

GET SET FOR LIFE



HVB GLOBAL ACADEMY



**INTERNATIONAL MINDEDNESS AND THE IB LEARNER PROFILE  
TOWARDS A CONTINUUM OF INTERNATIONAL EDUCATION  
HVB GLOBAL ACADEMY, IBDP (SCHOOL CODE: 004810-4810)  
PRACTICE (A1.4) POLICY 2015**

**HVB GLOBAL ACADEMY, IBDP (SCHOOL CODE: 004810-4810)** is proud to be an **IB WORLD SCHOOL** and firmly encourages the promotion of a spirit of International Mindedness and a development of the IB Learner Profile across its whole school community.

**HVBGA Vision, Mission & Motto**

**Vision:** To create lifelong success stories.

**Mission:** To offer a meaningful, globally-connected and comprehensive educational programme to its students regardless of personal circumstance, so as to empower them to explore and develop their natural curiosity and creativity.

**Motto:** Nurturing imagination; inspiring excellence.

**A Mind for Global Sensitivity, Compassion and Action at HVBGA**

- Our students are oriented towards developing a mindedness for local and global sensitivity in a balanced ways so that they contribute solutions to local & global issues. Our students are continuously motivated to be responsible learners in their journey to achieve personal excellence. HVBGA establishes a learning environment that develops positive attitudes to learning as a life long skill. The IB Learner Profile linked with the Core elements of International Mindedness is embedded in our approaches to teaching and approaches to learning. Our students are challenged to fully participate in their learning process and the broader life at school. Our teachers are encouraged to use strategies that assist and address the different learning needs and strengths of our students.
- At HVBGA we instil a readiness among our students for real life issues and problem solving. Our students and parents along with the school governing

body and teaching staff are an integral part of our development policy discussions and meetings to strategize steps to be taken for the continuous contribution that the students can make to their locality and evaluate the implications of their actions at a global level. Our DP Orientation day and PTA meetings aid as a platform for developing and reviewing the International mindedness policy keeping IB philosophy & HVBGA Mission statement in focus.

- A strong emphasis on learning beyond the classroom, including physical activity, creative endeavors and service learning is the central spirit at HVBGA and our students are positively motivated to contribute to national pride and strengthen global mindedness. Core competencies integral to the 21<sup>st</sup> Century learning requirements are embedded in the spirit of our slogan, **'Get Set For Life'**. Our students are given the flight to think independently, be active problem solvers, decision-makers and enthusiastic participants in their society and at the same time, exhibit international mindedness, concern for the environment and individual responsibility. The various celebrations such as, tomatina harvest festivals, gourmet fair, and Intercultural awareness ISA Global Gateway serve the above stated purpose
- A growing involvement with the joy of being a global citizen is encouraged at school by boosting a common language of the tenets of the IB Learner Profile and International Mindedness among all our stakeholders. Important issues of global awareness and concern are debated and projects undertaken at whole school level to bring awareness and design solutions to concerned global issues. The trans disciplinary meets incorporating local to global & global to local relevance are researched to raise awareness of International mindedness. HVBGA through its now 52 year journey firmly endorses that the development of active relationships at all levels, whether these are between the subject domains, between individuals and their peer groups and communities or between the individual and the world around them are the pivotal points of influence and global change.
- Holistic education is encouraged and in it HVBGA through its policies and message firmly propagates that we as an institute always place the learner as the central beneficiary of all our programmes, activities and commitments. The students' potentials - intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual are our strengths. We encourage our students to give these potentials a direction in their academic journey with us. Our students upon graduation are invited for several interactions as alumni torch

*bearers for the budding learners at school. An attitude to learning is the prime focus that unites our teachers, students and parents.*

- *The International Mindedness approach is driven by the IB Learner profile at HVBGA. As 'thinkers' our students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. This approach empowers our students to examine and critically evaluate the cultural, moral and political contexts of their lives. The discussions that evolve therein leads all learners towards actively challenging and evolving cultural values to meet broader human needs.*
- *Parents are encouraged to know what their children are learning at every stage so the interests of the children meet the necessary conformity and support at home. This eliminates the possible differences that may hinder international mindedness due to culturally brought about differences between the atmosphere at home and the learning outcomes that the school aims to foster in collaboration with our students and parent community. An inclusive learning community makes our students confident 'inquirers'. Parents are receptive to the changes that they observe in their children where their positive strengths are tapped at school making the students acknowledge and partake the joy of learning at school. Students are encouraged by our teacher community to find inspiration from stimuli in the locality and move from grassroots to global problem solving. The annual Business and Economic Forum and the weekly Clubs at school often raise issues that mentor global ownership and a collective approach to problem solving.*
- *Interactions among students brings them to deliberate and discuss articulately which in turn strengthens their profile as learners who are 'open minded' and 'knowledgeable communicators'. The morning assembly at HVBGA is a key tool for students to raise social awareness and global entrepreneurship. These assembly gatherings celebrate & observe various important Local & International days. The reflection on the attained knowledge is emphasized by shared views of the students & staff. The Theory of Knowledge presentations are often buffered by follow-up discussions involving invites to whole school teachers, parents and students. The broad pool of queries, suggestions and solutions are evolved by the students as articles that they independently draft for publication purpose in our annual school magazine.*

