

# ACLE 2008

**International Mindedness and the  
Lutheran School**

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# Essential Agreement

- Value all contributions
- No such thing as a dumb question
- Encourage and celebrate participation
- Mobile phones on silent
- Active listening “To Listen, To Think, To Learn”
- Create a safe forum for ideas and discussion



# What is International Mindedness?

- “...it’s more than just curriculum; it’s a way of thinking, a way of thinking about the world.”



# What does it mean to be Internationally Minded?

- Small group collaboration
- Brainstorm
- Y chart
  - Feels like
  - Sounds like
  - Looks like
- Share

# International Baccalaureate

## Mission Statement

*“The International Baccalaureate Organisation 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 IBO 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.”*



# The IB says...

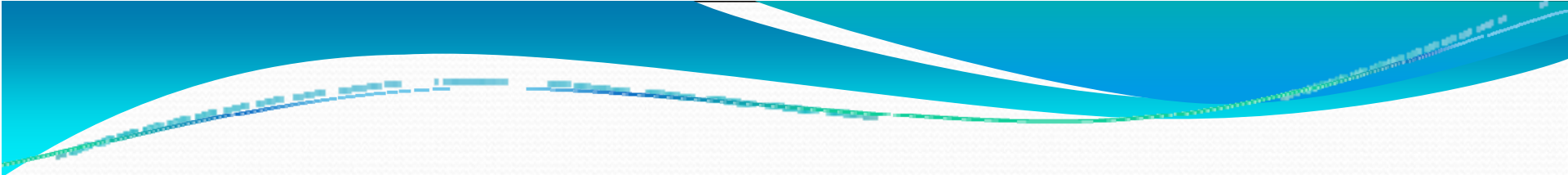
- Complex concept – no easy definition
  - The ‘driving force’ behind the PYP
  - Centres on the characteristics of the learner
  - Has gained prominence due to necessity and ideology
  - Outward looking – an education for a responsible life
- Achieved through:**
- Topics of global significance
  - Exploration of various perspectives on experiences
  - Development of cultural literacy and appreciation
  - Emphasising active and responsible citizenship
  - Develop an appreciation of diversity and commonality of human expression and experience



# Linking this to Lutheran Schools

“Why would a Lutheran school be interested in International Mindedness?”

Think – pair - share



“...that’s part of the reason why the school looked at the PYP in the first place, because not only is it an excellent program for them to inquire and to become more aware of themselves in a broader context... it also really fits in well with what Christianity is all about.” (Teacher E)



# Individual/Learner Focused

## **IB Philosophy**

- All people are valued and worthy of respect
- Difference and diversity is good in learning and in life
- The kind of person you are matters
- Learner profile and attitudes
- Inquiry focus
- Student action

## **Lutheran Educational Philosophy**

- Every person is a unique creation of God, whom God loves and wants us to treat accordingly
- Learning is more than academic – spiritual, physical, emotional, social
- Lifelong qualities for learners (Core statement, Values, Attributes & Abilities)
- Service learning and action
- Christian Studies – developing awareness of self, other and God

