


INTERNATIONAL MINDEDNESS

QAIS
SCHOOL
YEAR
2017-2018



PERSPECTIVES ON
INTERNATIONAL
MINDEDNESS AT
QINGDAO AMERASIA
INTERNATIONAL SCHOOL

A large group of children, mostly of East Asian descent, are gathered outdoors, holding up various national flags on wooden sticks. The flags include the United States, Hungary, and South Korea. The children are dressed in colorful, traditional-looking clothing. The background is a bright, slightly blurred outdoor setting.

QAIS values
International Mindedness
by developing Multilingualism,
Intercultural Understanding, and Global
Engagement through all ten attributes
of the IB Learner Profile. QAIS students
are nurtured to become: Knowledgeable,
Inquirers, Thinkers, Reflective, Risk-
Takers, Caring, Communicators,
Principled, Balanced, Open-
Minded.

**Perspectives on
International
Mindedness at
Qingdao Amerasia
International School**

Reflections of School Year 2016 - 2017



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Educating young people to think, to consider, and to act

We nurture international mindedness when we require students to be empathetic teachers of culture. For this project, students had to research and learn enough to be able to come back and teach the class about their chosen people and explain not just what the people do, but also the history of whys that so often are over looked.

- Eric Dustman, Principal

Schools like QAIS have the incredible task of educating young people to think, to consider, and to act. Too often burdened by the need for quantitative results, they can settle into routines that encourage little of either one, let alone anything of real qualitative value.

Take for example the need to grow international mindedness among our young people. In one instance, we can talk about it and test ourselves on what it means. At another and more useful

time, we can do something to grow our understanding and talk about that.

Studying things like the paper-cut above that depicts a refugee boat from Syria to Sweden offers one idea. The art alone begs consideration about the issues of refugees throughout the world. It also offers a great opportunity for students to discourse about the symbolism, the artist's intentions, and the emotional chord this issue should strike in all of us.

The value gained in viewing art can provide immeasurable benefit. This is true in this case as well as in others. Not only can it support the growth of international mindedness but it can also help to develop many other things, most notably empathy. These attributes and their qualitative nature stand to do more at supporting our students' growth of international mindedness and the level of consciousness they have for the issues that affect us all. They can impact their thinking, lead them to action, and change the world we share.



When do you use this “thing” called International Mindedness?

International Mindedness may not be a skill that we use often; it may be dormant and not show its face frequently. However, if we ever see ourselves in a situation when it's needed, we should allow it to blossom, even if this means a little discomfort.

- Rafael Angel Mendoza, Director of Teaching and Learning

International mindedness is a compound noun, a construct, a belief, an idea, an illusion, a skill, an attitude, whatever we want to call it. International Mindedness is one of those skills that emerge naturally, in the moment when they are needed. International mindedness cannot be faked; and it is not a requirement to know foreign latitudes of the planet to be internationally minded.

I believe we witness the presence of international mindedness in the way we talk about others and their differences; in the way we embrace diversity and recognize that we are not the center of the universe; in the way that we welcome new ways of doing things; and in the ways we allow our value and belief systems to become enrich by the relationships we develop with individuals and ideas from different places.

As a teacher, I have a deep fondness for the moments in which students see what they have learned in the classroom represented in a daily life situation. I am convinced that the most effective sign of impactful learning is when students transfer what they have learned in school to a scenario that was not planned, and that is unfamiliar, and unexpected. Moreover, realizing how students conduct themselves makes me think that they are able to do so because these behaviors, attitudes and values have been modeled and promoted at school.

In our recent Montessori Model United Nations (MMUN) trip to Rome, as we were walking down il Pincio and made our way through the Piazza del Popolo, our students became aware

of a protest that was taking place. Students approached the individuals that were leading the silence protest and asked for translation of the posters they were holding, while also taking a look at the videos they were showing. While the element of surprise could be said to be the one thing that attracted them, what fascinated me was what followed.

Amelia Dustman said: “OMG, this is exactly what we have been doing in Chinese class!” To this exclamation, questions and comments followed. All of a sudden our MMUN delegates were part of a discussion about animal rights and what different countries were doing about it. They took the opportunity to compare and contrast their points of view, and most importantly they demonstrated active listening and openness to different perspectives, while showing appreciation for an event that they may or may not ever see in their home country.

As an international educator, I have learned to take advantage of experi-

ences like the one I narrated, because they represent an opportunity to witness students’ growth and transformation, but most importantly, because this is evidence of the work the learning community I belong to is doing.

Since we live in the times when we have to go beyond the idea of east meet west. We have to develop abilities to be comfortable in the space between. We have to appreciate and learn to live the time we were given, so that we can take action and be a part of change.

International Mindedness may not be a skill that we use often; it may be dormant and not show its face frequently. However, if we ever see ourselves in a situation when it's needed, we should allow it to blossom, even if this means a little discomfort.

Beauty is in the eye of the believer, experience lives in the heart of he or she who experiences it.



Holding onto International-mindedness

- by Lucy Dustman, Grade 10 Student

In the world, many different cultures do not get acknowledged and appreciated as much as others. International-mindedness needs to be understood and taught throughout the world in order to fix this. In fact, several IB schools like QAIS are doing so now and it is a part of their mission statement. This will in turn help students as they grow and engage with one another to enjoy effective conversations, appreciate commonalities, and understand differences. International-mindedness should be valued because it is important and allows people to explore cultures, respect other people and support other economies.

Before understanding relationships and economics, an understanding of how international-mindedness helps people learn and share about different cultures is needed. Many IB schools around the world strive to teach their students about international-mindedness because they find that it allows them to be more open-minded towards other cultures. Having an understanding of international-mindedness is also helpful for students' lives in the future, as they will most likely travel to different countries where they will need to show respect for other people and their opinions, traditions, and culture. The IB Community Blog asked people to comment on their perspective of international-mindedness and why they believe it is important. In this section of the Blog, the IB states that, "Students, teachers, and leaders in the IB school communities have a range of perspectives, values, and traditions. The concept of international-mindedness builds on these diverse perspectives to generate a sense of common humanity and shared guardianship of the planet" (IB Community Blog). The need to learn about being internationally minded is taken into consideration when teaching students in IB schools so that stu-

dents can have a better understanding of different perspectives. This encourages growth of community. The IB emphasizes the importance of international-mindedness as a way for the next generation to learn and share about different cultures too.

Not only does international-mindedness help people learn and share with others about different cultures, it also helps people form stronger relationships due to learned respect for one another. Relationships and respect are formed through an understanding of others and who they are. Before forming those relationships, people need to understand different cultures and ethics in order to support others. Mike Bostwick, the Executive Director of Katoh Gakuen Bilingual School in Japan says, "At the heart of international-mindedness is a frame of mind; a curiosity about the world, an openness towards things 'other', and a profound appreciation of the complexity of our world and out relationships to each other" (Mike Bostwick, IB Community Blog). This shows that international-mindedness is not only learning about people and different cultures, but it also helps others form an appreciation for those cultures so that strong and lasting relationships can exist. While learning about cultures in general is important, it is even more important to direct such knowledge into the construction of positive relationships that promote respect and cultural understanding.

Relationships formed through an understanding of culture additionally support the economies of countries with different traditions and customs. By understanding international-mindedness, the United States of America (U.S.A.) has been able to form strong relationships with other countries, in turn creating the world's largest economy. Without these relationships with

other countries, the U.S.A. would not be where it is now. The Office of the United States Trade Representative calculated that the U.S.A. is "the world's largest economy and the largest exporter and importer of goods and services." The Office continued by explaining how critical trade is in creating a prosperous country, "fueling economic growth, supporting good jobs at home, raising living standards and helping Americans provide their families with affordable goods and services" (The Office of the United States Trade Representative). The critical need for importing and exporting helps the U.S.A. run as it is, and without other countries involvement, the economy would not grow. In order to form the relationships needed to export and import goods, the United States government needs to understand other cultures so that they can communicate in a way that will effectively supply the goods to its citizens. Without the support of other countries, the U.S.A. would not be where it is economically. Therefore, communication and respect of other cultures is important in supporting a country economically.