- *Teachers strategize in their subject groups and across during the weekly collaborative meetings about connected learning. HVBGA firmly believes in developing areas that are hotbeds for interactive learning. The school and our teachers have devised broad areas of contextual interaction. Through these contexts, students learn to inquire, take action and reflect. Our community and service programme is the strongest feature for International Mindedness and the Learner Profile therein. Responsible citizenship surely develops responsible interpretations and understandings of the world. Through service student take on personal role(s) in their immediate communities and realize the benefits their community can bring them. This links directly to intercultural awareness and directs students in their development of empathy and respect for others examples: The celebrations of Hindi Diwas, Marwari fair etc. Through the effective planning of our CAS team advisors, students can learn about their place within communities and be motivated to act in a new context. The service component of CAS at HVBGA helps asks students to consider the questions: How can I contribute to the community - immediate, local, and global? How do we live in relationship to other people? and How can I help others? The various CAS projects like visit to old age home, peace day international tourism etc. develop the service spirit amongst our students.*
- *Students are encouraged in their subject areas to look at the curriculum from a beyond perspective. Societies and communities around them are grappling with making decisions that are informed, fair and inclusive. Learning strategies developed by our teachers are motivated to function as aids to informed decision making by our students. Students consider the questions like: How can I look after others and myself? How do I think and act? and How am I changing? HVBGA annually organizes a collaborative Group 3 and Group 4 project bringing the humanities and the sciences together as an area of interaction and inquiry. The natural and human environment is the crux of the discussion therein with the students examining the interrelationships of different environments and making sense of them through different research areas for their projects. The areas focus on the place of human beings within a wide range of environments including natural, built and virtual. In their interactions, students will come to an appreciation and understanding of their effects on their environments. This area of project-based inquiry helps students consider both their immediate classroom environments and global environments and where students consider the following questions: What are*

*our environments? What resources do we have or need? and What are my responsibilities?*

- *The Extended Essay at HVBGA serves to promote International Mindedness and all aspects of the Learner Profile. The EE is a pathway for the students to think, create, find solutions to, transform ideas and rationalize thought. The EE takes holistic education at HVBGA to a whole new level with the working relationship between the student and the teacher becoming more inclusive, dynamic and egalitarian. The appropriate pedagogical approach becomes one of active, planned interventions for students to meet their development needs. The teacher's skills of facilitation, guidance and mentoring feature strongly in promoting learning and understanding at both the academic and social levels. The EE at HVBGA aims for the students to understand the importance of relationships, the different ways of regarding knowledge and its evaluation, the importance of life skills and the impact that the students have on others around them.*
- *The Theory of Knowledge Programme at HVBGA empowers students to think creatively and laterally using approaches from a number of disciplines and experiences. While the students take their TOK experiences and initiatives live with their interactions with the society around them they are encouraged to act and respond with care, consideration, compassion and with others from a variety of backgrounds. They learn from their live interactions with others. Through active listening and open-mindedness they are ready to consider and accommodate views and opinions that challenge their own thinking. TOK interaction evenings are much appreciated by our parents and whole school community. Students in turn learn the use of the most appropriate way of delivering information in a variety of contexts and situations and appreciate the expectations and needs of the audience.*
- *The key challenge at HVBGA vis-à-vis the spirit of International Mindedness is to draw critical and evaluative understanding among our complete stakeholder community of the complex cultural histories of our students and parents and the contingencies of 'shared understanding' in an unequal world. At HVBGA our management, pedagogical leaders and teachers have devised rich ways of tracing 'local-global interconnections' to encourage international mindedness. Teachers in their classrooms bank upon the students' cultural knowledge in making these interconnections. Recognizing and harnessing multilingual capacities is also enshrined in our Language Policy 2015. The International Mindedness spirit is also a part of our Assessment Policy*