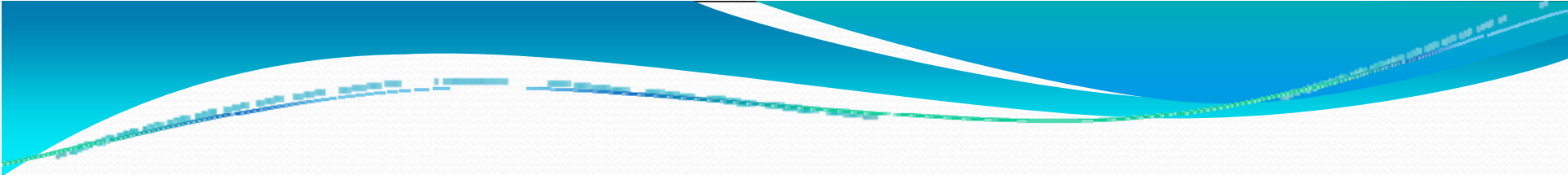


## Learner Profile

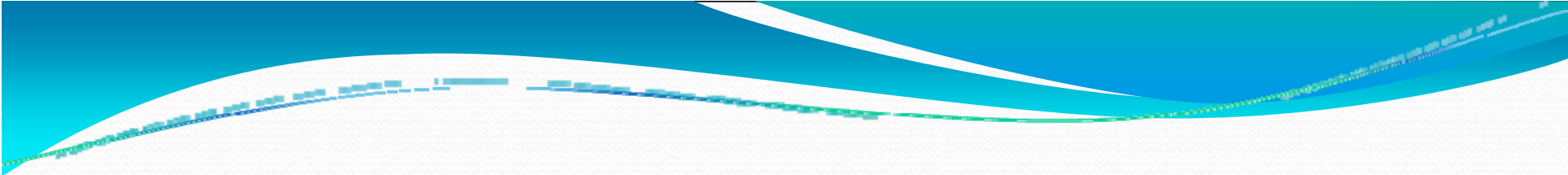
- Knowledgeable
- Risk-takers
- Principled
- Balanced
- Thinkers
- Open-minded
- Communicators
- Reflective
- Caring
- Inquirers

## Attitudes

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance



“[International mindedness is] understanding that [people are] all people of God, they’re all human beings, they’re all worthy of respect, they all basically can feel or have similar feelings, similar needs... I’m thinking particularly of Luke’s gospel which really spells out that God’s grace is for children, adults, men, women, all people of different backgrounds, the rich and poor, people of even slightly different beliefs – God is there for everybody. And of course that gels with the PYP which is built on respect and a global viewpoint.” (Teacher D)



“You have a look at the Attitudes... and the Profiles... these are things that Jesus wants us to show towards others- you know, Bible stories with empathy in them and appreciation and respect. Basically the things that the PYP are promoting are really almost biblically based in a way... how Jesus wants us to treat people.” (Teacher E)

“So for example, ‘compassion’ – we’re looking at things like ‘caring’. Even things like ‘appreciation’ – if you have an attitude like appreciation you’re more likely to show compassion.” (Teacher H)

# A Distinctive...

“Forgiveness... you would hope that through the Profiles and Attitudes that this would come out anyway, but they don’t actually have an attribute called forgiveness. I think that’s what makes the Lutheran school special... And I think being a Christian school when we look at what those words [Learner Profile and Attitudes] mean that forgiveness always comes out. So although it’s not written as forgiveness it is always evident when we forgive others.”  
(Teacher A)

# Learning Centered

## **IB Philosophy**

- Learners should strive to be their best
- Learning is active, reflective, multi-dimensional, and driven by questions
- To better understand the world we need to take a critical approach
- Inquiry approach
- Exploration of multiple perspectives
- High academic expectations

## **Lutheran Educational Philosophy**

- All useful knowledge and learning is God's gift to people for their well being
- Learners learn in different ways and at different rates
- Learning occurs in a context and is driven by curiosity, need and inquiry
- Different perspectives enrich students' ability to make sense of the world and determine the source of their own beliefs, values, etc.
- Habel's challenge 1 – Creating an environment where students have a passion to explore, discover, and analyse their world as part of an exciting life journey

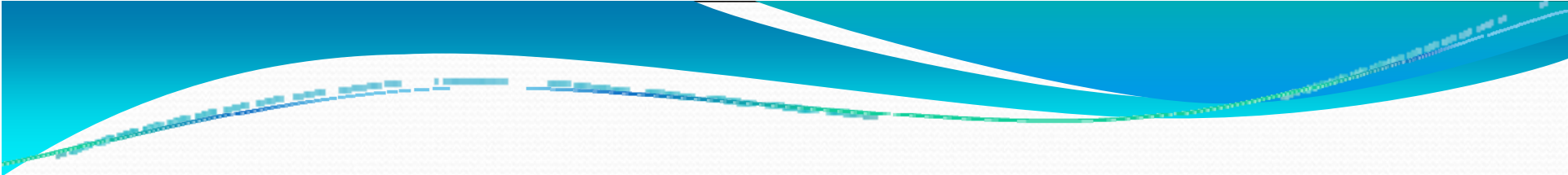
# Global Citizenship

## **IB Philosophy**

- We have a responsibility for the future of our planet and the human family
- We need to be concerned about more than just our own back yards (global view)
- The goal of education is to make a contribution
- Global perspectives in the curriculum
- Emphasis on action and service