While several students, educators, and citizens believe that international-mindedness allows people to explore other cultures, respect people's differences and support different economies, some hold a different opinion. The new president of the U.S.A., Donald Trump, believes that the relationship between other countries is causing the U.S.A. to fail in being "great." Trump says that every country should remain separate from one another so that they can thrive economically, and thus disregards other countries and their strengths. While this may be true from his standpoint, based on the evidence provided from the Office of the United States Trade Representative, the economic growth of the United States is due in large part

to its import and export relationships with other countries. Trump claims in an article written by Vice News, that he wants to make "America great again," however, by eliminating the international-mindedness shared when the good relationships were created, he is disregarding other cultures and the power of internationally minded relationships (Vice News). Without them, the U.S.A. would not be as prosperous

and it would not enjoy the strong relationships and the respect for other cultures.

In conclusion, while other people hold a different opinion, international-mindedness should be valued because it allows people to explore other cultures, respect people's differences, and support economics. In order to strive economically, the relationships

between countries need to be strong. The only way to have this type of relationship is through a respect of culture, traditions, and customs. While Trump and others question these relationships, it is still important that everyone else values them so that we can benefit and respect one another.

Parents Collaboration in Developing Children's International Mindedness

Fostering young children's International-mindedness can be accomplished naturally through family involvement in children's education. - by Indah McCarthy, Early Childhood Plum Blossom Lead Teacher

It is not as easy as it sounds when it comes to supporting early childhood students' development of international mindedness. At least, that was what I thought at the beginning of the school year. However, as I realized how fortunate we are to have children and families of many different cultures in my classroom, I began to think "Why not?" Yes, why not use this fortune as an opportunity to enhance the beauty of diversity and nurture young minds towards the appreciation of our differences?

As part of the Cultural curriculum, I ran a unit on Asia to supplement our unit of inquiry: We Are Unique. In this Asia unit children were carefully walked through the understanding of how the world works, which includes the introduction of bodies of land/water, the world's continents, before our discussion finally was narrowed to our focus on Asia. Before long, children demonstrated an understanding of Asia as a big continent in which many diverse countries are located. Then I narrowed the discussion further to focus on two countries: China and Japan.

At the beginning of the school year, I asked three families to present and share with us their beautiful cultures. I invited Eric Li's mom to introduce the culture of China. Towards the end of the school year I invited Misaki and Luna's mom to introduce the culture of Japan. These caring and supportive parents worked hard in preparing and planning lessons to introduce their cultures to us. Throughout the year I continued our discussion around cultural diversity; children compared, contrasted, made connections, and embraced the many differences and similarities between the two cultures. It is not important to count how many countries they learned about: China and Japan are just enough for our children to see example of how diversity exists in the world. By the end of the school year, we all had gained a deeper understanding of Chinese and Japanese traditional celebrations, beliefs, lifestyles, food, clothes, arts, games, language--all attributes related to both cultures. Through this exploration, they developed different elements of international mindedness, the mindset in which they understand and respect

similarities and differences, to see the diversity of people within their environment and the importance of the positive relationships that they have as member of an international community, and how these relationships impact their roles as classmates and friends within these relationships.

In the future academic years, I am planning to extend the children's learning in this cultural area by introducing cultures from North America, South America, and Europe to further expand QAIS' youngest students' understanding of the diversity of global cultures.

In the end, instilling international mindedness in the young minds was not as difficult as I had thought, particularly with the supportive learning community and strong parent-teacher collaboration that exists in QAIS. This is the type of collaboration that will create a solid foundation upon which we can build our school's open-minded and respectful values.

MYP Design Students Improve the world

Through class discussions, independent research, group work, and unit projects, Speech students were exposed to relevant global issues, traditions, and the celebration of culture, all while honing their public speaking and presentation skills. – Written by JD Holtrop, MYP Design

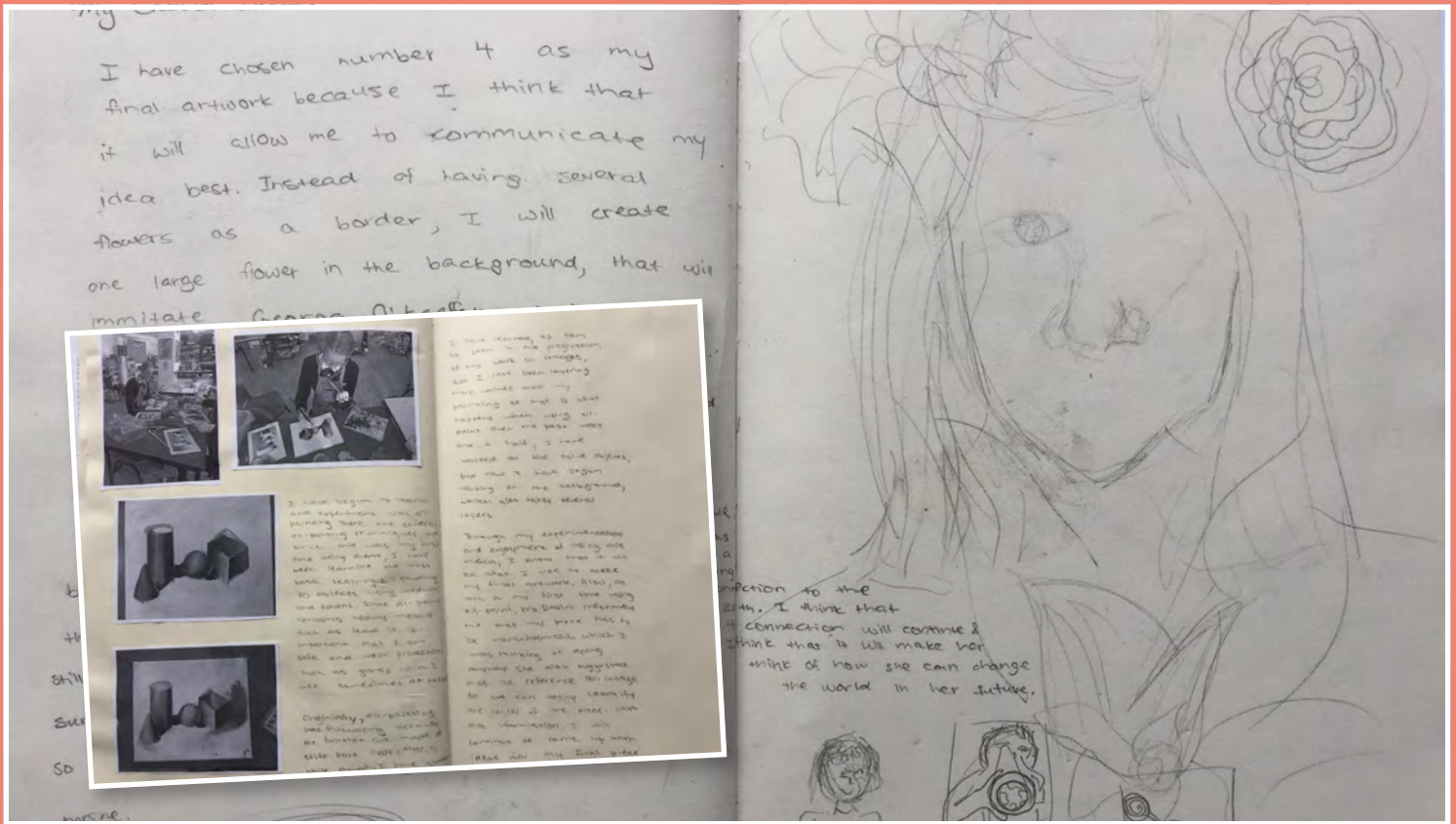
One example of encouraging international mindedness this year, was a unit with MYP 3, called "Improve the World ". With respect to the three main areas of international mindedness, this unit most closely developed the "Global Engagement" component by encouraging a commitment to address humanity's great-

est challenges by critically considering power and privilege, recognizing that they hold the earth and its resources in trust for future generations. During the unit, students researched the global impact of society, government, personal decisions and the effects on the world, the environment, and it's inhabitants. After completing their research and

identifying the problems and importance of developing solutions, students applied their knowledge by designing sustainable eco-friendly solutions including various energy saving designs, water cleaning systems, recycling systems, and other environmentally friendly designs.



On September 25th 2015, countries adopted a set of goals to **end poverty**, **protect the planet**, and **ensure prosperity for all** as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.



Personal and Cultural Expression to form Aesthetics

This is a quote taken from a student's reflection essay: By using the elements of art, principles of design, and my personal and cultural experiences, I have been able to effectively communicate one subject that I find beautiful. I have used Willa, a significant individual in my life, and a flower as a symbol for beauty and power to do so. Additionally, my use of realism and impressionism have helped me form my own artistic style, which emphasizes my ideas of beauty. Therefore, I believe that I have successfully created an artwork communicating the power that I believe young people have to change the world and influence other people to do so as well.

