



International Mindedness:

Difficulties with understanding and the ways of cultivation

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International Mindedness: Approaches to definition

International mindedness (IM) - one of the core elements of International Baccalaureate (IB) programme.

Flexible approach of IB for defining the concept.

Three cornerstones of IM: intercultural understanding, multilingualism, and global engagement (Singh & Qi, 2013)



International Mindedness: The key elements

Intercultural understanding means fostering student respect for other cultures (Barrat Hacking et al., 2018).

Multilingualism is the approach of considering diverse cultures and their linguistic differences (Barrat Hacking et al., 2018).

Global engagement encourages students to develop the idea that they “hold the earth and its resources in trust for future generations” (Singh & Qi, 2013, p. 15).



International Mindedness: Local features

One of the main tensions in the cultivation of IM is the threat of losing cultural diversity and national identity (Poonoosamy, 2016, 2018).

In line with past researches (Poonoosamy, 2016, 2018) can be assumed that tensions will surface during the cultivation of IM in the postcolonial context of Kazakhstan.

The IB considers the cultivation of one's own national identity as one of the key factors in the development of IM.

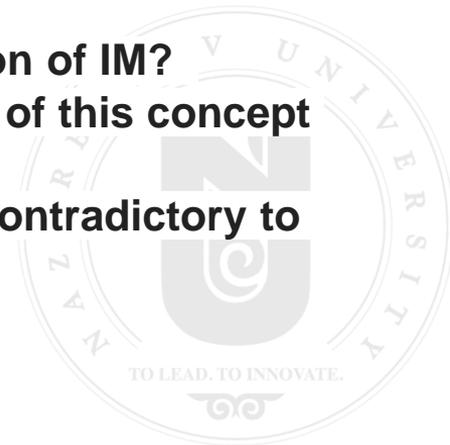


International Mindedness: Research Questions

The overarching research question: How did the teachers in one Kazakhstani IB school perceive and develop IM in their students?

Subsidiary questions:

- 1. How did teachers define IM?**
- 2. What did they think about the key elements of IM?**
- 3. What were the challenges and successes of the implementation of IM?**
- 4. What methods did teachers use to develop the understanding of this concept in the classroom?**
- 5. To what extent did teachers believe that the concept of IM is contradictory to the development of a student's cultural and national identity?**



Methodology & Sampling

Nazarbayev Intellectual school in Nur-Sultan (IB World school)

Exploratory sequential mixed method

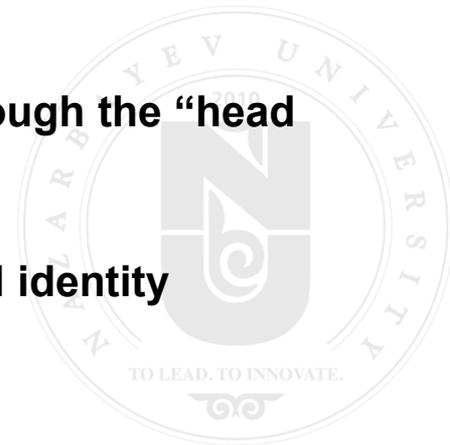
Semi-structured interviews with 12 teachers (at least three years of IB teaching experience).

Based on obtained data survey of 100 teachers



Key Topics

- **understanding of IM and its value;**
- **key elements of IM;**
- **results of the implementation of IM;**
- **methods used to cultivation IM;**
- **teacher's vision of the ideal internationally-minded student through the “head – heart - hand” concept;**
- **teacher's vision of compatibility of IM with cultural and national identity development.**



Findings: Understanding of IM and its value

Key points:

- **problems with a clear definition of IM;**
- **connection of IM with a process of globalization;**
- **respect for people's differences;**
- **connection with school's curriculum;**
- **importance of IM for the school, and whole community;**
- **only a few teachers demonstrated a more complex vision and understanding of the concept.**

Teachers' voices:

Teacher K: "it is understanding not just people but understanding of everything - culture, nations, views. It is very important ...to be connected with the whole world, to work together, to collaborate".



Findings: Teachers vision of the key elements of IM

Key elements:

- Intercultural understanding;
- Language or Multilingualism;
- Global engagement, was not mentioned.

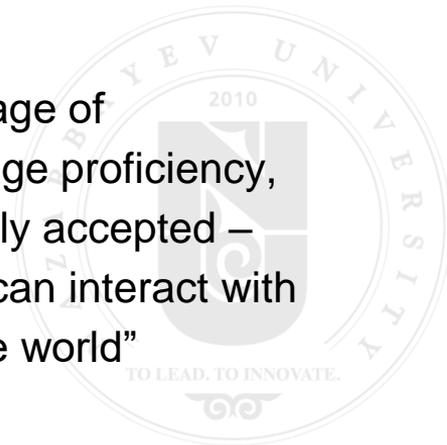
Other factors:

- Ability to consider different perspectives;
- IB Learner Profile;
- Structural elements within MYP lesson.

Teachers' voices:

Teacher H: “understanding of different cultures, understanding of the features, requirements of different countries and nationalities ... readiness of the people to accept these specifics”

Teacher C: “the language of communication, language proficiency, and, of course, generally accepted – English. Thereby, you can interact with people from all over the world”



Findings: The results of the implementation of IM

Challenges:

- **Low readiness of teachers for the implementation of IM;**
- **high level of teacher turnover in the school.**

Teacher B: “20-30 percent of the teachers are working for only 1-2 years in this school, and sometimes it is very difficult for them to reach a clear understanding of the program’s features”.

