



Qingdao Amerasia International School
青岛美亚国际学校

Perspectives on International Mindedness at Qingdao Amerasia International School



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INTERNATIONAL MINDEDNESS **QAIS** 2018-2019



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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, RiskTakers, Caring, Communicators, Principled, Balanced, and Open-Minded.

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MISSION STATEMENT

QAIS aims to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

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Life Engagement as an IB DP Graduate

— Youri Van Leynseele, Director of communications & Marketing

In my youth, I was also an International Baccalaureate Diploma Programme student. The college where I studied united students of around 90 different nationalities, all selected on merit to study together during the two years of the IB Diploma Programme while in an international boarding school.

Being there opened my eyes and my mind to the rest of the world as I discovered a lot of different things I could not have discovered at this age had I stayed in a regular school in my home country of Belgium. By living together with individuals of so many different nationalities, I discovered that not everyone eats with a fork and a knife but may use chopsticks or a spoon, or even just their hands. I also found out that what people would normally eat in their country could be totally different from what I was used to. Some of my classmates were used

to eating unusual things like insects (grasshoppers, worms), goat, horse, porcupine, or seaweed, to name just a few. And it was not only what they ate that was different, but also the way they would prepare the food, from different kinds of ovens to baking under the ground, or by using a lot of different spices.

Fascinating as this might have been, what I learned most of all was that not everyone was thinking the same way I was. Being surrounded with different perspectives helped me see that it was OK to have different opinions or views on things as long as we could talk about them and share views in open and non-judgemental interactions.

However, the most important thing of all was that by being with all these nationalities, abstract words like

Asian, African, Middle Eastern, Jewish, Buddhist, or Muslim, stopped being abstract and rapidly became associated with the faces and the hearts of my friends—real people with hopes, dreams, and feelings just like me. This realization showed me that it was very easy to have prejudices of unknown things (and we all have them whether we want to admit it or not). This understanding helped me see that prejudice is born out of ignorance and the fear of the unknown.

At that moment I realized that the only way I could work through any prejudices I might have inside of me and become truly internationally-minded was getting to know other people with their own way of life, regardless of where they came from, what beliefs they had, and what their backgrounds were. So this is probably also the reason why my consecutive jobs have taken me around the globe, living and working in places from Africa to New York, Jordan, India, and different countries in Europe and now China. To this day, I strongly believe that my professional life was shaped through the knowledge and openness I developed during my IB education. What is more, it is not just the knowledge and openness but the urge or will to give back that has governed my choice of jobs in my career so far.

This is how I found myself in India starting up a socially responsible tourism company where we not only showed visitors world renowned sites like the Taj Mahal or the majestic Palaces of Rajasthan but also the other 90% of this beautiful and incredible country. As my team in India and I believed that traveling was not just seeing things but experiencing them with all your senses, we developed sustainable tourism in villages that had lost their means of income through free training and micro loans. We trained and guided whole villages in hospitality, revived the arts and crafts, and tried to involve as many people as possible in the projects with the aim of reviving communities that might otherwise vanish under the bridges of the big cities. All involved worked towards creating a self-sustainable project where young and old now cooperate in building a bright and hopeful future for their entire community. At the moment the company has 13 successfully running projects with two more in development in different parts of 'Incredible' India.

In 2015 the big refugee crises erupted with people from Syria, Iraq, and Afghanistan, amongst others, fleeing their countries from the violence of war. With a flood of people arriving in Europe looking for safety and the hope of building a peaceful future, Europe had to quickly create places for these people to stay.

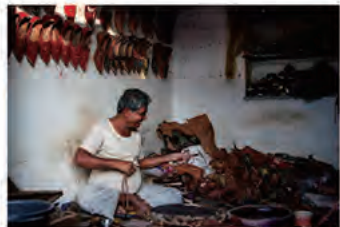
I was lucky to be asked by the Belgian government through one of their private partners to set up and develop one of these welcome centres in Belgium. My task was to transform a former hospital into a welcoming home for 600 of these unfortunate people who were all searching for a safe place to rest, overcome their traumas, and restart their lives.

From building living quarters, bathrooms, a cafeteria, classrooms, laundry facilities, relaxing communal and meeting rooms, a medical centre, a kindergarten, language & cultural lessons, activities for young and old and organising transport to and from the centre, to setting up, we accomplished much in the shortest possible time. The biggest challenge was to select a crew of over 80 staff from different backgrounds, each with their special skill sets, and train them to help and be able to cope with the different challenges of our new inhabitants at the centre. It was basically creating a village within a town, making sure all of the about 200 children could go to school within the local community as soon as possible.

Through an open approach without bias and great collaboration among the whole team, our guests, and the local community, the welcome centre not only opened, but became the best in the country within 6 months of opening. What is more, several delegations from other European countries visited the centre to study this new way of working. What made the centre a success was the fact that we were able to take away the prejudices of the local community through transparent communications, a constant stimulation to have the local community interact (and learn) with/from our inhabitants, and vice versa, while creating mutual respect in a community that was now shared with new people of different origins.

The challenge now is to nurture our new generation into becoming internationally-minded people. I can only hope that by sharing my experiences with our students they also grow up to become responsible, accepting, and open-minded individuals who strive to become the best version of themselves they can possibly be. What makes me hopeful is to see them at this young age already so involved and inspired in their different projects from collecting clothes for the homeless to actively helping out and fundraising for the dog shelter to regularly working with the school for autistic children.

In the end, what all my experiences have taught me is that no matter where you come from or what your beliefs are, everyone has the right to a safe home. Who are we to refuse that to anyone?



Fostering Awareness of the Wonder and Majesty of the Natural World

-- Charla Esser, Music Teacher

Grade 4 PYP music students embarked on a quest this year to purposefully empower listeners to respond to global issues.

Global Engagement

A commitment to address humanity's greatest challenges by critically considering the powerful and the privileged, recognizing that they hold the earth and its resources in trust for future generations.

Launching off from our key focus (the impact of retrieval, production, and use of materials on the environment) the students engaged in developing both their musical skills and ATL (Approaches to Learning) Skills and inquired into ways that musicians around the globe can develop their ability to interpret and use modes of non-verbal communication effectively to inspire others.