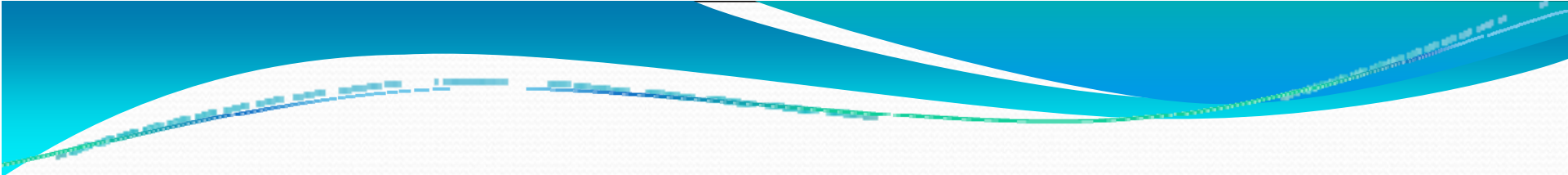
## **Lutheran Educational Philosophy**

- The world is God's; He created it good and charged us with responsibility to act as stewards – local and global
- Service to others through action and relationships is a reflection of and response to God's love to all
- Education is about equipping students for a life of service to God and others



“...if you look at our Christian Studies Curriculum Framework there is a section now on religions around the world, and also that people are put on earth to serve and to love, and the Primary Years Programme is all about service and action. So I think there are strong links there... another key understanding or strand is that Christians have a responsibility in and for the world and that’s all through the Bible and that’s everything that the Primary Years Programme is on about as well.” (Teacher A)





“...stewardship and that God’s been the creator. He’s asked us to take care of his world. I guess that brings into play just how are we caring for our part of the environment and how that connects with other people’s environment as a whole... And how are we doing that together, not just country by country or individual by individual, just out there for their own gains but what generally is for the good of the whole earth making sure that we do have things for future generations.” (Teacher F)



# The Difference?

“I can’t imagine it’s a lot different because a state school could be implementing the PYP with a view of international mindedness and be doing exactly what we’re doing as well, but our difference is everything that we do stems from the Gospel and God is the creator of the earth and we have a responsibility to look after the earth... A state school might say ‘We have a responsibility to look after the earth, for our own good and for the good of all people’ with out making that reference. So I think that’s where it differs a little bit.” (Teacher E)



# Ways of Developing International Mindedness in the School

1. Multiple perspectives and international content/contexts
2. Teaching the Learner Profile and Attitudes
3. Embracing diversity
4. Action and service



# Multiple Perspectives and International Content/Contexts

- Draw from the cultural backgrounds of students and the wider school community
- Start local and broaden out to include perspectives from other cultures/places
- Raise the profile of LOTE to culturally enrich the school
- Build a broad base of resources reflecting different perspectives
- Link with overseas communities – video conferences, email, use IB networks
- Capitalise on current events and questions to provide a meaningful context



# Teaching the Learner Profile and Attitudes

- Regularly use teachable moments, using the language of the Profile and Attitudes
- Explicit teaching
- Link the Profile and Attitudes to formal curriculum
- Have students reflect and self-assess using these
- Develop resources to support the teaching of these attributes

# Embracing Diversity

- Teachers actively investigate and be aware of the cultural backgrounds of students
- Support mother tongues through awareness, encouraging sharing, celebrating achievements, purchasing resources
- Use students and families as resources for new perspectives in the curriculum
- Build multicultural resources base
- Raise the profile of LOTE
- Ensure school events and celebrations are reflective of the diversity of the school community
- Review school policies for inclusivity
- Value of cultural diversity is reflected in the physical environment

# Action and Service

- Giving of time and talents to others
- Local, national and global opportunities
- Includes sharing learning, research and advocacy
- Student initiated and teacher planned
- Includes both direct service and indirect service (such as fundraising)

# Trinity's International Journey

- Mindsets : international mindfulness
- 3 levels: personal, community, global
- Authentic activities
- Multiple perspectives in the curriculum
- Teachers as decision makers
- Parents as a resource
- Learner Profile
- Attitudes



