INTERNATIONAL- MINDEDNESS

Kuopion Lyseon lukio

Today’s world, international co-operation, global challenges and local and global conflicts require international understanding. International-mindedness requires attitude, will and skill to think openly, globally and creatively.

International-mindedness is considered to be one of the 21st century skills. In the future, communication and co-operation with other people demand us to be tuned more and more to international-minded way of thinking and acting. In IB philosophy international-mindedness is as an umbrella, above everything else and embracing everything. Every subject, topic may have an international extension.

International-mindedness can be broken down into three attributes: multilingualism, intercultural understanding and global engagement (Castro, Lundgren, Woodin: Conceptualizing and assessing International Mindedness (IM): An exploratory study, 2013). All teachers are language teachers. The school recognizes the central position of languages and importance of languages as working language, as a gateway to a culture and as a homeland to a person who is in foreign culture. Languages, foreign words may sometimes act as gateways to better understand literature and history.

Intercultural understanding becomes evident in all subjects though academic subjects are not limited to one country or continent only. We seek possibilities to reflect on issues related to international-mindedness in everyday class situations. Our students represent different cultural backgrounds. However, the majority of the students are native Finnish speakers. Cultural diversity creates basis for vivid discussions. As choosing topics for IA-works and EE-works, students have a good opportunity to focus on something that challenges their skills in international-mindedness.

Global engagement means acting, doing something concrete. CAS- programme is natural way for this.

International-mindedness is evident in everyday teaching if teachers and students are tuned to it. It should become a normal topic for discussion. In our unit planner on ManageBac, there is a space for reflection on international-mindedness, so that is something that every subject should keep in mind when appropriate. We had an international activity for several years in Congo. Moreover, Pre-DP students raise money for their godchild in Kenya. They learn something about the idea of CAS already during Pre-DP-year. Our students teach Finnish language to refugees in Kuopio. That has been going on for years. IB students are engaged in helping the elderly in our town. Students attend school's international projects. IB students regularly volunteer to do fundraising for the Red Cross, Zonta and other organizations. IB students take part in European Youth Parliament. CAS can be integrated into different subject keeping in mind international-mindedness. Finnish schools organize annually one-day-volunteer work drive and encourage all students to work and donate their one-day-salary for a good cause. The school encourages foreign students to choose their own language as Group 1 subject. Self-taught students are guided by the Finnish language teacher. Furthermore, foreign students have a chance to study Finnish language both in Lyseo and in community college. IB-students’ foreign language is English, ab initio languages are French and German. If they want they may choose more languages from the national curriculum.

 We strongly believe that we are training the students to reflect on international-mindedness. We also think of creating an award for a good CAS performance in this respect.

Stakeholders are teachers, students, parents, school community and governing body. Governing body gives us resources for ICT. That is the most affordable way to visit foreign cultures. Parents need to understand that CAS may require their financial support. The school community is supposed to respect and recognize different cultures in our community. Good time-allocation planned by the principal can help to integrate different topics and themes and therefore help the teachers’ collaboration. Teachers understand international-mindedness as the ultimate goal of IB programme. Students are exposed to international issues, they reflect on them and are encouraged to develop their will to act and experience so that they truly can make this world a better place.

MULTILINGUALISM:

* FOREIGN LANGUAGES
* LANGUAGE POLICY
* FINNISH LANGUAGE (S2)
* ALL TEACHERS ARE LANGUAGE TEACHERS
* CULTURE + LANGUAGE (HISTORY, LITERATURE)

INTERCULTURAL UNDERSTANDING:

* DIFFERENT SUBJECTS
* DIFFERENT NATIONALITIES IN CLASS
* IA- AND EE-WORKS

GLOBAL ENGAGEMENT

* CAS
* CAS AND DIFFERENT SUBJECTS INTEGRATED
* TAKSVÄRKKI

**RAKENNE**

**WHO?**

* **TEACHERS**
* **STUDENTS**
* **SCHOOL COMMUNITY (TIME ALLOCATION, TOPICS, THEMES)**
* **PARENTS (CAS REQUIREMENTS)**
* **GOVERNING BODY (RESOURCES)**

**WHY?**

* **IB PHILOSOPHY**
* **GLOBAL PERSPECTIVE**
* **21 ST CENTURY SKILLS**

**WHAT?**

* **MULTILINGUALISM**
* **INTERCULTURAL UNDERSTANDING**
* **GLOBAL ENGAGEMENT**
* **SUBJECT LEARNING**
* **CAS**
* **CAS + SUBJECTS**

**HOW?**

* **LEARNING AND TEACHING**
* **CAS ACTIVITIES**
* **INFORMAL RELATIONS**
* **S2 FOR NON-FINNISH SPEAKERS**
* **ASSESSMENT, REFLECTION**