We researched the works of a modern composer by the name of John Luther Adams, who uses his music to express his personal interests, beliefs, and values towards environmentalism and creativity. Adams believes that his music can serve as a powerful force to influence the thinking and behavior of others. During each live performance of Adams' compositions, performers and listeners alike are thrust into nature and are enveloped by new experiences in sound and expression. While awakening emotions, inspiring reverence and creating compassion and connection toward the small blue-green dot we as humanity are lucky to call home.

Student Inspiration: *Become Ocean* (2013) by John Luther Adams

Matter and Materials

How the world works

Central Idea: Natural materials can undergo changes that may provide challenges and benefits of for society and the environment.

Grade 4 Classroom:

- The impact of retrieval, production and use of materials on the environment.

Conceptual Understandings:

- Arts have the power to influence thinking and behavior.
- We make connections between our artwork and that of others to extend our thinking.
- We can explore our personal interests, beliefs and values through arts.

Music Class:

- foster awareness of the wonder and majesty of the natural world

ATL Skills (Approaches to Learning)

Engage in developing your ability to:

- Interpret and use effectively modes of non-verbal communication
- Use music to influence the thinking of others

Student Inspiration: "Become Ocean" by John Luther Adams

Life on this earth first emerged from the sea. And as the polar ice melts and sea level rises, we humans find ourselves facing the prospect that once again we may quite literally become ocean.

Become Ocean is, in one sense, a wake-up call as well. The Pulitzer committee called the composition "a haunting orchestral work that suggests a relentless tidal surge, evoking thoughts of melting polar ice and rising sea levels." John Luther Adams *Become Ocean* (2013): letting environmentalism infuse his music, and his desire to take his work outside the concert hall.



Grade 4 Compositions

8 songs • 15 minutes

- Celestial Waterfall**
Dylan and Yuna - Grade 4 Music Compositions
- Autumn Dreams**
Charlotte and Kevin S. - Grade 4 Music Compositions
- Rainbow Resurrection**
Nancy and Condy - Grade 4 Music Compositions
- Twisted River**
Alex and Arthur - Grade 4 Music Compositions
- Forester**
Harman and Vittoria - Grade 4 Music Compositions
- Peace and Fall**
Tom, Karz, and Beckham - Grade 4 Music Compositions
- Eruption**
Justin and Kevin W. - Grade 4 Music Compositions
- Winter's Nightmare**
Jimmy and Jady - G4 Music Class

IB Learner Profile

Inquirers, Thinkers, Reflective, Caring

When we as life-long learners make connections between our artwork and that of others we can extend our own thinking and explore new realms of creative expression.

Taking Action

Use non-verbal communication to influence the thinking of others.

Goals:

- create an original digital composition that effectively uses music as a non-verbal means to communicate the wonder and majesty of the natural world.
- help others to recognize that we should hold the earth and its resources in trust for future generations
- develop and extend:
 - music literacy
 - knowledge and skills
 - collaboration skills
 - reflection skills
- share your work with the QAIS community as an act of environmental advocacy.

"As a listener absorbs music it filters through their own experiences and winds through new paths of interpretation, communicating messages well beyond the composer's conscious expression."

-- C. Esser





Opportunities to become 'us' in our class!

- Cecilia Flores, Homeroom Teacher Grade 1&2



*"A person is a person no matter how small."
-- Dr. Seuss*

As Dr. Seuss once said, "A person is a person no matter how small." Interacting with my first and second graders opens a great door of opportunity if we take the time to really listen to them.

Building a community requires an understanding of values, commitment, ideas, creativity and love. Starting our morning meeting with our "Brain and Heart Declaration" helps us to develop a sense of individuality as well as an understanding of how we are part of a greater community.

Our classroom is an open invitation to be, to share, to learn and to grow, and the best part of all is that we do it together.

Every Unit of Inquiry is an opportunity to establish a relationship among us, and the learning process we are immersed in. And it is in this process, that we provide students with the space to explore and discover their infinite possibilities and creative potential.

Students find ways to connect, to reflect and to express their views and understandings. Our journey led to understanding celebrations and traditions around the world; then students created their own instruments to reflect their learning about sound. International mindedness opens their minds and enables their creative potential so they were able to transform simple machines into new and innovative toys. Understanding the importance of collaboration, we decided to organize ourselves and create a community to demonstrate our understanding of transportation systems while working together led us to create a world of ecosystems for Sharing the Planet.

During this process, hearing comments like "We have the biggest brains!" or "Thank you for believing in us!" or simply observing students sitting in front of their projects and expressing "Wow, this is so cool!" has made this journey a realization of the vision of the world I see.

Toward a Greater Awareness of the Origins of the Universe:

International Mindedness and Particle Physics

-- Brendan Madden, MYP-DP Physics teacher

"Every day brings new challenges, with new colleagues. You're constantly getting to know people from universities all over the world. They come with new ideas and detectors, and we try to integrate them."

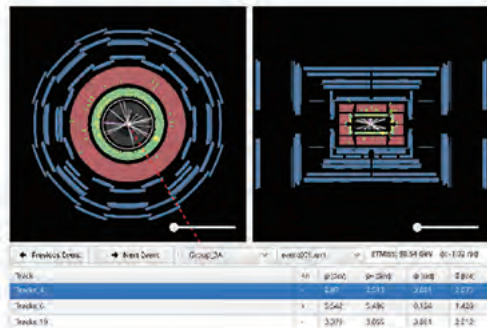
--Daniel Adam Dobos of CERN on particle sensors in the Large Hadron Collider

At schools in every country, high school physics content is based around laws, theories, equations and experiments that were developed over 200 years ago. While a solid fluency of Galileo's and Newton's findings are extremely important in understanding physics and engineering, here at QAIS we also believe that physics students should be familiar with what is currently happening in modern physics as well.

What are the origins of mass? Can the basic forces of nature be unified? How did the universe begin? How will it evolve?

Twice this year, the QAIS DP Physics students examined how to investigate these questions by applying what they had learned in their Particle Physics Unit in a video conferencing with CERN, the European Organization for Nuclear Research. CERN, located outside of Geneva, Switzerland, is where modern physicists and engineers are trying to determine the fundamental structure of the universe. At CERN the scientists use the world's largest and most complex scientific instruments to study the basic structure of everything. They do this by colliding protons at close to the speed of light in order to understand how the particles interact. These interactions can provide insights into the fundamental laws of nature and possibly, one day, answer those above questions.