- Written by Devin Smith, Art Teacher

My last unit for ninth and tenth grade students this school year was about analyzing the notion of beauty.

The statement of inquiry was: personal and cultural expression influences a person's interpretation of aesthetics. Students first identified and discussed the nature of aesthetics and how beauty can be expressed differently around the world. The summative task of this unit had students create an artwork which would demonstrate their specif-

ic and personal idea of beauty; students then had to defend why they found the subject of their work beautiful, as well as explain in what ways their personal and cultural experiences influenced their concept and understanding of aesthetics. I enjoyed this unit because of all the questions it raised. What is art? What is beauty? Who determines what is beautiful and is there a wrong or right definition? Students not only had to consider the way in which beauty can differ globally, but they also had to examine and appreciate their own personal

histories and cultures to find out what or who has influenced their concept of aesthetics.



International Mindedness In MYP Speech class

Through class discussions, independent research, group work, and unit projects, Speech students were exposed to relevant global issues, traditions, and the celebration of culture, all while honing their public speaking and presentation skills.

- Written by Trisha Hasbrouck, College Counselor

Speech at QAIS is tailored to address the needs, interests, and goals of students, as well as cater to a sense of international mindedness and global perspective. Students hone their public speaking skills by creating and performing presentations on a variety of relevant topics, all the while paying respect to the countless ways people from different cultures communicate. By learning about school traditions from all over the world, in addition to taking into consideration their own personal customs, students were able to develop multi-media presentations about creating new QAIS school traditions, drawing from the diversity of our student body and teaching

staff. Furthermore, Speech students researched mainstream societal issues, in order to write motivational speeches that included powerful calls to action.

Students once again researched global issues to learn how other people have sought positive change. Then, incorporating the concepts and skills learned in class, they worked in groups to create comprehensive campaigns for a worthy cause. They created videos, promotional posters, and uplifting speeches to motivate QAIS students and staff to join in their movement of addressing specific outreach and community service. Some focused on the local Qingdao

community, like visiting children's hospitals, while others were geared more towards larger, world-wide issues, such as funding for refugees.

Finally, to cap off the year, Speech students took part in formal and informal debate, where they participated in civil discourse about controversial global scenarios like oil drilling, gun rights, educational reform, and mental health care. The QAIS Speech course allows students to reach beyond themselves into the vast world around them, while supporting both verbal and non-verbal skill sets they will use throughout their lives.





Performing music from all around the world

This year was an amazing experience for us all here in QAIS. Learning and performing music from all around the world for the community has again proven that our students are open minded to embrace any opportunity to take action as a global citizens. Students were given the opportunity through music and as a community to analyze, interpret, reflect up on, and see the world from their own perspective to give the definition of what International Mindedness is. - Written by Peter Kutin, Violin Teacher

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In violin we learned multiple factors such as music and traditions, culture and language of countries and continents and the importance of these particular factors to the people themselves. Own compositions also took place in our Grade 5/6 violin classes where students composed original compositions in the style of their home country. Describing and reflecting on how their

music communicates meanings of their home country, language and traditions made this project very successful for our students.

For most primary students highlight of this year would be the ensemble composition we did to celebrate Halloween. It was great to see how our students seek, evaluate and appreciate different points of view, values and traditions.

The international Day in QAIS was another example of how our students took action to demonstrate their abilities to understand and appreciate different cultures. MYP students composed music medley that represents 3 continents. Then they made a video that accompanied their their actual performance on the International Day. The MYP students managed to communicate a very high level of intercultural understanding, recognizing and reflecting on their

own perspectives and the perspectives of the others and understanding the world rich cultural heritage and communicating their understanding with our local community by playing a concert.





Making a difference in Physical Education

Written by Reuben Fitzgerald, PE Teacher

As I reflect on another great year of learning here at QAIS I am reminded of one of the key features that makes this school so great. This is the focus of providing students the opportunity to take action as responsible global citizens. Students are given the opportunity to interpret and analyze issues, see the world through different perspectives and develop their own understanding of what international mindedness means to them.

In Physical Education we take the time to learn games and activities that representative of different cultures and traditions. This year the game Kio Rahi was introduced across all year levels as a way to show students how the native people of New Zealand shared ancient stories whilst playing games.

One of the best examples of students at QAIS demonstrating their ability to understand different perspectives and to

"Students are given the opportunity to interpret and analyze issues, see the world through different perspectives and develop their own understanding of what international mindedness means to them."

take action was demonstrated earlier in the year with Grade 6. This class visited

a rural school in Jimo. The difference in facilities and access to resources was vast, however the Grade 6 students looked passed this, identifying ways they could really make a difference for this small community in Jimo. The Grade 6 students taught English to their peers, created games, led activities and made real connections with the students at this school.

In doing this unit together I believe we created an experience where students from QAIS were able to gain a global perspective well outside their daily lives that allowed them to have a greater appreciation for how fortunate they are and most importantly to appreciate the commonality they had with students in the neighboring city.

Our Shared Heritage: A scientific perspective

Students learned about the difficulty of cooking in Africa without electricity and designed and built their own solar cookers. – Written by Mark Brierley, MYP Science

One of the most interesting things that I read in newspapers that makes me aware of how little we understand our shared heritage are sentences like this:

"Famous Star Wars Director, George Lucas, met fan Simon Lucas (no relation)."

The newspaper is pointing out that the family names are a coincidence and that there is no close family relationship. However, what science students learned this year is that in scientific thinking, George Lucas and Simon Lucas are not only very closely related but in respect to all living organisms they are identical.

MYP 4 and MYP 5 students know that this is because DNA is universal. We are coded and built from the chemicals and the same information used to build starfish, flu viruses, willow trees, silk worms, dogs, cabbages and kings. There are even large similarities be-

tween our human code with bananas! However, I suspect that we will be unlikely to read the following in our morning news:

"Famous Star Wars Director, George Lucas, ate a banana (distant relation)."

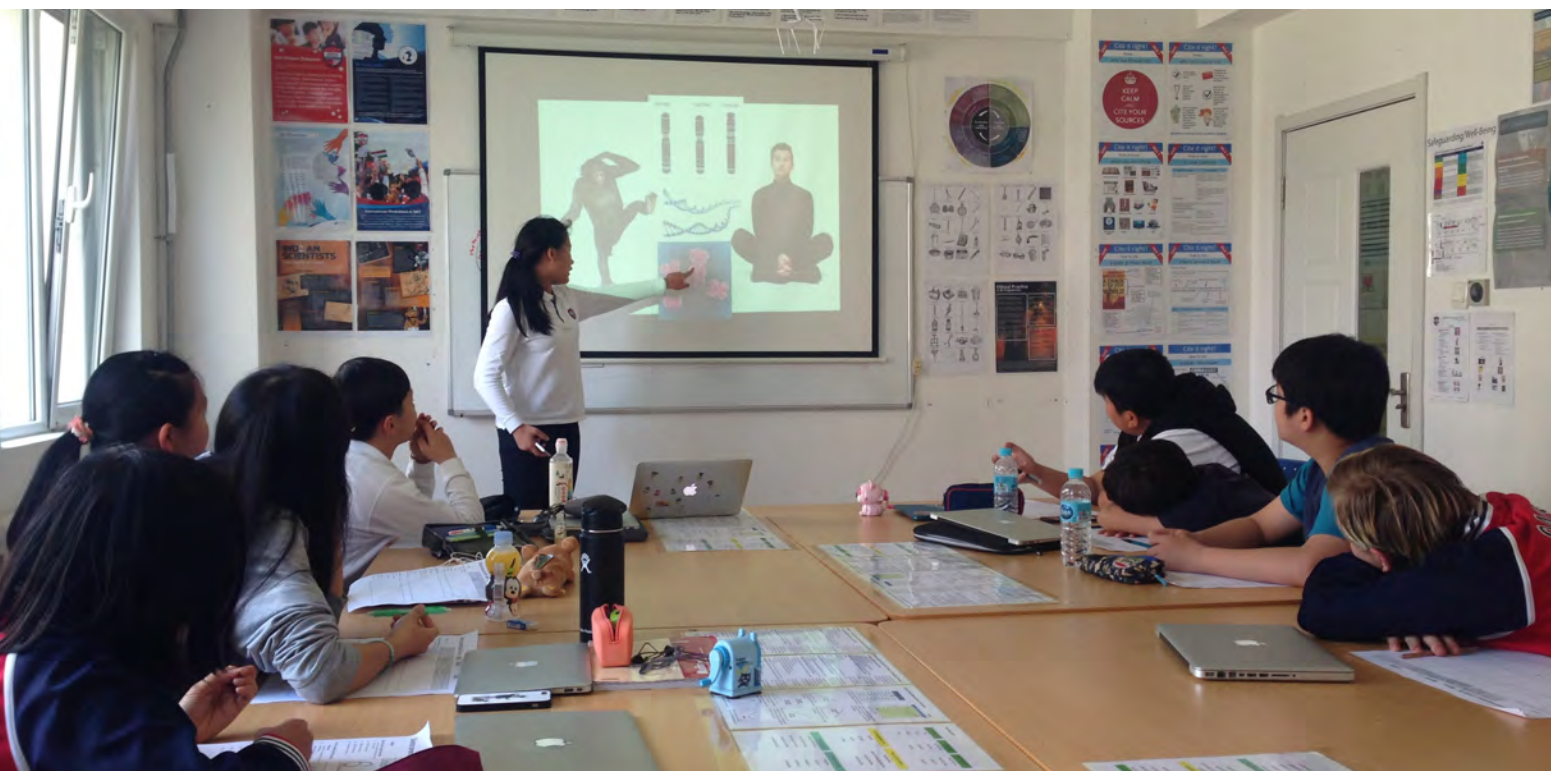
MYP 2 students delved into this in more detail by considering our human relationship with the other great apes. We share a significantly large part of our genetic code with chimpanzees, for example, and students did research projects to compare the ways that chimps love problems, how they are socially similar to humans as well as how chimpanzees, bonobos and gorillas can use human language to communicate with humans. Some of the observations and evidence they supplied was extremely surprising to the class and a little uncomfortable to realise how close humans are to our closest non-human relatives. However, I suspect that we will be unlikely

