



Human ingenuity: Supporting international-mindedness through university initiatives for teachers

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Associate Professor Kay Margetts
The Melbourne Graduate School of Education
The University of Melbourne



Developing international-mindedness

prepare people to think, understand, cope with, make decisions and take action about multiple issues and problems not just locally or internationally but also from a global perspective

attitudes, values and skills encompassing social awareness, tolerance, respect, open-mindedness



Changes to frames of meaning

'...changes in beliefs and attitudes contribute to the participation of individuals in social change ... individuals will work for the common good if they develop a sense of critical consciousness'

Gutiérrez, 1995, p. 229



International-mindedness and teaching: Current situation

little teacher education/professional development in relation to international education and most occurs within the international school realm

lack of accountability such as rigorous academic assessment

lack of suitably knowledgeable and experienced teacher educators



Challenges for teacher education

adopt a philosophical approach to international mindedness that underpins and permeates all teaching and learning



approaches from the International Baccalaureate community – Wesley College and IB Asia Pacific

need for postgraduate academic programme

importance of building relationships with international education community



Given its coherence and ...continuum of curriculum it seems that the IB programs are the best example of an emerging global curriculum ...' and recognise '...the relationship between local and global contexts' ...' with a focus on students ...' understanding themselves and their indigenous local culture before they can appreciate others'

Caldwell, 2006, p. 174



**University response:
Postgraduate Certificate in Educational Studies
(International Baccalaureate)**

first postgraduate course in the world that provides teachers with a University qualification in International Baccalaureate education



Developed

- in partnership with Wesley College Institute for Innovation in Education
- in co-operation with the International Baccalaureate in relation to the IB Teacher Award Scheme



Partnership with Wesley College Institute

- expertise of teachers involved in delivery of IB programmes
- expertise of teachers who are IB PYP accredited trainers
- use of facilities to provide a PYP learning context



Cooperation with the IB

aligned with the values and expectations of the IB Teacher Award Scheme and the IBs professional development requirements for programme authorisation and evaluation in schools



IB Teacher Award Scheme

successful completion of the Postgraduate Certificate in Educational Studies (International Baccalaureate) contributes to the eligibility of teachers for participation in the IB Teacher Award Scheme – Level 1



Postgraduate Certificate in Educational Studies (International Baccalaureate)

for preschool, primary and secondary school teachers
advance their professional development
broaden their knowledge and skills
gain academic qualifications
with 50 points credit toward a Master of Education



Programs of Study

Postgraduate Certificate in Educational Studies
(International Baccalaureate)

PYP Stream

DP Stream

4 subjects each



PYP Stream

Subjects

- IB Primary Years Programme Introduced
- Assessment and Reporting
- Concept Driven Curriculum
- IB Primary Years Programme Advanced



IB Primary Years Programme Introduced

- History and overview of IB education
- international-mindedness and the Learner Profile
- The PYP curriculum framework
 - written, taught and assessed components
 - essential elements
 - transdisciplinary themes that underpin the programme
 - inquiry learning
- Programme Standards and Practices



Assessment and Reporting

- current perspectives of assessment and reporting
- understanding and the learned curriculum
- Essential Agreements
- assessment elements
- test scores, grading and reporting
- rubrics;
- portfolios
- student-led conferences
- PYP exhibition



Concept-driven Curriculum

- why include concepts as an essential element?
- student-directed inquiry
- the art of questioning
- higher order thinking skills
- how is understanding acquired and what differentiates it from knowledge?



IB Primary Years Programme Advanced

- Synthesises principles and practices within the PYP
 - internationally minded education
 - learners constructing meaning
 - using Essential Elements to guide curriculum
 - reflective practices
 - transdisciplinary skills
 - a professional school-wide culture
 - action



DP Stream

Subjects

- Introduction to the IB Diploma Programme
- The Diploma Programme Hexagon
- Assessment and Reporting in the IB Diploma
- IB Diploma Specialist Disciplines



Introduction to the IB Diploma Programme

- IB philosophy and framework to promote teaching and learning
- international education
- centrality of the Learner Profile
- international – mindedness
- essential elements of the DP curriculum including concepts of balance and flexibility, and taught, written, overt, hidden and assessment components that underpin the programme
- overview of the Hexagon Model and how students learn in the Diploma Programme



The Diploma Programme Hexagon

- the role of the DP hexagon and its constituent parts in the design and structure of a balanced and flexible curriculum
- development and implementation of curriculum that supports acquisition of essential knowledge and skills, and the search for meaning including challenges for learning and teaching
- core requirements
- breadth/depth/specialisation; freedom/prescription; transdisciplinarity; academic/non-academic etc



Assessment and Reporting in the IB Diploma

- current perspectives of assessment and reporting
- assessment as a tool to promote student achievement and experiential learning
- internal and external components of the IB Diploma Programme- marking, reporting, moderation
- supporting diverse learning needs
- role of teacher self-evaluation and the school self-study
- assessing the Learner Profile and the Diploma Programme



IB Diploma Specialist Disciplines

- written, taught and lived curriculum
- developing interdisciplinary links and embedding the Learner Profile in DP curriculum
- differentiating learning and teaching and responding to diverse learning characteristics
- personal inquiry into specialist discipline



Teachers develop understandings for

- Fostering students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and acquire knowledge
- Providing international content while responding to local requirements and interests
- Providing appropriate forms of assessment and international benchmarking

Postgraduate Certificate in Educational Studies (International Baccalaureate)

Time Commitment

18 hours contact per subject

additional personal study per subject for reading, reflection, preparation for classes, completion of assessment tasks

18-months part-time or 6 months full-time intensive modes



Even more study???????

Master of Education

50 points credit toward a 100 point Master of Education in the Graduate School of Education

PhD

Doctor of Education



masters of International Baccalaureate classrooms
leaders of the profession



Pedagogical Implications

effective teaching and learning

acknowledgement of diversity and multiple perspectives

innovation and risk-taking

reflection and professional learning

communication and collegiality



Pedagogical Implications

inquiry

acknowledgement of diversity and multiple perspectives

innovation and risk-taking

thinking, reflection and professional learning

communication and collegiality



Pedagogical Implications

address new and difficult concepts
revise and revisit for deeper understanding and practical application



Pedagogical Implications

innovation and risk taking
diverse and multiple perspectives
research and practice
exposing ideas to critique of others



Voices of Participants - Pedagogical Implications

■ practical approaches
application of developing understandings to their own classroom/school practice
explore and experiment
reporting and sharing



Voices of Participants

■ reflection and professional learning
critical thinking
evaluating validity of one's own developing understanding and creation of meaning



Voices of Participants

■ communication and collegiality
sharing ideas and learning journeys



Voices of Participants

■ changes to learning and teaching



Voices of Participants

- new perspectives



Voices of Participants

- networking and communication

International Mindedness
The IB Mission
Working with the Learner Profile

IF EVERYONE CARED
by Nickleback

Where are our students heading?
Their future is our business.

Workshop

**International mindedness – the IB Mission
and the Learner Profile**

We will consider:

- the IB Mission Statement
- the meaning of international-mindedness
- how we can use the Learner Profile to support international mindedness
- the IB perspective on international mindedness

“The world is a surprisingly diverse place and difference remains the best global educator. We need to go where we have not been before, to places where we have inherited ignorance and suspicion and where we are not immediately comfortable, where we are challenged by the new.”

McKenzie (2004) - Prep for the planet. Effective internationalism in education

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