The video conferences this year were held with QAIS DP Physics students, CERN, Notre Dame University, Shanghai Concordia International School, and the St. Georges School, Dusseldorf. The goal of the conference was to



take actual data from CERN, specifically the Large Hadron Collider (LHC), and determine the paths of muons (the heavier cousin of electrons) after protons collide. According to Junior, Brandon Daniels "The process was clear-cut, and the conference was very intriguing. It was interesting to hear ideas from the other school and from CERN. We all had different ideas about what we thought a certain measurement entailed."

After analyzing their results, the students posed questions and had a discussion about particle physics and the analysis they were doing with current worldwide leaders in particle physics. Paul Pei, Junior, said "Although the internet and the connection could have been smoother, we had a great conversation about the data. We got to ask some questions about things we did not understand and it was cool speaking with the CERN scientists." During the conference students made connections with real-world applications and could truly see the international dimension of science. Junior Noah Bacon also commented by saying "I have always been fascinated by the colliders and having the opportunity to look at the data was an amazing experience. Being able to meet with people constantly working with the same data as us was also great because they actually understood what the lines meant, while we only understood what the muons were."

These video conferences will continue biyearly. It is expected that the community of high school participants and professional particle physicists will increase as it has over the last several years.

International Festivals: Comparing Chinese and Western Cultures

-- Apple Liu, PYP Chinese

Over the course of the 2017-2018 school year, students in PYP Chinese classes consisted of a very international group of students from England, USA, France, India, Japan and Korea. They engaged in meaningful conversations and classroom activities that fostered intercultural awareness, developing a deeper understanding of language and culture, and a lasting respect for others.

During our festivals unit, students had the opportunity to develop international-mindedness by introducing their own country's traditional festivals through clothes, food and activities, while exploring the reasons why people celebrate these festivals, and how these festivals affect their lives.

The students realized that Chinese and Western festivals have some aspects in common. For example, they are usually set in the background of special historical events or are set up in memory of someone. But there are more cultural differences than similarities. They discussed differences in the origin of Chinese and Western traditional festivals, such as: The main traditional festivals in China are seasonal, with connection to agriculture, while western traditional festivals are often connected to religion. The ways Chinese and western cultures celebrate festivals are also different.

Tomb-sweeping day in China and Day of the Dead (Dia de los Muertos) in Mexico have the same connotation. They are both grateful for life, and celebrate the ancestors.

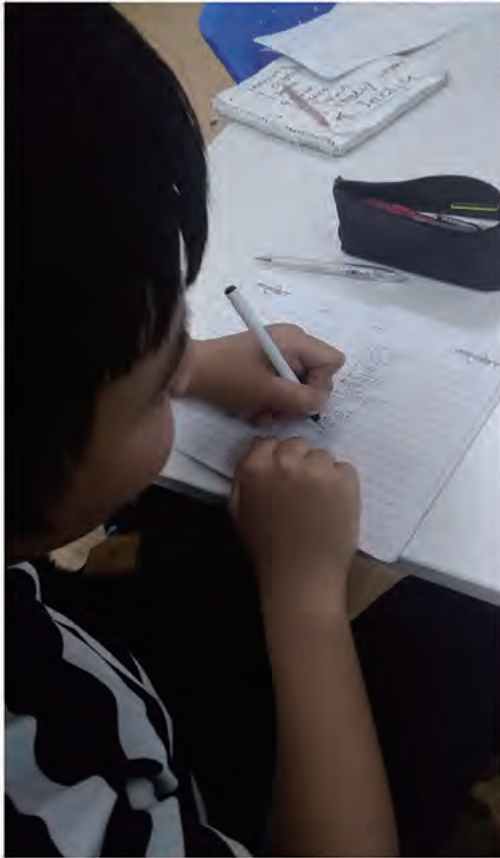
Tomb-sweeping day in China is a day when people worship their ancestors by

sweeping their tombs. People bring wine, fruit, paper money and other items to the cemetery. Food is offered in front of the tomb of their loved ones, and paper money is burned, the soil is turned, fresh green branches are posted and then the family members kneel in the front of tombs. Chinese people think death is a very sad thing, which shows in their sorrow for the death of their relatives and the memory of their ancestors.

Day of the Dead in Mexico is celebration. During the festival, families gather, bring flowers and brooms, and carry food for the day of the dead (skeleton candy and bread, cake and water), hold a grand parade, and celebrate the "reunion" with the dead ancestors with singing and dancing. The Day of the Dead is a colorful celebration of joy in life and the love of those who have died.

This was just one example as international-mindedness is developed through each attribute of the learner profile in the course of all the units of inquiry.





I like to think that the fact that math doesn't really change that much across cultures, means that it just naturally promotes "International Mindedness." Ever since historians started looking at math across both millennia and cultures, it has been referred to as the "Universal Language."

When it comes to actually "doing" math, there is quite a bit of variety across cultures. For example, a decimal point in one country is a comma in another and vice versa. Some European countries don't even bother with learning how to factor trinomials, because the skill isn't really necessary given we have the quadratic formula. Some cultures stress computations, others theory and others applications, but all cultures agree on the fundamentals of math. It truly is a universal language...just spoken with slightly different accents.

All cultures teach the same branches of math. Most, if not all, start with Algebra, and whether they spiral every year, or teach discrete courses, eventually get to Geometry next. All teach the same theorems, and believe in the same axioms. All see the importance of a math education and see math as a fundamental building block for the sciences.

Having taught in 5 different countries, I am struck more by the similarities than differences. Technique varies, but reasoning and answer, never do. In my current MYP 2 class I have students from 4 different countries, and I encourage them, and really enjoy it when they demonstrate how they learned to "do math" in their home country. Encouraging students to adjust their learning to accommodate the language of the IB, while retaining the techniques of their previous education, is to me the ultimate goal. I believe that having students with a variety of unique backgrounds is a huge asset in the classroom. When students come to the board, or work in a small groups, to demonstrate their way of doing math, it encourages and celebrates international mindedness. It also frequently exposes a student to a different way of seeing the concept behind the math, which is often exactly what that student needed to help cement his understanding.

