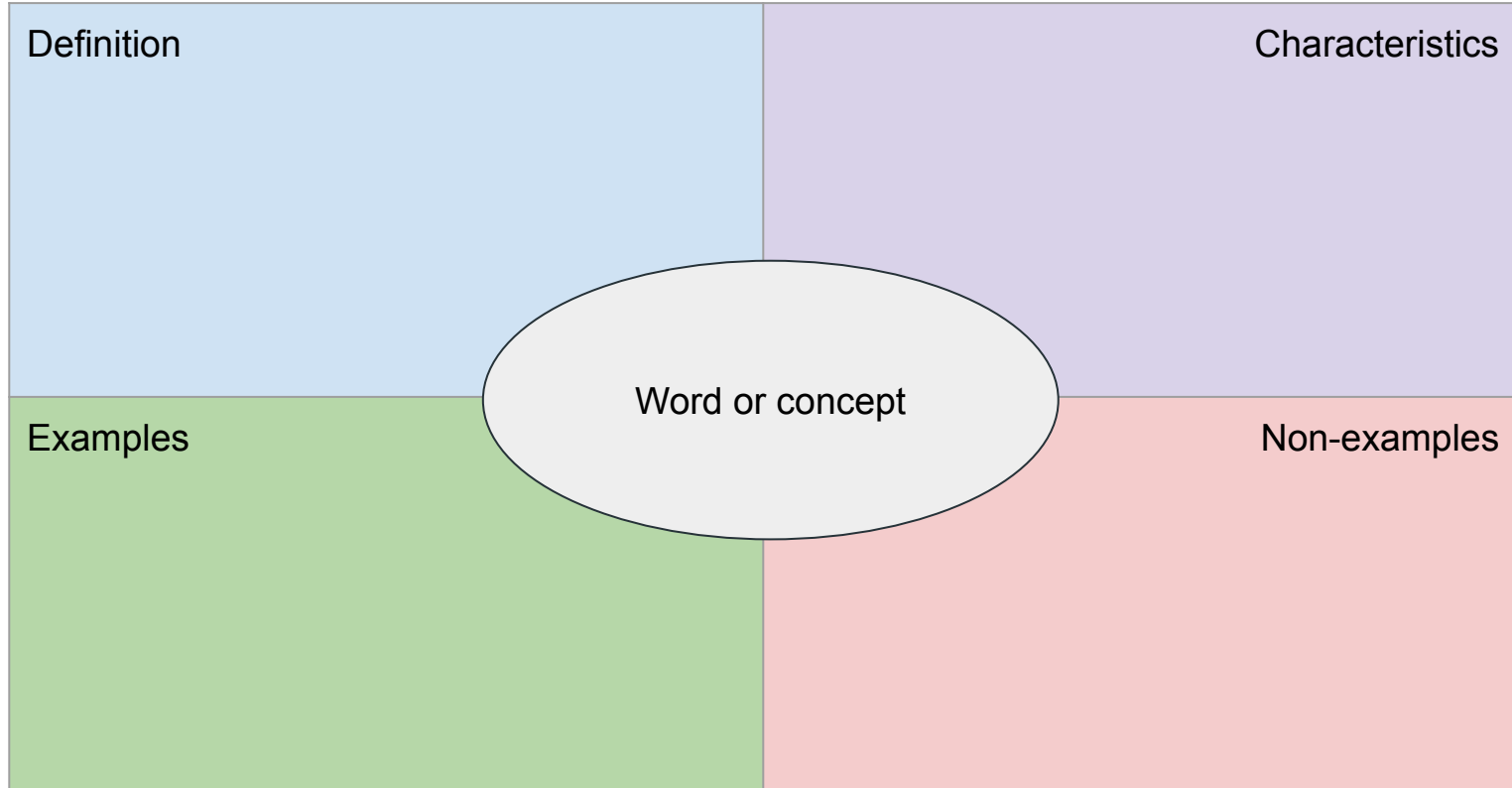
Philosophy/What is an IB education?

1. Read “What is an IB education?” - page 1
2. Then read your assigned section.
3. Your table will be assigned one of the four foundational and interrelated elements central to all IB programmes.
4. Use the Frayer Model organizer to work out the concept.
5. Work as a table.

Philosophy/What is an IB education? Continued

Element	Tables
International-mindedness	1,5,9
IB Learner Profile	2,6
Broad balanced conceptual and connected curriculum	3,8,10
Approaches to Teaching & Learning	4,7

Frayer Model



Feedback, please!

<https://tinyurl.com/IBMAfeedback>