*wherein teachers are encouraged to use assessments that help detect emergent patterns of inventiveness and potential innovativeness in practices of international mindedness among the students. At a National and State level, international mindedness as cross-class, caste, and religious understanding has the potential to push boundaries; to engage students in reflexive discussions about inequality, and to bring to the centre non-western knowledges and practices in conceptualisations of international mindedness. This contributes to a hot-bed of discussion during TOK and most humanity and Language classes at school because understanding the 'local' characteristics of international mindedness, and how they are shaped by social and historical contexts is centrally important for connecting international mindedness more explicitly to our students' experiences.*

- *HVBGA gives its teachers/staff the lead role to take up research in their subject-specific areas or whole school ethos about the issues related to international mindedness and the implementation of the IB DP Programme. At HVBGA we have explicitly linked our school events to ideas relating to international mindedness. We encourage our children to take up themes related to International Mindedness for their CAS project, HVB Project Day, HVB Collaboration with Viborg Gymnasium High (Danish School) and the Global Gateway Projects. This in turn develops the Learner Profile with students engaging their critical and creative capacity to plan and organise events for international mindedness. Participating in events that are grounded in productive intellectual exercises, for example, Model United Nations, TOK forums and International Olympiads provides opportunities for our students to develop and practice international mindedness through attending international events which promote ongoing thinking and meaning-making about international mindedness through organizing in-house academic conferences, seminars and forums.*
- *Based upon research findings, HVBGA has adopted the recommended seven features for teaching international mindedness. These seven features can inform school engagement, curriculum planning, and assessment practices relating to international mindedness in IB schools. Teaching-Learning Pedagogies for international mindedness need to:*
  - ✓ *promote reflexivity*
  - ✓ *be ethically engaged*
  - ✓ *be situated in terms of socio-cultural and economic/political contexts, including students' backgrounds and parental work networks.*

- ✓ *be recognised as contingent on shifting social, cultural, economic and political contexts, and need to be responsive to these shifts.*
- ✓ *be premised on intellectual equality, including recognition of multilingualism, nonwestern knowledges, and student/family cultural knowledges.*
- ✓ *be interconnected and relational in terms of the national contexts of IB schools.*
- ✓ *be embedded and explicit*

*Table 1, from Singh and Qi (2013), maps the conceptual relationship between IB learner attributes and IB notions of international mindedness.*

**Table 1 IB learner attributes and international mindedness**

Core elements of international mindedness	Attributes of IB learner	Supportive attributes
<p><b>Multilingualism</b></p> <p>-learning to communicate in a variety of ways in more than one language ... supports complex, dynamic learning through wide-ranging forms of expression.</p>	<p><b>Communicators</b></p> <p><i>-multilingual &amp; multimodal communication;</i></p> <p><i>-effective collaboration</i></p>	
<p><b>Intercultural understanding</b></p> <p>-recognising and reflecting on one's own perspective, as well as the perspectives of others.</p> <p>-increasing intercultural understanding by learning how to appreciate critically many beliefs, values, experiences and ways of knowing.</p> <p>-understanding the world's rich cultural heritage by inviting the community to explore human commonality, diversity and interconnection.</p>	<p><b>Open-minded</b></p> <p><i>-appreciation of own cultures/personal histories;</i></p> <p><i>-open to other values, traditions, and views;</i></p> <p><i>-seeking and evaluating different points of view;</i></p> <p><i>-willingness to grow from experiences</i></p>	
<p><b>Global engagement</b></p> <p>-a commitment to address humanity's greatest challenges by critically considering power and privilege, recognising that they hold the earth and its resources in trust for future generations;</p> <p>-exploring global/local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance;</p> <p>-developing the awareness, perspectives and commitments necessary for local/global engagement;</p> <p>-aspiring to empower people to be active learners who are committed to service with the community.</p>	<p><b>Knowledgeable</b></p> <p><i>-exploration of local &amp; global concepts/ ideas/issues;</i></p> <p><i>-knowledge and understanding across disciplines</i></p>	<p><u>Disposition:</u></p> <p>Principled</p> <p>Caring</p> <p>Risk-takers</p> <p>Balanced</p>

Source: Singh & Qi, 2013.

*The Scaffolding of the International mindedness from Pre-primary to CIE grade 8 and from IGCSE grade 9 to IBDP 12 are from the student reflections on attributes of Learner Profiles.*

*There is an explicit link between a state of 'awareness' (international mindedness as a way of thinking) and 'conduct' (international mindedness as a way of being and doing). International Mindedness is not a fixed disposition, or the accumulation of*

*knowledge about other cultures. Instead, at HVBGA it is explicitly oriented towards developing reflexive, ongoing engagements with global interconnectivities.*

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