Math – The Bridge Between Cultures

-- Ed Stocki, MYP Math teacher.

**In a world of
multiple cultures and languages,
smiles and love thrive as
a universal language.
With them,
our hearts and minds
open to new experiences**

-- Helena Arranz



This year we have welcomed families from Germany, Holland, United States, China, Malaysia, Japan and Australia into the Toddler Program. The first days are always challenging, and even more so when the spoken language of the students is not the same. How to comfort a crying toddler on his/her first day at school? Love and smiles open that door and create the opportunity which leads to trust, so that the learning can begin.

This learning process is not only academic or linguistic, but also social and emotional. Those children who begin school for the very first time, have to learn to get along with other people who are themselves unique, with different likes and dislikes, different physical aspects, different ways to behave, and different cultural values. Because of this, it is important to settle ground rules and, at the same time, offer the opportunity for developing each child's individuality.

Grace and courtesy are social skills that toddlers don't take long to embrace, to everyone's surprise. To get there, the adult must provide examples and offer the words that the child needs in any situation. Young children are constantly observing, and the adult becomes a role model. For parents and teachers, this is a huge responsibility.

A positive attitude, smiles, and love are easily spread. They are like sparks which turn into flames without effort. In the Toddler classroom, children quickly understand that we live in a shared community, that they have to share space and attention, and that they have to wait their turn. They start to develop the concept of receiving help and offering it. They start to comprehend that when someone arrives, we greet her just like when she leaves, we say goodbye. They learn to become responsible for their own actions and start to respond to others' feelings. All of these things are possible even though the language and culture may not be the same. They are the foundation of international-mindedness for world citizens!



Music is an essential part of the human experience and a unique mode of expression and communication. During the course of a music education at QAIS, students develop a common language to discuss about and communicate through music. This school year we looked beyond our walls to our greater community and context to gain a deeper understanding of the incredibly rich musical history of our host country.

At the start of the year, DP music students investigated mechanisms of sound production and instrument families from different cultures and regions of the world. We were fortunate enough to invite two local expert musicians, Zhang Hui Xian and Yang Zhong Yun, to come and share their traditional Chinese instruments and music with us. Mr. Yang is a professional flute player who shared six different flutes with us.

Traditional Chinese music has a very long and rich history, and the very first flute (xun) Mr. Yang shared with us is over 7000 years old! Compared to the instruments the students play (piano, clarinet, trombone and viola) the xun is truly ancient. We listened to traditional songs and even some tunes the students recognized. In addition to the xun we also listened to the hulusi, dizi, xiao, and qudi. Mr Yang and Mrs Zhang shared intimate knowledge of Chinese music and their experience as performers and answered our many questions. The presentation was so captivating that it has led to a close relationship between

Mr. Yang and one of the DP music students who has been studying hulusi all year. We have explored new notation systems, new instrument families and sound production and gained a much deeper appreciation for traditional Chinese music.

Later in the year we invited another musician named Elvis, a Chinese musician who has studied and performed music from the regions of Mongolia, Tuva and Manchuria. After a chance meeting in Beijing, Elvis, who originally hails from Qingdao, agreed to come to QAIS if he was ever in the area. He is currently a university student but was in town over a weekend in November and offered to come to our school and give a presentation about the history and sound of this unique style of music.

Throat singing is one of the world's oldest types of music and is distinguished by a singer's ability to sing more than one note at the same time. You may think this sounds impossible but we were able to see firsthand how this is done. There are very special techniques that manipulate the throat and vocal mechanisms to create a unique sound. As many of the cultures that still practice this type of music are native to China and others geographically close, we are in a unique place to be able to see this music firsthand.

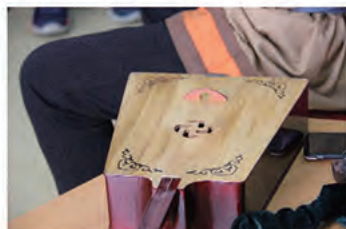
Being able to have direct contact with practicing musicians and learning about how people engage with music in our local culture is a way of understanding the important role that music can play in people's lives. Many of us are active consumers of music and listen voraciously to music from all over the world.

International-mindedness is a natural companion to music appreciation, particularly given our access to the arts via technology. In this way we are connected and can develop a deeper appreciation for the musical lives and cultural context of other people. This unique opportunity to engage with practicing musicians who are preserving and sharing a musical culture that is thousands of years old is an invaluable opportunity of which we were all thrilled to be a part.

Building International Mindedness through Music Appreciation:

Close Encounters with the Music of China

-- Lauren Borodenko, Arts Director



A Portrait of International Mindedness

— Mark Brierley, Head of Secondary

The way to international mindedness in the International Baccalaureate programs is through the IB learner profile. The learner profile is a set of aspirational attributes that all IB learners (teachers, students and parents) are expected to model in IB schools.

Many IB teachers can cite a famous person as their aspirational role-model for the learner profile. Mine is Richard Feynman. Feynman was involved with the study of super fluidity, quantum mechanics and pioneered quantum computing. By the age of 15, he had taught himself trigonometry, analytical geometry, and differential and integral calculus often using his own notation and intuitive methods that did not follow the ways the math teachers expected problems to be solved.

He obtained a perfect score on the graduate school test to Princeton (an unprecedented feat) and the first seminar he gave was attended by Einstein and Pauli. He subsequently worked on the Manhattan Project and was later awarded the Nobel Prize in Physics for Quantum Electrodynamics. Immediately afterwards, he gave up physics for a year to study biology because he thought it was more interesting.

He researched Cargo Cult science and exposed it as pseudoscience, identified the reason (against a lot of opposition) for the destruction of the space shuttle Challenger, learned to play the bongos, took art lessons for fun and was captivated by Salsa dancing so much so that he learned to play the Frigideira. His legacy includes hours of lectures on physics, learning in general, and best-selling books about his own life.

Feynman was clearly an inquirer, a risk-taker, a communicator, knowledgeable, a thinker, open-minded, balanced, and reflective. But he was a famous person who lived in the distant past therefore he represents an archetypal role-model.