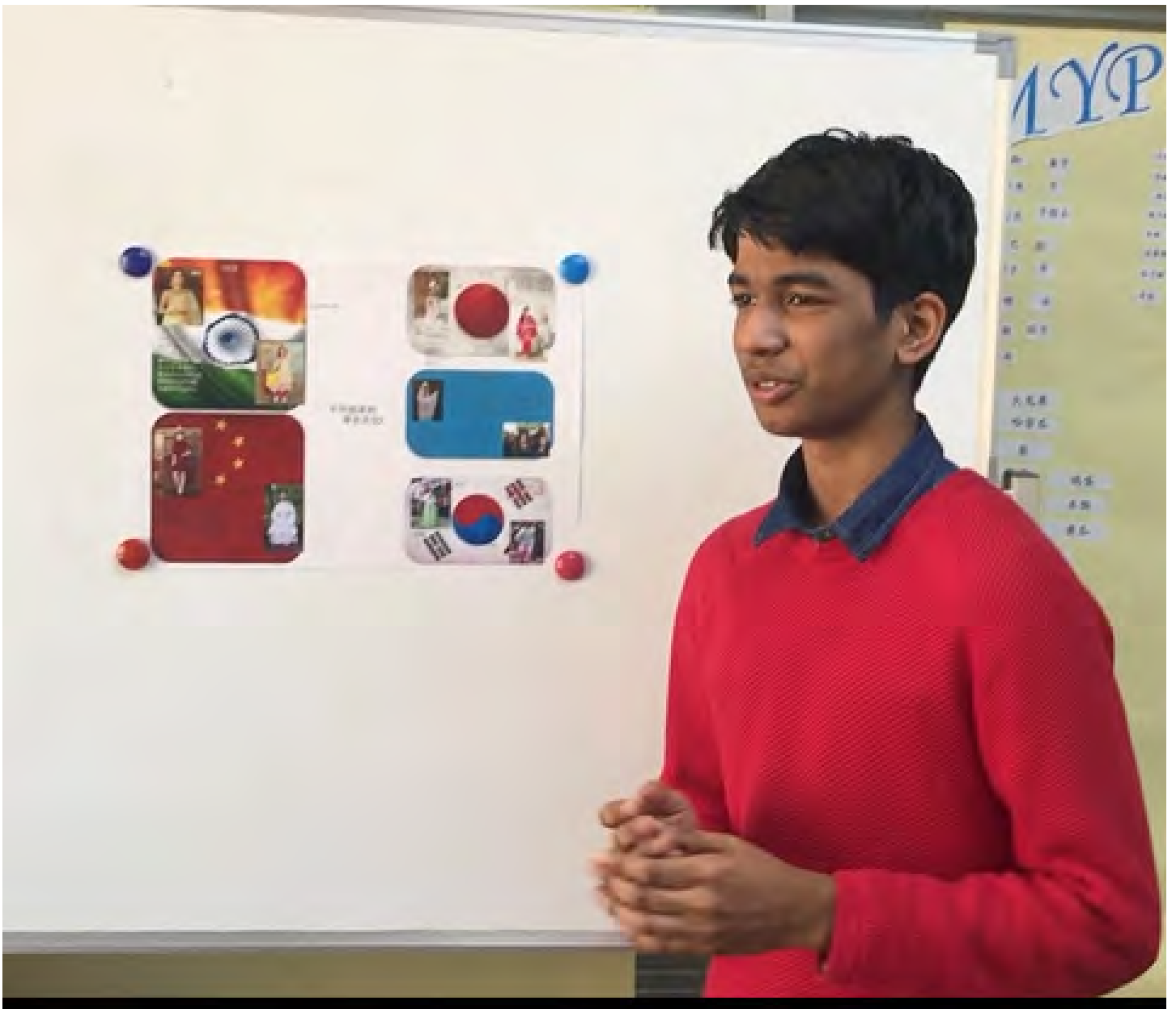
to read the following in our evening news:

Famous Star Wars Director, meets with Chimpanzee (close relation).

Science does not provide significant evidence to support the notion that we shouldn't be thinking of other humans as being 'odd', 'different', 'outsiders' or 'strangers' because we are all family. If we can detect the playfulness and empathy in bonobos and have meaningful conversations with gorillas we should always bear in mind that we are one human family with infinitely more to connect us than to divide us. Perhaps when we start thinking this way as a planet of brothers and sisters, we may one day see the news:

Zhou Chaohua, whose family has lived for generations in Northern Shandong Province, China visits Spain and meets Carlos Sanchez, whose family has lived for generations Sevilla, Spain (extremely close relations).





Cultural Diversity

Written by Stella Zhao, Chinese

In this semester, I used 6 weeks to cover the unit about the cultural diversity, which, in turn, helped MYP students to develop attributes of international mindedness including multilingualism, intercultural understanding and global engagement.

In this unit, students showed good understanding of diversity of food

and costume culture. They found the way to inquiry of traditional culture by means of interview, searching on the internet and doing the research. In their summative assessment, they had a presentation to describe the stimulus related to “clothing cultural diversity”. Students will promote the intercultural and share their knowledge in the International Day. It’s important for them to have the intercultural aware-

ness and be open-minded. In this activity, students will introduce the traditional culture in Korean, English and Chinese, which is the environment of multilingualism and global engagement. This unit is with multiple point of view and international mindedness through different sources, culture and societies.

I am China

We nurture international mindedness when we require students to be empathetic teachers of culture. For this project, students had to research and learn enough to be able to come back and teach the class about their chosen people and explain not just what the people do, but also the history of whys that so often are over looked. - Written by Michelle Overman, MYP English

This year my 9th grade MYP Language Acquisition students participated in a unit focused on cultural identities and stereotypes. They selected a project titled I Am China where they each chose 2 different ethnic groups recognized within China and spent the following weeks teaching the class about them and creating poster presentations to share with the campus. They taught us about the Tibetan, Kazakh, Sui, Miao, Korean, Mongolian, Dai, and Manchu peoples of China. This activity helped them develop

their intercultural understanding by teaching them to appreciate the beliefs, values, and experiences of the people they researched. They also were able to appreciate varied and rich cultural heritages that were in many ways similar while being different from their own. Through this project their worked to develop their IB Learner Attributes of open-mindedness, reflection, inquiry, and principled action, as each was required to be certain the ways they portrayed their chosen cultures was caring and just.

In their final presentations, each student taught us the funeral rites of their selected groups and the students seemed very interested in understanding not only how each culture treats their dead, but also why they use those ceremonies or customs and the meanings behind them. It was very interesting for all of us and I was so engaged as a learner right alongside them. I look forward to teaching this unit again next year and having the new class go even further!