- **parental involvement;**
- **homogeneous body of students.**

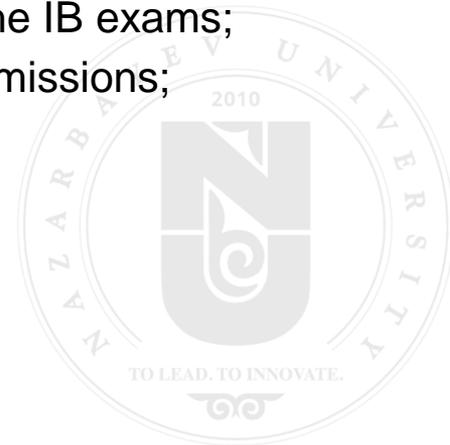
Teacher I: “with similar ethnic and cultural backgrounds, with only a few international teachers, it is a very hard task to cultivate the global vision”.

Successes:

- **development of the school curriculum;**

Teacher C: “the DP itself and its implementation are a good indicator of success”.

- **students' achievements:**
good performance on the IB exams;
international college admissions;
volunteer work;
lessons observations.



Findings: Methods used to cultivation IM

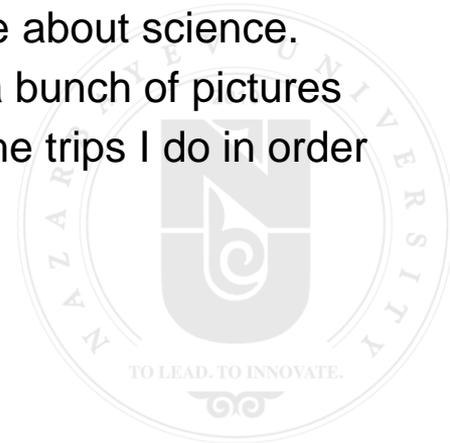
Methods:

- **Theory of Knowledge course;**
- **Attention to the global issues and its solutions;**
- **Nature of the subject;**
- **Personal experience.**

Teachers' voices:

Teacher G:

The first time we start working on IM I introduce myself by talking about the country where I am from [Colombia]. I share with them the pictures of how I mix my passion for traveling with getting to know more about science. So, I showed them a bunch of pictures with animals on all the trips I do in order to attract them.



Findings: Ideal internationally-minded student through the “head – heart - hand”

Table 2.

The Head, Heart, Hands responses: overview

<u>Head (Knowledge)</u>	<u>Heart (Values)</u>	<u>Hands (Skills)</u>
Knowledge of languages	Tolerance	Critical thinking
Being aware of global issues, politics	Empathy	Modelling skills
Knowledge of history	Sincerity	Analytical skills
Knowledge of other cultures and religions	Readiness to contribute for the solving of global problems	Leadership skills
Wide outlook	Risk-taking	Communication skills
Competent	Respect	Research skills
	Consciousness	Self-management
	Academic honesty	Time-management
	Humanity	Transfer
	Caring	Sorting of the information



Findings: Compatibility of IM with cultural and national identity development

Pro:

Most of the teachers do not recognize the theoretical contradiction in the promotion of IM and the maintenance of the national and cultural identity of the students

Teacher H:

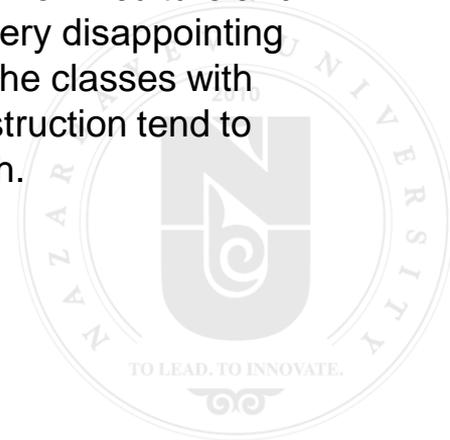
I do not think that developing IM contradicts the students cultural or national Identity. The IB asks us to balance between the national curriculum and IB curriculum. Following this way, I mean the development of the national identity plus IB Mission, vision and philosophy is very important. It helps us to develop IM, because without our national identity, how can we understand what IM is?

Contra:

Some teachers see the practical threat to the national and cultural identity of Kazakhstani students

Teacher F:

In this desire to be globally open, to learn more about the world around us, our students are neglecting their own culture and language. Sometimes it's very disappointing to hear that students from the classes with the Kazakh language of instruction tend to speak in Russian or English.



Recommendations

For administrators:

- to engage teachers to define concept IM within the school;
- to focus on CAS for benefit local community.

For teachers:

- to promote awareness what IM is;
- to cultivate IM in their students.

For IB organization:

- to inform all IB and schools teachers about nature of this concept.



Suggestions for Future Research:

1. Comparative analysis of cultivation in IM in Kazakhstani state IB school and private IB schools;
2. Comparative analysis of promotion IM in Kazakhstani IB schools with IB schools in other post-Soviet countries;
3. Analysis of the perceptions of IM by administration, students, and parents



Actions of administrators:

- Admin, Admin+HOD meetings;
- Department meetings (preparation for CIS visit);
- School definition of IM;
- Parents/students meetings to promote IM;
- Admin+Coordinators to focus on CAS for benefit students + local community.



Actions of teachers:

- Through consideration of the definition during department meetings clear understanding of IM was developed;
- Promotion of IM during the lessons (visit lessons -> clear awareness of intercultural understanding);
- Teachers' participation in extracurricular activities (leading CAS projects and school clubs);



Actions of students:

- Development of IM during the lessons;
- Development of IM during the extracurricular (CAS projects and clubs);
- Pastoral projects (Intercultural festival, national projects 100 songs, kui, books, Tugan elge tagzym, service);



Thank you for your attention!



Happy to answer any questions!



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