If we truly want to understand current international mindedness we need to look closer to home. I suggest



that we start to look within our community to find the role-models that we can adopt and that can inspire us. Personally I'm going to start with someone who has inspired the community since he arrived back at QAIS this year – Brendan Madden (AKA Mr. Madd). Brendan is an inquirer (a tinkerer and a builder); a communicator (he speaks four languages); caring (he always has time to help others and share his happiness); knowledgeable and a thinker (he's a scientist and that's what scientists are); and balanced (he's an extreme sportsman, musician, scientist, and rock star). Most of all, Brendan is courageous. He climbed Mount Everest this year!

understanding our local culture. If we learn as we live, are open-minded, non-judgmental, and appreciate the perspectives of other people, we can share this glorious jewel of a world of ours and collaborate in ensuring peace and goodwill is always in abundance. We don't all need to go to the top of Mount Everest to have a different perspective of the world. We simply need to try to be the very best that we can be. We all have a place to get to that is the equivalent to Brendan's summit climb. Let's help each other get there.

We don't have to look far from home to find international mindedness. We can start with understanding ourselves, and

Cultivating an Internationally-Minded Attitude

— Meredith Daniels, Homeroom Teacher Grade 3

Being a first-time international teacher has afforded me the opportunity to reflect upon how small our world actually is. Travel is more accessible giving us the ability to see the similarities between various countries.

Qingdao is a place that I had never heard of but am finding to be a truly unique place. Sprawling beauty lies between the mountains and the sea—this all converges into what we know as Qingdao Amerasia International School.

Within the Grade 3 classroom, we have adopted the IB definition of international mindedness which promotes, “intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st Century.” This understanding has been the impetus for all of the inquiries that we have embarked upon in the 2017 – 2018 school year.

Our class has focused on the word respect as it is such an important aspect of an internationally-minded person. Our goal was to become life-long learners who are active, compassionate, and work to respect the unique nature of different people. It was not something that was taught in a lesson; rather, it was a seed planted and nurtured. In

Grade 3, we taught international mindedness as a concept, it permeated much of our curricular discussions; these discussions helped to develop our attitudes towards our fellow students.

Our final Unit of Inquiry, “How We Express Ourselves-Expressions,” allowed Grade 3 students to understand the belief of international mindedness. With all of our differences, we have a similar internal dialogue; we all strive to grow and learn, and those likenesses allow us to have greater respect for one another.

Although our presentation was rich with understanding, it didn’t define the deeper understandings to becoming an internationally minded person. Ideas such as personal space, body language, attitudes towards others, respecting elders, and most importantly recognizing our self-worth led our study on expressions.

It is imperative, while living in an interconnected world, that our future leaders have the ability to recognize the worth of multiple perspectives; this will be a necessary skill. The idea of “self” must become obsolete; it is the understanding of “other” that will create a future of dignity and respect.

THE WORLD IN STORIES

— Quynh Cao, EC Lotus Co-Lead

I looked up how International Mindedness was defined, searching for simplicity and candor that could relate to our Early Childhood environment, where learners are constructing their worlds through the meaning they form of their everyday experiences. International Mindedness is an expression of Multilingualism, Intercultural Understanding, and Global Engagement, complex ideas that embody an intricate world of big words and phrases, and even bigger definitions. While vocabulary enrichment is indeed a key component of our curriculum in the Montessori classroom, how could our youngest learners grasp such grand ideals without extended, explicit conversation on intercultural understanding or in-depth discussion about what it means to be a global citizen?

We in the EC possess an immense enjoyment of stories and books. We learn about the world through the books that we read, the tales that we listen to, and the experiences we recall. We love to listen to stories - told, retold, read, recapped, reimagined, newly inspired! There are books in every corner of our classroom, on just about every shelf, about all topics, in both English and Chinese.

Our year-long Unit of Inquiry this academic year was a focus on stories and how they can engage us and communicate meaning. We have spent the year sharing stories and expressing the feelings and emotions that were evoked. We became engrossed in the lives of others as we listened to new stories and then asked to listen to them again and again! We engaged in exploration of other places, far away countries, unfamiliar languages and discovered cultures and beliefs that were different but honored the same values we practiced as well. We fingered the pages of the same books over and over because of how we related to the stories within.



Stories inform and help us construct meaning of our own experiences. We connected to the characters we saw in the books we read. We were inspired by the actions of people both fictional and real. We inquired about what was unfamiliar and learned through the questions we asked. We identified what was unique and the commonalities we shared. We learned of things we did not know about. We made connections with what was familiar.

There is all that is wonderful and all that is challenging about humanity in stories. We identify our hopes and dreams through the stories we weave. And throughout the world, no matter where stories come from, there are hopes and dreams. Throughout the world there are struggles and challenges to overcome. Throughout the world, stories connect us to the humanity in us all.

As children in their early years construct their world and make meaning of what is around them, all they have ever seen and heard is woven together in their growing minds. The impression of the world we share with them, whether through the stories we tell or the stories they have originated from their own experiences, is an everlasting one.



So, as we begin to develop the IB Learner Profile in our youngest learners, we must remember to fill their experiences with stories that demonstrate what it looks like to be open-minded and knowledgeable, or what actions communicators take part in, or how a risk-taker confronts uncertainty and fear. We must fill our classrooms with stories that reflect our core values of respect, global citizenship, caring, and lifelong learning.

We may move onto other Units of Inquiry, but stories will always be an institutional foundation in our Children’s House because we are reminded by Maria Montessori, “it is the spirit of the child that can determine the course of human progress and lead it perhaps even to a higher form of civilization” (7). We must nourish these spirits with the greatest stories that celebrate humanity.

Remember to share a beloved story with a young learner today!
— Montessori, Maria. *The Secret of Childhood*. New York: Ballantine Books, 1966.



International mindedness is about each of us

– J. Rafael Angel (2018)

"Living and learning in a thriving internationally-minded community includes embracing challenging assumptions and asking critical questions; knowing how to appropriately respond to cognitive dissonance; understanding that the elimination of cultural bias is crucial, and concluding our differences and diversity is what makes us special."

A few years ago, the way learners' dispositions were described in the IB Learner Profile Attributes changed from "They" to "We." Using "We" reinforced the idea that teachers and parents should remain learners when they are part of an IB School and, most importantly, that students, teachers and parents should model and bring the attributes of the IB LP to life through their engagement with the community and their interactions with one another.