Bringing International Mindedness into the PYP Exhibition

I helped students understand research about child labor in an open minded way which helped them to understand the motives behind that they were learning. I used differentiated concepts which were at their individual developmental levels to ensure greater scaffolding of information.

- Written by Chris Borodenko, Facilities Manager

I served as a mentor for a small group of grade 5-6 students while they created their exhibition project about Child Labor. This was a wonderful activity which strengthened the students skills in global engagement by exploring this issue over a number of disciplines.

Though exploring the breadth and scope of the problem, these students were pulled out of their comfort zones and awakened into a stronger sense of reality. Through their research,

these students realized that this is a problem that was prevalent in their own countries. It was interesting to watch as they came to grips with this new information (from multiple sources) and incorporated it into a new, expanded intercultural understanding. They struggled with what the differences between their own beliefs and the behaviors of their homelands while allowing this to persist.

I helped this group to understand their research in an open minded way that

didn't demonize groups, but helped them to understand the motives behind that they were learning. While doing so, I used differentiated concepts at their individual developmental levels to ensure greater scaffolding of information. I was also able to offer some needed ELL support during this process.

Breaking Down Cultural Barriers

*By learning more about ourselves, we learn to appreciate the cultures around the world.
- Written by Megan Martineaux, Special Education Support Coordinator*

As the Special Education Needs Coordinator, I worked with students of all ages. Throughout the year, I helped students break-down cultural barriers that had previously restricted their open-mindedness. We learned and tried to understand where people from all background were coming from, even when they had conflicting points of view. In doing this, it successfully helped students realize their full potential for themselves and the relationships they had with others. The students became citizens of the world, emerging from the bubble of their own culture. This increased the productivity and afforded students the opportunity to work with all kinds of people, despite differences, and without hindering the learning process. Students learned more

from each other and became the person they wanted to be. It was amazing

"We believe this will create a ripple effect for others to reach their full potential in accepting, caring, and learning from cultures all over this wonderful world."

to see students from all over the world respect and care for one another. We built an internationally minded community within our school. The students will carry these values with them their

whole lives, spreading these beliefs, values and experiences everywhere they go in the world.

We believe this will create a ripple effect for others to reach their full potential in accepting, caring, and learning from cultures all over this wonderful world.





Coffee House Sessions

*"Music students transformed their own beliefs, values, experiences, and many ways of knowing into original musical compositions with powerful lyrical messages."
"Sharing our human commonality, diversity, and interconnection."*

- Charla Esser, Music Teacher

QAIS music students and poets gathered on stage this spring to deliver personal messages to our community audience. PYP and MYP musicians and poets alike shared and explored concepts in intercultural understanding that focused on the idea that a person's cultural background has an impact on their beliefs, values and actions.

As a community, we can explore a range of possibilities and perspectives to communicate in broader ways through our creative work. Some poets even incorporated the other arts and available resources in order to broaden their creative expression. Performances at the event explored our human commonality, diversity, and interconnection. Student performances recognized and reflected on both personal perspective, as well as, the perspective of others.

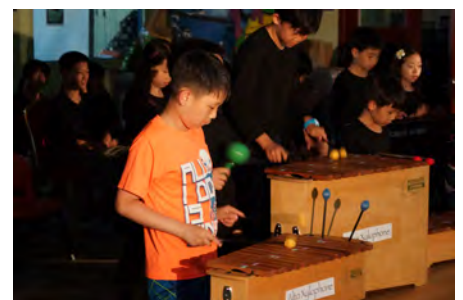
Music students transformed their own beliefs, values, experiences, and many ways of knowing into original musical compositions with powerful lyrical messages. Student compositions were developed around personal exploration into different conceptualized ideas.

PYP Grade 5, "Changes and Puberty":

Changes people experience at different stages of their lives affect their evolving sense of self.

PYP Grade 6, "Beliefs and Values": People's cultural background has an impact on their beliefs, values and actions.

MYP Grade 9-10, "Art for a Purpose": Artists raise awareness of the implications of change and innovation through their work.



Sharing International Music with Drama Students

PYP students in grades 3 and 4 became the ambassadors of the music of Southern Africa this year. Learning the complex, engaging music of Zimbabwe allowed them to bring a new sound and musical culture to the QAIS community.

- Lauren Borodenko, Drama Teacher

This year we are lucky to have 3 music teachers at QAIS! We are able to provide many diverse opportunities to listen to, perform, create, and engage with music. As the newest member of the team and having resided in both West Africa and South Africa for the past 8 years I decided to offer Zimbabwean style marimba/xylophone music to the PYP band students.

This has been a true joy and highlight

of the year for me as the QAIS students seized this opportunity with energy and enthusiasm. We learned about polyrhythmic layered percussion music, learned many different parts, improvised, performed and were able to share this incredibly vibrant fun music with the greater community on multiple occasions.

The great thing about being in an international school is the open-mindedness of the students. While we

are very far from the cultural context of this music, the students engaged whole-heartedly with a different way of learning and performing music and had quite a good time in the process!



Montessori Model United Nations

"In MMUN, we did not compete. We worked together – the two people in one delegation, the regional groups and the whole committee came together to really think about a solution to the world problem. I really enjoyed the feeling of everybody trying to come up with solutions and sharing their ideas with everyone to make our world a better place." Bessie (Grade 8)
- Written by Alzbeta Springer, Humanities/MMUN Coordinator

This year I had the privilege of bringing Montessori Model United Nations (MMUN) to QAIS. The MMUN program was created to emulate United Nations work in a fashion that emphasizes consensus and social action. MMUN's ethos is to promote communal good rather than individual ambitions and enhance communication among students from a variety of countries, creeds and cultures. Throughout the year, our students explored global issues ranging from child labor, access to sanitation, gender inequality, combatting terrorism and promoting the rule of law. Our



students explored the inner workings of the United Nations by looking into the functions and responsibilities of United Nations committees and experienced the specialized approaches these committees take to solve the world's most pressing problems.

As the year progressed our students' skills and global understanding devel-



oped exponentially. As we practiced representing specific countries for the

MMUN conference, we saw the world through the lens of different countries and realized that the world is more complex place than we had imagined. "I never even knew there was a coun-



try called Sierra Leone! Now I know so much about it – I even share a birthday with it." (Apple, Grade 7) These and similar exclamations have been heard around our class and in the hallways. The vocabulary of our MMUN students expanded with unusual geographic names, legal terminology, economic jargon, resolution verbs and their precise meanings. The students' learning became more independent and engaged and as our first MMUN conference approached the excitement was palpable.

Ten QAIS students travelled to Rome, Italy, to explore and experience the MMUN international conference that hosted over 600 students from 18 different countries and of many more nationalities. They represented our school and our MMUN program with flying colors and felt comfortable and confident enough to take on significant roles as the drafters, organizers and negotiators of resolutions. Moreover, our students took their roles seriously, so seriously that some of them needed extra time to decide whether their country's best interests as well as the most vital solutions had been included in the final resolutions they were about to sponsor. They demonstrated a real

moral responsibility for the work of the conference and voted only when they felt assured that core values were not compromised.

What makes MMUN the perfect expression of international-mindedness is this sense of moral engagement. Our students did not just learn facts about another country. They did not simply create a pretty display board with pic-



tures of the local culture. Instead, they connected on a personal level with the legacies, challenges and dreams of the countries they represented. They fought to solve the same issues that the real United Nations is currently solving and negotiated with student peers from all around the world. Our students kept in mind that practicality does not trump values and that no amount of individual prestige will balance out the uplifting joy of coming together in a collective achievement. Our MMUN students expanded their cultural and individual horizons and I cannot wait to see where their global journey will take them next year.



Chinese Culture in Grade 3

Let's help our kids develop their international mindedness with our strong belief and love.
- Written by Ginny Wang, PYP Grade 3 Assistant

This semester, I'm in Grade 3 as a teacher's assistant. We do a lot of things to develop students' international mindedness. At the beginning of the semester, we worked out our rules in the classroom. We have many different nationalities in our class, such as Japanese, Korean, Chinese, and also English native speakers. We came to an agreement that we would use our common language-English in our classroom. If someone forgets to speak our common language, other students will remind him or her.

When Christmas was coming, Ms. Cecilia talked about the most important festival in western countries. She told us how they usually celebrate Christmas. And we know more about Christmas. Some kids celebrate Christmas in their own ways. When Chinese new year was coming, the Chinese kids in our

class told other classmates about why Chinese people celebrate the festival and how they celebrate the biggest festival in China. I also told our students a story about Chinese new year "Nian". Now they know more about Chinese culture. When students know more other culture and traditions, they know each other better and get along with other people.

