**Developing International Mindedness**

**IB Practice: A4** The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

**IB Practice:** **C2.7** The written curriculum promotes students’ awareness of individual, local, national and world issues.

**IB Practice: C3.6** Teaching and learning addresses human commonality, diversity and multiple perspectives.

**PYP Practice: C2.7a** The program of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.

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| **What do I typically do to engage students in learning experiences that explore global issues, human commonality, and multiple perspectives?** |
| The desired result of engaging students in learning experiences that explore global issues, human commonality, and multiple perspectives is that students understand how knowledge and skills are used to take action with intercultural understanding and respect. |
|  **Student Evidence*** Students exemplify learner profile traits
* Students investigate how global issues, human commonality, and/or multiple perspectives are relevant to content
* Students demonstrate open-mindedness to other cultures and perspectives
* Students make connections between their lives, school, communities, and the world
* Students inquire into compelling ideas, issues, and challenges
* Students take action to solve real-world issues using content knowledge and skills
* Students create evidence that illustrates the ability to explain in-depth relationships
* Students make connections and reflect on relationships between content and global issues, human commonality, and/or multiple perspectives
 | **Teacher Action*** Teachers exemplify the IB learner profile
* Teachers actively engage students in authentic work with the learner profile
* Teachers present culturally relevant topics and materials worthy of meaningful exploration and action with a variety of task levels
* Student experiences are recognized as assets and incorporated into learning
* Teachers plan and carry out opportunities for inquiry, action, and reflection around global issues, human commonality, and/or multiple perspectives
* Cultivate a sense of responsibility to shared guardianship of the planet and how to create a more peaceful world
* Create conditions for co-generative dialogue to build stronger relationships within the class that allow for deeper understanding
* Teachers plan to intentionally create learning experiences that promote student service and action
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