This year, as I reflect on my international mindedness experience as an MYP Coordinator and IB educator, I would like to highlight some of the actions that exemplify efforts to contribute to the international mindset at QAIS.

This year, it was crucial for me to live the school's philosophy and values through my teaching and learning. Therefore, the 5 units that I designed and carried out for MYP 1 (grade 6) served as opportunities to celebrate the growing diversity in our school community, to enable linguistic fluency, and to discover and interact with different perspectives. Not only were these learning scenarios opportunities to collaborate with and learn from the support PYP and DP teachers can provide, but also a fascinating forum for students to demonstrate how they were developing their understandings.

Inquiring into the well being of the world community through MYP Global contexts helped students produce learning outcomes that were shared with the school community. Likewise, the perspectives we were addressing and the strong connections they could find with our school context and their local context were opportunities that allowed them to consolidate their commitment to service learning.

As a coordinator, one goal I had in mind was to guarantee access to relevant MYP resources that contributed to parents' understanding of the program. For this reason, to support families in transition, and to ensure that QAIS families had guidelines to refer to, with the help of a few colleagues, I was able to produce the "Understanding the MYP- A guide for QAIS Parents in Chinese, English, and Korean." Likewise, to accompany parents in their IB journey, a variety of MYP Education mornings that explicitly addressed several aspects of the IB Mission Statement became forums through which our oneness as a learning community was enhanced.

Experiencing this academic year as a coordinator, teacher, colleague, and learner has convinced me that teaching open mindedness means learning about how we relate to one another as a community; learning about what unites us; reflecting on what brings us together; and developing ownership for our successes as a collective.

Looking back at my experience this year, I can concretely say that when humanity and relationships are at the center of teaching and learning we stop trying to be good people, and we act like real people that understand that it is everyone's job to contribute to achieving the understanding that international mindedness is about each of us, in every part of the community, making QAIS core values a part of our daily lives.



Sowing the Seeds of International Mindedness in a Montessori Classroom

– Ruby Kalsi, Early Childhood Lead Teacher

Dr. Maria Montessori urges us to view ourselves as citizens of the world and to bring our children up with this fundamental world view. She saw this as the basis of world peace and of her work.

One may wonder how International Mindedness may be cultivated in a classroom of 3-6 year olds. At the Children's House level, our prepared environment introduces children to the whole of the world. It is through the relationship with others and their experiences in the classroom, that the child will build his or her own world. We want children to **discover others....**

experience various cultures.....
know people different from ourselves....
to accept, respect, celebrate differences.

Welcoming new friends/teachers from various cultures into our classroom brought in wonderful opportunities to practice grace and courtesy lessons. As children gradually learned to communicate in a new language and express themselves better, they displayed acts of kindness, considerations and a sense of responsibility and respect for the rights and views of others.

The use of Montessori Sensorial materials, which form the heart of the Montessori Curriculum, offered opportunities for natural inquiry as children curiously observed, differentiated, compared, reasoned and solved problems, learning to appreciate their world through their senses. I believe that an appreciation for the world will come only when children learn to care for their immediate surroundings with a sense of respect and responsibility. As a class community, we focused on the core concepts of Montessori philosophy and the IB Learner profile such as respect for oneself, others and the environment, communicating, inquiring, thinking and reflecting through different perspectives. Through the PYP units of inquiry; Earth's Cycle and Spaces, we practiced being responsible for living things by caring for plants and pets in our classroom and how we must respectfully use our workspace for the benefit of the entire group.

We learnt how to say hello in different languages through songs and books and valued many more languages by joyfully singing to the tunes of different Happy Birthday versions sung all around the world thereby supporting multilingualism. We also got curious and learnt how to count in different languages while lining up. Some children got curious with the huge Map of the World, engaging in long conversations about their travels to different parts of the world.

The possibilities of exposing children to another culture in our stimulating classroom are endless. We used books, worked with Continent Maps, saw booklets of pictures of life in a specific continent, sang the 'Continent Song' and shared personal cultural stories with each other during our daily conversations.

All these attributes emphasize and create a platform as our children consciously begin to grow their understanding that the world is a home to many different cultures and people who are similar to us in many ways and yet quite different. We have aimed to develop intercultural understanding and open mindedness within our young explorers as they naturally learn to appreciate their surroundings and grow up, truly becoming Citizens of the World.





Local Solutions for Global Demands

-- Shawn Skinner, Homeroom Teacher Grade 5

“

It is easy to think that problems are too big. The whole world has the same problems. We have to try and do something right?

-- Jonathan Yue (Grade 5 student)

”

Global issues have infiltrated every level of our society. These problems consume our experience of the world, and we have reached a point where they can no longer be ignored. In order to help fight the epidemics of our time, we will require an international approach and an international mindset. It will take small efforts from every member of the global community.

This year grade 5 students identified several global issues and attempted to provide local solutions. The issues that our students considered most urgent were food waste, inequality, the rights of animals, and the destruction of our oceans.

Students enlisted guidance from teachers throughout the school and professional community to establish solutions for the issues that they identified. Students called on the mayor of a local village, a marine biologist in Shanghai, the director of a local animal shelter, and several local farmers to help provide solutions to global issues.

In the end our students built a library in a community in Jimo, increased awareness for stray animals in Qingdao, raised money to help clean our oceans, and constructed a green house that could potentially service the needs of our school community. They viewed international epidemics on a scale that they could comprehend and made an immediate impact.

When adults, mentors, and students work together to address the needs of their own community, eventually we will witness a global shift. International mindedness needs to be developed at a local level, and these students have recognized the importance of taking action, no matter how small. These are the people that will shape our future, and I believe we are in good hands!



International Business Learning Begins at Home

-- Ben Bacon, Homeroom Teacher Grade 4

Local Qingdao philosopher Lao Tze said: "The journey of a thousand miles begins with a single step." With this in mind, students in our grade 4 class embarked on a unit of inquiry on trade in April. In this unit students explored the history of how humans have traded for thousands of years to get the things they needed for survival. We learned the importance of the role of bartering and looked at the positives and negatives of these transactions and how this led to a more stable form of coins as money. We looked at the history of money, from using Cowrie shells in ancient times to the electronic money of today. Then, our class embarked on a study of business.