In our last unit of inquiry sharing the planet, we made a game in which students need to help and save our planet earth. Through this game students know we only have one earth and all of us, no matter which country you live in, should work together to save our motherland earth. The students know that we need to care for each other and make it a better place for us and also for others.



Orientation in Space and Time

The students were expected to understand that the sport complex like Qingdao Sports Complex, are infrastructures that are built to serve to a greater and global community than just local and national audience. - Written by Murat Gokalp, DP Coordinator & Math/Economics Teacher

This year in MYP 5, the students learned the trigonometry unit with the following concepts and context:

Key Concept: Logic & Relationships

Related Concepts: Measurement, Space and Representation

Global Concept: Orientation in space & Time

The students completed a field trip on inquiring on how to estimate the land area of Qingdao Sports Complex. First, they collected the GPS coordinates of each vertices in the field trip, and walked around the complex to grasp the rough geometrical figure of the complex.

In their summative assessment, they were expected to apply their trigonometry skills developed throughout the unit to estimate the land area.

After the estimation, they have to use other resources to check their estimations. These resources could be in many languages including mainly Chinese, Korean and English. The students may also communicate with the local admin of the complex to verify their estimations.

In the assignment, the students were also expected to realise that the complex has been in the interest of a wider, global community of China. The complex is enlisted in the association of major sports organisations like International Olympic Committee, FIFA and

the big international event organisers.

The students were expected to understand that the sport complex like Qingdao Sports Complex, are infrastructures that are built to serve to a greater and global community than just local and national audience.





International Mindedness In Quadratics

Students learned about the difficulty of cooking in Africa without electricity and designed and built their own solar cookers.

- Written by Manhar Dalal, MYP/DP Mathematics

In the 9th grade, we completed a unit on Quadratics (Parabolas). This included graphing quadratic functions, solving quadratic equations, and exploring the structure of a quadratic function. As a culmination, we studied the focus of the parabola, and created solar cookers. As part of the project, we discussed parts of the world,

particularly in Africa, which don't have regular access to electricity, and how they could use the solar cooker to improve their lives. Each student built their own solar cooker, in a variety of sizes and designs. They spent 3 days designing, modeling, and constructing their cookers. Each student made their own decisions regarding the size, shape

and material for their solar cooker. They discussed what design attributes would be important to people in Africa, and the benefits of different sizes and materials. Students were engaged in solving a real-world problem and used their problem-solving skills to develop a solution.



Foreigners' Chinese Speaking contest in Qingdao

Through Chinese speaking contest, our students began to cultivate a mutual understanding, and a greater respect for all of the world's cultures. – Written by Hui Yuan, PYP Chinese

In May 2017, four non-native Chinese speakers from our school participated in the 7th annual Foreigners' Chinese Speaking contest in Qingdao. Students from international schools across Qingdao attended the competition. It was the first time that our students had participated in this competition, or any competition like this. Therefore, our students needed to prepare very quickly for the challenges they would face. Although their preparation time was limited, our students worked very hard, and they made incredible progress. Although this event was referred to as a competition, the contest itself only accounted for a small portion of the day. The experience also presented an opportunity for students from many diverse backgrounds to share their cultural heritage.



Over the course of the day, our students were exposed to a great many cultures from around the world. Students from diverse backgrounds introduced their own cuisines, fashions, and methods of entertainment. South Korean students highlighted the contrast between their own Spring Festival, and the same festival celebrated in China. Japanese students presented an assortment of delicious food, while French students provided a tutorial on their language, living environments, and day-to-day rituals. Several of the youngest learners in attendance introduced themselves in

Chinese, and described what it was like to 'live' in two different countries. All of these aspects of culture provided a wonderful opportunity for our students to learn more about themselves and their peers.



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Grade 2 invention unit

*This experience helped the students to broaden their visions to innovations around the world -
Written by Apple Liu, PYP Chinese*

During the Grade 2 invention unit, the students had the opportunity to develop international-mindedness in both activities within the classroom and through a field trip to the Creative 100 cultural industry park.



The students put great enthusiasm to watch videos and read books to explore the ancient and modern famous inventors and their inventions in China and other countries. They created their mini book about the four ancient Chinese inventions. The students not only learned about the greatest technological achievements of ancient China, but also the great inventions that changed human history around the world.

They also had a wonderful experience in making the Movable Type Printing to the Creative 100 cultural industry park. It presented a powerful opportunity to apply new understanding to take action.



International Field Trips

Learning from friends, strangers and environment. - Written by Hailey Chen, PYP Chinese

Over the course of 2016-2017 school year, more and more students who speak Chinese as a second or third language have participated in the native speakers' class. They all showed their interests and made an effort to share based on their own cultures. One of our topic in grade one is personal history. The students from Korea, France, Denmark and China brought a memorabilia from birth to represent who they are.

In our IB program, taking action to connect with the real world is a very important part of the process. So the students always tried to do something that could make a little bit of a change on our earth. They tried to tell people how to protect the earth in different ways like posters, drift bottles or signs and made that happen.

Field trips are also an important part of our program. On the way to Shanghai

with grade 5 and 6, learning from friends, strangers and the environment really happened. The students did

critical thinking through acrobatic performance to build their reflective skills.

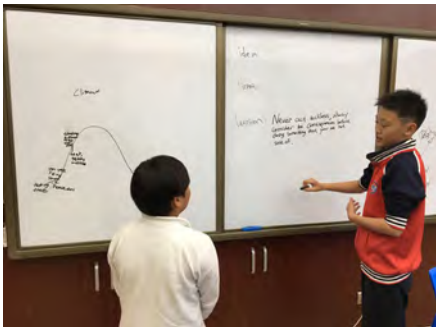


Becoming agents of change in the Community

"Only the spectators, who constitute the space of history (memory) in which all actions and works of art fall... can pass ultimate judgment on an event or action by the quality of their attention." –Hannah Arendt

- Written by Chris McCarthy, English Teacher & TOK

I've always liked Hannah Arendt's thinking about what it means to be part of humanity. We may not be direct participants in the grand moments of history, but we must consider the world in a way that is mindful of our role as observers and daily actors. Through our careful attention, we can understand the past and the present deeply, and use this understanding to build just, principled communities. In an era of "fake news" and sophisticated media manipulation, the quality of our attention, in Arendt's words, matters even more.



As a Language and Literature teacher, one of my main goals is to help students understand why reading matters, and how specifically it connects to their role as members of an international community. This year, an important focus was creating a community of independent readers in the MYP. Before students can engage with the world, they need the right tools: literature is one of the best ways I know to stir empathy. In the imaginative world of fiction, we can walk in someone else's shoes every day and see the world from their perspective. But reading does more than build sensitive, empathetic souls. Much of what we do in a community is built on careful, reflective thinking, the accumulation of information and ideas, the weighing of perspectives, and the hard, messy work of coming to terms with difference as we make sense of our

world. Reading widely, participating in many diverse lives at once, allows for these skills to grow safely, and with respect to student interest and choice.

QAIS is also full of authentic tasks that lead students to engagement, and real world skills. International Mindedness in this sense is, as Arendt states, bound up in the quality of attention we give to our world. Whether it is a proposal to reduce homework, a narrative spun out by a politician, a poem about forgiveness, an e-book championing child labor activists--these were all topics of consideration this year in my classes, and in each instance, MYP students paid attention to details, considered ideas carefully, and worked together to make reasonable, principled judgments. Perhaps the best example of this work in MYP Language and Literature was an early unit in MYP4/5. Entitled "Investigative Journalism: The Literature of Democracy," the unit challenged students to use their thinking, observations and writing to become agents of change in the QAIS community. Students researched school-based, teen-focused, and global issues that they cared about, publishing their writing on the QAIS community website to spread

awareness. In one case, faculty discussion of homework load was directly impacted by this work, widening the conversation to include the conclusions drawn by the journalist's research and claims.



Over the course of my first year at QAIS, I have learned that students want to think about their place in the world; they care about what goes on in their school, and outside of it as well. I am excited to continue to find ways to develop their international-mindedness, to further deepen the quality of their attention to the world around them, so that they can be the best for the world.