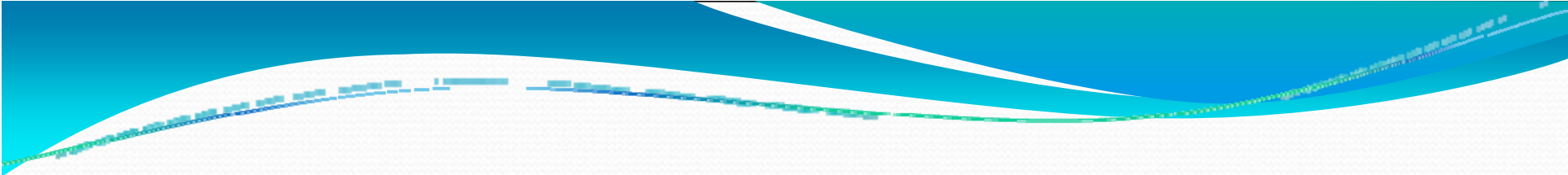


# ACTION

- Reflect, discuss, develop steps for action
- Burning questions

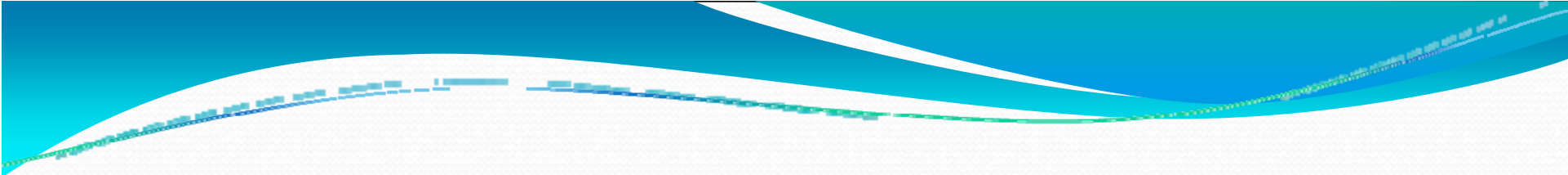
# Resources

- [www.curriculum.edu.au](http://www.curriculum.edu.au)
- [www.ibo.org](http://www.ibo.org)
- [www.glc.edu.au](http://www.glc.edu.au) (global education)
- [www.worldvision.org.au](http://www.worldvision.org.au)
- [www.oneworld.net](http://www.oneworld.net)
- [www.austlii.org.au](http://www.austlii.org.au)
- [www.amnesty.org.au](http://www.amnesty.org.au)
- [www.hrw.org](http://www.hrw.org) (human rights watch)
- [www.hrca.org.au](http://www.hrca.org.au) (human rights council of Aust.)
- [www.usaid.gov.au](http://www.usaid.gov.au)
- [www.unesco.org](http://www.unesco.org)
- [www.un.org](http://www.un.org)
- [www.asiaeducation.edu.au/bigbeliefsbook](http://www.asiaeducation.edu.au/bigbeliefsbook)
- "The Really Big Beliefs Project" Emma Barnard & Thomas Cho
- "Black Ants and Buddhists. Thinking critically and teaching differently in the primary grades" Mary Cowley
- "A Life like mine. How Children live around the World" Dorling & Kindersley
- "Thinking Globally. Global Perspectives in the Early Years Classroom" Julie Browett & Gregg Ashman
- "Global Perspectives. A Framework for Global Education in Australian Schools" Curriculum Corporation



“For me, one of the basic and fundamental purposes of education and educational institutions in the 21<sup>st</sup> century is the building of a ‘good society’ through the difficult process of transforming the ‘human race’ into a ‘human family’... Our task as educators is to guide them beyond the barriers of culture, across the shores of tradition, through the fears of the present, to the ‘good society’ and the family that embraces all humanity. If there is any community of people and institutions that will prepare the next generation for 21<sup>st</sup> century citizenship, it is none other than the teachers and our educational institutions.”

-Rev Dr Ishmael Noko, Lutheran World Federation  
ACLE address, 2004



“The World is like a table, twenty percent live on the table and eighty percent survive underneath it. Our work cannot be to move a few from under the table onto the table, or vice versa. Our task is to move the table, to change its position if necessary, and all sit together around the table.”

Jean-Bertrand Aristide, Haiti