Students learned how to use their own ideas to create a small business. We learned the terms for a small business and studied, wrote and learned the importance of creating a business plan.

Students then created their products and worked on the mathematics of expenses, price points, breaking even, and what was needed to make a profit. We invited international business people from our community to teach us how business works in the real world.

In an incredible culmination of this unit our class held a Entrepreneurs and Small Business Trade Exposition where they sold their products to the school community. Over two hundred customers came to learn, buy, and eat some of the products. After the event, students learned to pay back on all expenses, pull out charity money to be donated, figure out if they had broken even and what their profit was. Students divided monies among their business partners and had some excellent discussions about sharing and what they could improve on in their next business venture.

Grade 4 also explored the idea of social responsibility in business and how some businesses give back to the community where their business is located. Our students then decided to donate a portion of their profits to a local public school. The school they picked is a local public school located next to QAIS. Students bought books for their 4th grade counterparts at the school to strengthen their classroom library. The school was so touched by this that they held a special ceremony to receive the books. Before we met our friends, we wrote letters back and forth and have now become pen pals sharing our interests, hopes, and dreams with them.

Bringing business together with a local touch, our young 4th grade entrepreneurs saw that a business that begins at home with a single step can touch many hearts.

International Mindedness in Chinese A

-- Li Bowen, Chinese A Teacher

International Mindedness is an important objective for both the IB and the educational aims of QAIS. All teachers will try their best to cultivate students' international mindedness in the subject, and Chinese A is no exception.

Students in the process of learning Chinese A do not only study Chinese literature and language material to understand Chinese society, culture, customs, religions and ideas, but they also study translated works (foreign literary works) to get to know and understand other people's and countries' social culture, customs, religions and ideas, etc. Through studying, students can understand and respect other ethnic groups, and then cultivate their international mindedness.

Grade 6 for example, read "The Kite Runner" this year.

Through reading and analyzing the works, students explored the following:

- 1 Social and historical changes, Islamic religious customs, ethnic composition and contradictions in Afghanistan.
- 2 The difference between the American legal society and the Afghan civil society.
- 3 Identity and identity crisis. How can we solve this identity crisis? How to better understand and integrate into other cultures.

Examples like this are in progress in every grade of Chinese A Language and Literature.

Living the International-mindedness Experience in Rome

— Alzbeta Springer

For a second year in a row, QAIS students traveled to Rome for the Montessori Model United Nations (MMUN) Conference which is a true international conference with people from all continents (except Antarctica) representing countries large and small. The sentence that was uttered so often when delegates introduced themselves was "Originally I come from ... but now I live in ...". The delegates' early experience of citizenship in multiple countries helped them to create an exemplary open-minded global group.

At the conference and in preparation for it, all our students showed their growing awareness and specific knowledge of global issues. Among the topics our MMUN delegates discussed were disarmament and threat of chemical weapons; the elimination of poverty and natural disaster risk; the rights of indigenous and disabled people; the security concerns for Somalia and threat of terrorism; the effects of radiation and the relief for Palestinian refugees. It was inspiring to see our students of all MYP grades engage in the debates with sense of urgency and with a complexity of understanding that many adults would be impressed by.

Our 4 returning students have shown the depth of their experience and selflessly helped others to be successful. Our 10 new delegates stepped in with energy and determination. All of them regularly contributed to the draft resolution and many made motions and speeches in front of their committees.

Most participants spoke very good English, but you could discern a variety of accents as well as regional variations for the language. Thus, it was important to make the task of being clear and properly understood one of the priorities. There was a thoughtful and reflective moment when a member of the bureau chairing committee, who spoke English as a mother tongue, asked all English mother tongue committee members to be aware of their own communication privileges and treat others with respect.

During our trip, I observed our students in many roles and was impressed to find among them good dancers, excellent negotiators, artistic photographers, talented artists, aspiring fashion designers, and most importantly, supportive friends to each other.

In both years of our MMUN program, I have seen tremendous personal growth in our participating students, sometimes in the most unexpected ways. I am grateful for this opportunity to work with these students and watch them grow in MMUN. These students are accomplished global citizens and they are my teachers too.



Figure 1: Truly international group of young delegates-in-making



Figure 2: Presenting solutions and seeking consensus among nations, cultures and perspectives



Figure 3: International cooperation requires an open-mind and strong work ethic.

Art as a Bridge of Cultures

— Chris Borodenko, Art Teacher

Our Grade 5 students engaged in a unit this year where they learned about the Australian Aboriginal people and their ancestral art of painting with dots. Students were immersed in the symbolism and techniques of these ancient artists as they carved their own painting sticks. The only tools grade five could use were the same basic tools that aboriginals had access to, different sized sticks and their own fingers. With these tools, they were able to create stories using the oldest system of symbols in recorded history, create artistic likenesses of animals, and make designs that incorporated patterns, geometry, and a working knowledge of color and balance.



During this project, students needed to think about what they wanted to say with their piece and how they would say it through the lens of this art form. It was not enough to simply create a random bunch of dots on a piece of prepared paper, they had to study the art form and find the patterns that were used to make their own finished pieces.

Overall, this was a very successful unit which generated a lot of ideas in the students as they talked, compared and learned from one another during this process. Students could be seen walking around the room looking at the ideas of their peers or at the anchor charts looking for design ideas to incorporate in their own work.



Fujian Nanjing Tulou Trip 福建南靖土樓文化之旅

-- Almon Yao, MYP, DP Chinese B Teacher

This year, together with 10 students from grade 6, 7 and 8, we visited Fujian Nanjing Tulou (福建南靖土樓) to experience a cultural and historical part of China. Tulou is a living world heritage site, a place of harmony and happiness and a center of Hakka culture. The main objective of the trip was to promote an awareness of keeping national heritage.

A series of activities were conducted, for instance visiting toulou, digging bamboo shoots, planting trees, catching fish and chickens, plucking vegetables, cooking dinner, reading poems, singing karaoke, watching movies (related to Tulou) etc, developing critical thinking skills and integrating multiple intelligences. Through inquiry and communication, students expressed themselves clearly and critically, being open-minded and not judgmental. This also allowed students to experience the combination of effort and physical work. More importantly, it had increased students' awareness of keeping national heritage as well as how to preserve the priceless assets.