PYP 2 students Embrace International Mindedness

I love teaching young learners because their learning is observable in every new word they learn and they put into use; in every idea they like and they begin to embrace and internalize; and in every attitude that helps them see that it is important to take care of our relationships, and to care for others. Most importantly, I appreciate this age, because children will always make the effort to pass on knowledge they find important, taking action in their own ways, staying happy, and helping others do the same. – Written by Jessica Vargas, Grade 2 Lead Teacher

Since we are part of an international school, it would be easy to say that we are internationally minded because we acknowledge our backgrounds; because we embrace a diverse set of celebrations that are important to us; because we consider each other as part of a big family; and because the school hosts a variety of nationalities. However, this is just the tip of the iceberg.

Embracing international mindedness, for us non-Chinese, begins with embracing the many good things our host country and its people do for us. As a teacher, I want to model a figure that



truly inspires my students to be themselves, and to use their voice, and, most importantly, to understand that we share a space, a time, and an ideal: our mission statement.

One could think that PYP2 students are unable to demonstrate international mindedness eloquently, but that's only if we expect them to do so as adults. Children are gifted by nature, and we only need to be observant, and to be a part of their processes to realize how they are truly able to demonstrate all good qualities of a human being.

For example, in our unit Where We are in Place and Time, PYP2 students worked with a partner to think of something they could invent and



how this would impact our world for the better. Jim and Isaac invented a machine that could recycle paper, and when I asked them why they had done so, Jim's words were: "because it's important that we take care of our Earth and cut less trees."

In our unit How we Express Ourselves PYP2 students expressed themselves through poetry and it was huge accomplishment to put together a Poetry Slam for our PYP community and parents at

a local tea house. Not only did they demonstrate their solidarity while being part of this unique closure, but also displaying their feelings and opening up to a broad audience- something that many adults find intimidating.



QAIS Students show International Mindedness through collaborating with CAIS Students

By nature, science is a collaborative and international endeavour. Group 4 Project is the best example of the nature of science, allowing students to act like real-world scientists.

- Written By: Canan Cermen, CAS Coordinator & Science Teacher

Schools like QAIS have the aims stated by the IBO, the IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB 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. In order to achieve IB's vision, in the IBDP Biology course, students are continuously presented with experiences that allow them to represent the learner profile attributes.



In addition, throughout our IBDP Biology course, our students had many opportunities to explore the nature of science and act as scientists. However, the pinnacle of the year 2016-2017 has been the Group 4 Project, which allowed our students to participate in a truly unique and memorable experience collaborating with Changchun American International School (CAIS).



This type of collaboration between IB

schools is highly encouraged by the IB yet rarely achieved and we have done it! Group 4 Project is an interdisciplinary collaborative activity in which students from different group 4 subjects work together on a scientific or technological topic.



On this 3-day trip QAIS students were hosted by CAIS students. They worked together on an environmental assessment of the Moon Lake Park (Jing yue tan).

By nature, science is highly collaborative. It is common to work in teams from many disciplines so that different areas of expertise and specializations can contribute to a common goal that is beyond one scientific field. Teamwork of this sort takes place with the common understanding that science should be open-minded and independent of religion, culture, politics, nationality, age and gender.

Science is an international endeavour. The exchange of information and ideas across national boundaries has been essential to the progress of science.

Scientists all around the world have a common terminology and a common reasoning process, which involves using deductive and inductive logic through analogies and generalizations. They share mathematics, the language of science, as a powerful tool.

Our choice of topic, environmental assessment, illustrated the international

nature of the scientific endeavour and the increasing cooperation required to tackle global issues involving science and technology. Besides our choice of topic, collaborating with a school in another region, with many students and teachers from different nationalities, brought an international dimension to our project. QAIS and CAIS students communicated using common scientific language and also used mathematics when they processed their data.



In this trip, as part of their CAS, QAIS students also participated in teaching at an IB sister school, as well as chess, badminton, American football, soccer and volleyball. Creativity, Activity and Service (CAS) is at the heart of the Diploma Programme. CAS emphasizes helping students to develop their own identities in accordance with IB ethical and learner profile principles.

Throughout the 3-day project, our students acted as perfect examples of the IB learner profile: They were open-minded, caring, courageous, balanced and reflective communicators and inquirers.



Changing the world with our own two hands

- Written By: Jacqueline Oussoren, Grade 1 Lead Teacher

Students in the grade 1 classroom demonstrated a strong commitment to local and global engagement throughout 2016-2017. The students went out into the world and the world came to their classroom. They had the opportunity to explore many of humanity's greatest challenges and developed understandings connected to holding the earth and its resources in trust for future generations. Students reflected on their way of living and their way of being in the world that involve ways of acting, believing and valuing. They contemplated other points of view, classified wants and needs, considered the relevant implications of over-consumption, identified the immediate threat of air/water/land pollution and the critical need for the world to responsibly manage its waste.



Engagement was woven into the curriculum in our units of inquiry within all transdisciplinary themes, but in particular within the Sharing the Planet unit. Grade 1 students became more knowledgeable as they inquired into the "4 R's": Rethinking, Reducing, Reusing and Recycling and they became directly involved with actions on many levels directly connected to our central idea "People have a responsibility to rethink, reduce, reuse, and recycle to ensure a clean and healthy planet". Students took individual and collective actions by: educating their PYP peers about the Great Pacific Garbage Patch; participating in a local beach clean-up at Shilaoren Beach; identifying and

putting into practice 10 ways to reduce, reuse or recycle what they consumed; collaborating with Grade 5 to create the 1st QAIS Trade Day; initiating and contributing to a clothing collection of 205 items for charity to donate to a local school; creating instruments out of used water bottles and cardboard boxes to explore musical concepts, inspired by the Recycled Orchestra in Paraguay; constructing soccer balls out of reused plastic bags and newspaper to use during recess and PE, inspired by the children of Africa; and creating found-item sculptures to create a permanent installation, inspired by artist Louise Nevelson.

Conversations and dialogue about multiple issues from this unit extended throughout the year, additional connections were made and the extent of knowledge and understandings were deepened. Students demonstrated strong thinking and reflection skills and a willingness to become actively involved and committed to service within all levels of community—in the classroom, throughout QAIS, in the local community, throughout China and in the global community.



By connecting the world explicitly and implicitly into our curriculum and by integrating relevant and meaningful conceptual ideas, students were provided with myriad opportunities to dialogue and inquire into important social and political issues. They were guided to contemplate questions such as what it means to be human, the relative worth of people from various racial, ethnic, religious, and socio-economic communities, the value of particular actions and how we relate to one another. Grade 1 students were encouraged to make deep connections and understandings of the potential they each have for enriching and transforming lives and views and for bringing change to the world.



Meanings behind films

We occasionally refer to the idea of films as “empathy machines”, because they help us to identify with people and ideas beyond our own experience and mindset. By exploring the motivations and meanings behind films and modes of expression from around the world, we are actively pursuing this type of international mindedness.

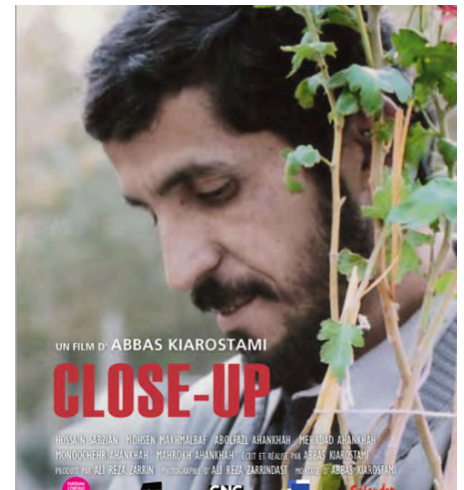
- Written by Dan North, DP English A /DP Film

In my DP English Language & Literature courses, I have often used the differences between languages as a prompt for thinking about how our own variations in speaking and writing shape our perspective upon the world. I begin each year by asking them to reflect upon their mother tongue (including local dialects, cultural slang etc.) and how different contexts create different linguistic expressions and needs. The first ice-breaker exercise I used in the first class was for each student to think about an expression or idiom from their mother tongue that was culturally specific and could not easily be translated into English or other languages. This helped to initiate a conversation about how language can be seen as an ever-changing historical repository of culture. English absorbs influences from other languages and cultures very easily, and it is a valuable

lesson to draw attention to how our means of expression is influenced by culture, even if English is our first language.

