

PYP Behind the Scenes

Part 3: Creating a Culture of International Mindedness

— Presented by the Peirce Advisory —
Council (PAC)

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IB Mission Statement

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.

Peirce's Mission and Vision

Our mission is to guide students to take ownership of their learning through experiential engagement and reflective thinking. We provide a balanced curriculum designed to meet the academic, cultural, and social-emotional needs of our diverse student body. All members of the Peirce community are committed to grow as productive, globally-minded citizens.

Through our rigorous Primary Years and Middle Years Programmes and a differentiated instructional approach:

- We challenge our students to become critical thinkers while meeting their individual academic needs.
- We cultivate a learning environment that fosters intellectual, social, and emotional growth.
- We aspire to develop parental and community partnerships in order to nurture a holistic learning environment and create life-long student achievement that will prepare our students for real-world experiences and higher education.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

What is international mindedness?

- allotting time for sustained inquiry into a wide range of locally, nationally and globally significant issues and ideas
- exploring global concerns at a developmentally appropriate level, including the environment, peace and conflicts, rights and responsibilities, migration and displacement, and governance across a variety of geographical and cultural dimensions
- critically considering inequalities and power dynamics in inquiry, action and reflection—recognizing the factors that influence the challenges faced by different groups (for example, women, youth, marginalized populations)
- considering sustainable development in inquiry, action and reflection—recognizing that the living hold the earth and its resources in trust for future generations.

What is an internationally minded learner?

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others

PROTOCOL FOR CLASSROOMS

Just Observe – Please do not talk to the students or teachers

Please do not judge the students or teachers

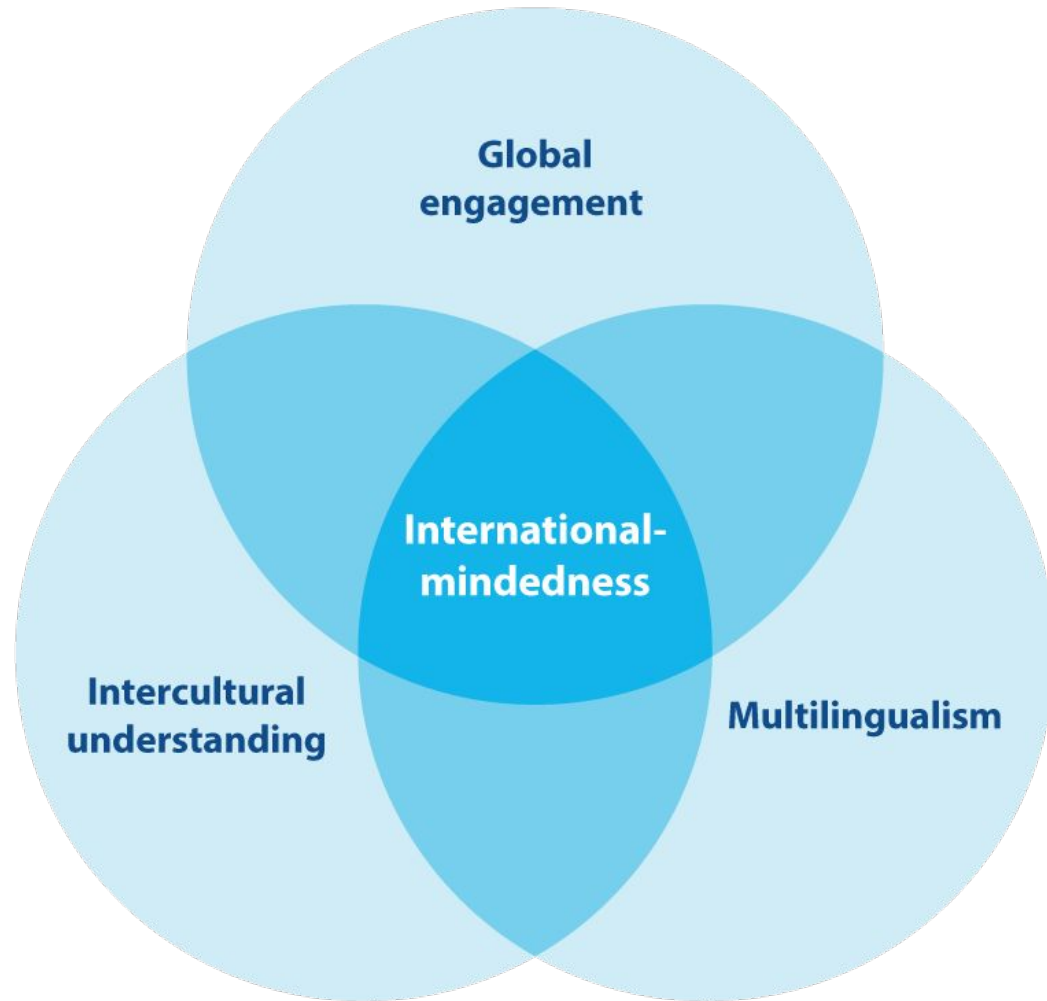
Focus on moments of inquiry

Please do not take pictures or video

What did we see in the classrooms that shows how the school community at Peirce is developing a culture of international mindedness?

Creating a Culture of International Mindedness

- ensuring that international-mindedness is embedded in the school ethos through mission statements and policies
- encouraging participation in school decision-making by all members of the learning community
- providing opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness.
- conveys diversity through the use and display of languages, images and books
- challenges assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/representatives from local and global communities)
- reinforces desired values, dispositions and behaviours in class and in the playground
- provides ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity.



Still Have
Wonderings...

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