I am fortunate to teach the same students for two classes, English and Film, so I can carry concepts from one subject to another. In teaching Film studies, I have made extra effort to choose films for study from around the world. We have looked at films from eight different countries, and studied how their cultural contexts shaped their individual means of expression. For example, we looked at how the German Expressionist film movement emerged from the context of post-WWI terror and psychological disturbance in Europe. Later, we used the Iranian Film Close-Up (1990) as a case study for ways to investigate cultural context in cinema. The film critic once described films as “empathy

machines”, because they help us to identify with people and ideas beyond our own experience and mindset. By exploring the motivations and meanings behind films and modes of expression from around the world, we are actively pursuing this type of international mindedness.



- Language changes in relationship to time and place.
- Language, culture and context determine the ways in which meaning is constructed in texts.
- Meaning comes from complex interactions between text (or speech, or image), audience, and purpose.



Reading for Cultural Context

Grade 3 Exhibits

International Mindedness

My classroom was always open to anyone who wanted to come and visit us, learn with us, and share with us... This is how we showed that we were mindful to the community we live in.

- Written By: Cecilia Flores, Grade 3 Lead Teacher

Stu PYP journeys always begin with the creation of essential agreements. Achieving a consensus on behaviors that will determine the way in which we will define our relationships is crucial, but equally important is agreeing on a common language: the language of kindness, of respect, of embracing different views, and celebrating diversity.

In our first units we had build a city, constructed a park for our city, and then it was time to think about how different systems are created to govern a nation, and how these systems enable us to establish relationships with the rest of the world. For this reason, to continue allowing students to explore this world and truly get a touch about what takes to organize something and be accountable for it, not only did they create a country, but also used the IB



LP attributes to write up a brief constitution of what they would consider essential understandings in their country.

Needless to say, I was fascinated by how these wonderful individuals explored ideas so deeply and so intentionally, in a way that many adults cannot do- at least with such passion and genuine interest. However, they saved the best for last.

As our unit How We Organize Ourselves came to a closure in PYP 3, while sharing our learning with their parents,

I realized that my students were truly enacting the essence of the IB Learner profile attributes not only showing ownership of their work, but encouraging their audience to reflect on how they conceived their reality. PYP3 students may be biologically young, but their thoughts should never be underestimated.

Students had to find a way to connect the countries they created to others in different ways. Thus, they created roads, airports, ports, etc. When a parent asked a student why he had constructed a bridge between his country and his classmate, I was impressed by his response: "because it's important to build bridges instead of walls".

Students may hear teachers utter ideas that they find powerful; or they could also repeat phrases their parents tend to say, but when they take big ideas and present them to the world, we are clearly seeing how they are becoming agents of change, and how they are truly imbibing the power of the IB LP.

As I witness how my students explained

the relationships among the countries they had created, I realized that I did not need to explain complex western concepts such as international mindedness, but allow them to discover, to play with ideas, to listen and get feedback, and also to give feedback to others, because this is how we get to conclude that we are all one, and that color, religion, nationality, or level of intelligence are things humans invented to label.





International Mindedness – A Look

Sometimes you do not need to travel far to gain a better understanding of yourself, and the world around you.

– Written by Shawn Skinner, Grade 6 Teacher

In international schools, we occasionally ignore the cultural gems, learning experiences, and service opportunities that are available at our doorstep. Sometimes the best way to develop an international mindset is through exploring the place where you live.

In September of this school year, grade six students visited a local school in the adjacent town of Jimo. Although

the students that we visited lived less than an hour from our school, their lives were very different. The students that we met occupied several detached structures, which housed classrooms for students in grades 1-6. The structures were separated by a large vegetable garden, as agriculture is an important part of the school's curriculum.

During the trip, our students were responsible for delivering an English lesson to the host students, and organiz-

ing games for the students from both schools to play together. Our native English speakers immediately discovered that they would need to develop alternative forms of communication, and they quickly adapted to their environment by using body language, facial expressions, miming, and perhaps most importantly, big smiles.

Through this experience, our students all developed empathy, which is crucial to the development of international



ical Context

and cultural understanding. Our native English speakers were provided the opportunity to be immersed in a fully Chinese-speaking environment at school. This allowed for a better understanding of how their Chinese-speaking peers feel when they enter an international school for the first time, and all of our students had a better understanding of how children in rural China live on a day-to-day basis. Our geographic proximity is close, but our lives are very different.

The trip to Jimo ended at around midday, as our hosts needed to depart school early in order to help with family businesses. The trip had ended, but the impact on our students remained. Sometimes you do not need to travel far to develop a better understanding of our world, and all of its people.



Montessori Children's House

- Written by Meta Moore, Early Childhood Lead Teacher

Maria Montessori was born in Italy in 1870. Although her parents encouraged her to become a teacher, she chose another path. Her aspirations lead her to enter medical school and ultimately, to pursue her life's passion of teaching and what her parents had once encouraged her to become. In 1896, she graduated from Medical School and was assigned to the Psychiatric Clinic in the University of Rome where she developed a narrow focus on children who were functioning below the level considered normal for their peers. She spent twelve-hour days working with the children and long nights preparing for them to learn. The children began to read and write, to function as normal children. When compared to public school children; they exceeded. In 1907, appointed by responsible authorities in Rome, she became accountable for sixty poverty stricken children under the age of six in the San Lorenzo Quarter. This was the beginning of what is known as Children's House. Today, over a hundred years later, Children's House serves children from the ages of 3 - 6 years old. One of Montessori's most valuable principles was to group children of mixed ages together.

Montessori saw man's development occurring on four different planes. Zero to six years she referred to as infancy which consisted of two sub-planes being "unconscious creator" (birth - 3 years) and "conscious worker" (ages 3 - 6), the age of Children's House. During this time the body continued to develop. Three other planes she identified as childhood (ages 6 - 9), adolescence (ages 12 - 18), and maturity (ages 18 - 24). Montessori believed that man must master all planes to achieve his own maturation.

Education was not simply a transmission of knowledge, for Montessori it was a transformation. If, during these early years, the child observed prejudices, social inhibitions, cultural abnormalities, inappropriate displays of

emotion, and such, he would surely develop imperfections in personality. If, however, the child was stimulated by sensorial apparatus, his senses developed rationally, resulting in a balanced personality.

Upon entering Children's House, a child had specific interests Montessori called "sensitive periods." The need for order, movement, refinement of the senses, and spatial relationships were internal needs for the child to fulfill. He could be taught particular social graces indigenous to his culture through specific practices of grace and courtesy.

Spontaneous attention to small objects, music, and language, which began at birth, extended into this period.

The Prepared Environment of the classroom provided children the didactic materials, each isolating the difficulty of a task, designed by Montessori. She believed the work of the hand was the means by which man expressed himself for the advancement of civilization. In this environment, all furniture, materials, space, and supplies were for the children to use. Little, if anything, adorned the walls. Only a meaningful piece of art or purposeful map hung at eye level





for the children. All areas of the room were accessible to the children for free choice. Children were allowed to help each other, to share, and to teach each other, but only one of each material was available. A child must learn to wait his turn and to teach himself patience. Practical Life included materials for refining motor skills. The areas of culture, language, and math provided concrete materials for sensorial development.

Montessori described freedom and discipline as two sides of the same coin. Without freedom, there was no discipline because discipline came from within the child. The three year old child was a spirit that had not yet awakened. Over the 3-year period during Children's House, he gradually learned to choose material and concentrate on his work without being distracted. He developed coordination for motor skills. He learned to respect other people's work, instead of grabbing or stepping on it. He learned options to selfish behavior and taught himself patience. His spirit opened him up to learning that was miraculous. He never tired of work.

The Montessori teacher served as a link between the materials and the child. She attended to every detail concerning the materials, for their scientific precision not only increased the child's competence, but also gradually devel-

oped character through patience and accountability. She did not impart knowledge or instruct; nor did she intervene with praise or interfere with efficiency or efficacy for the child.

Observation was common in the Montessori classroom. The teacher, herself, was often observed. The children learned to be observed without being distracted. Children observed each other and discovered new materials for themselves. One of the teacher's responsibilities was to observe the child's relationship with the materials, his peers, and himself. The teacher looked for the child's success at something he was unable to do before. She detached at a personal level, transcending self to accept the nuances observed in the

child. She introduced the materials and determined the level appropriate for him based on those outward signs she observed in his auto-education.

Montessori believed that certain human tendencies unite mankind and that all life is interdependent. She believed that the child should be encouraged to develop mentally, physically, and spiritually. Spirituality was a driving force, but adaptation to the culture where a child lived was equally important to his development. Montessori's efforts and the work that remains on-going on her behalf supports the belief in a better world. One that embraces our differences, celebrates our commonalities, and creates opportunities for our international mindedness to grow.