After visiting toulou, students had a better understanding of geographical and natural knowledge of China by exploring the uniqueness of local customs and lifestyles, artistic forms and cultural background.

More importantly, the journey increased students' awareness of the importance of keeping national heritage as well as how to preserve these priceless assets.



Montessori, the Library, & International Mindedness

-- Patricia Bradfield, Grade 1 & 2 Montessori teacher
& Mike Leyland, school librarian



For hundreds of years, libraries have been community centers that create, foster, and develop International-mindedness. Through collections of stories, viewpoints, and authors from around the world, a library's essence is rooted in International-mindedness. One of our library's goals is to encourage the growth of an open, globally-minded Montessori student. To achieve this goal, we not only focus on exploring authors and stories, but we also teach grace and courtesy in action.

Lessons in Grace and Courtesy are a foundation for all Montessori classrooms but are not just relevant to the inner classroom community. The lessons expand outside of the classroom to empower children to be responsible citizens, initiating productive, positive independence and awareness of the community around them, and of their surrounding environment. The Grace and Courtesy lessons support the social norm of the behavior we want to encourage and share in the quiet atmosphere of our Library. Children need to be nurtured in the ways of grace and courtesy to flourish and receive the wealth of information and reading experiences that can provide for the growth of multicultural international-mindedness and to engage the students in collaborative reading, while sharing in a peaceful environment.

Language and literacy development begins in the earliest years of life, and the growth of open-mindedness and international awareness is closely linked to a child's early experiences with books and stories. A deep appreciation for reading is formed when children are exposed to the passion and enthusiasm of their parents, educators and peers sharing literature of many genres. The practical application of the Montessori Grace and Courtesy lessons allows the children to be receptive to all they hear read aloud from others and to discover the use and enjoyment of all libraries. The knowledge gained from the act of courteous listening and the ability to interact graciously in the library environment allows the children to better find their place in the cosmos, with an international view and intellectual enjoyment of literature. Together, we have done our best to be the example to them.

Caring shows in Grade 5 classroom

-- Gloria Qiao, Grade 5 Teacher Assistant

"I believe that helping others will benefit yourself as well."

In May of this year, the fifth-grade students finished their Exhibition Project. During this process, the fifth-graders willfully embodied international-mindedness. They not only brought caring thoughts into the classroom, but also bring Qingdao, and to the world.

At the beginning of this term, Grade 5 students visited a school in Jimo (a rural village outside of the Qingdao metropolitan area). Our students didn't even have a library, nor did they have many books. They decided to build a library for that school. During International Day, students sold snacks and juice to raise funds. Afterwards, they also called for a school-wide donation of books to build a library for the children of Jimo.

During our Marine Project, Grade 5 students understood that it is important to protect our ocean through collecting washed-up materials and preventing additional waste. In the process of cleaning up, the students showed a caring international spirit everywhere. They took care of the children and worked together to clean up the garbage. More importantly, through this process, we all learned that caring for the Earth can start from ourselves and start from a small matter.

In this busy year, the fifth-grade students have had many achievements. Perhaps more importantly, they are no longer limited to taking care of themselves, but learn to care about the people around them and learn to care about the environment in which they live.

Respecting and Appreciating Cultural Diversity

-- Grace Pu, Grade 4 Teacher Assistant

What is international mindedness? To me, it is about respecting and appreciating our cultural diversity, which has been practiced by our Grade 4 students since they started their learning journey at QAIS.

This semester, our Grade 4 students created a trade fair as a summative project of our trade unit where they sold their own handmade goods. They worked together to share ideas and cultural experiences. I was impressed by one group who were cooking three different foods which came from America, China and Korea. They named their shop "Three Cultures Oven", which represented their three cultural family backgrounds. Each student wanted to show that their culture was unique, but through sharing their food they touched on something special: they taught us about how food connects all cultures together as one.



I am a TA in grade 4, and I sometimes co-teach Math to our students. At first, I was concerned about whether they would accept learning from me, as I came with a Chinese perspective. The way I explain math concepts is based on what I was taught within the Chinese education system. However, I found my students to be open to the methods that I use to solve math problems, and they appreciated learning a new way of solving math problems.

There couldn't be better evidence than this to show how QAIS students appreciate the richness that has been brought to this community by the variety of cultures and the openness to learning from an international point of view.



International Mindedness

-- Megan Martineau, Learning Support Coordinator



I have been living in China for two years now. My growth mindset for being internationally minded has expanded exponentially since coming here. Our school community continues to show me what it truly means with each person sharing their culture and traditions. We continue to foster empathy with global awareness while spreading the traditions of our host country. Working and teaching with people from all over the world, I have gained an understanding and respect for diversity that continues to grow. When we have people from different background and cultures, it allows us to find harmony in the world we live in.

Making the World a Better Place

-- Indah McCarthy, Montessori Early Childhood, Lead Teacher



It is a cliché to characterize young children as innocents, inexperienced in the ways of the world. As parents and teachers, there is a natural urge to shield our youngest ones from the complex challenges our world faces. But to begin building an international-minded character, even the youngest members of QAIS can be made aware of problems in the world and seek solutions to make the world a better place.

In our "Plum Blossom" classroom, we inspire our children to be global citizens by projects big and small. We want them to understand that we must take care of our planet, in the same way that we take care of our classroom space and our old things. We focus on recycling and reusing in particular. In one project, we created artwork using recycled paper, and then shared our creations as a Father's Day gift. Students understood that beauty can come from unlikely sources and it is doubly beautiful to conserve our resources while doing so.



In a collaborative project with the grade 5, Plum Blossom traveled to Shilaoren beach to participate in a beach cleanup project. As we picked up paper, plastic, and bottles, we discussed the idea of the Earth as a home, a place that we share with many other people but also other creatures.

This international-minded thinking found additional outlet in writing. During an Opinion writing unit, students wrote about how to make the world better. Some wrote stories, others songs. Some made petitions and others wrote letters. Their task was clear and beautiful: see a problem, think about it, write a lot and decide who needs to read what I wrote. Students understood that their voices could make a difference, and that they are not too young to make a difference.

Who says children can't make the world a better place?

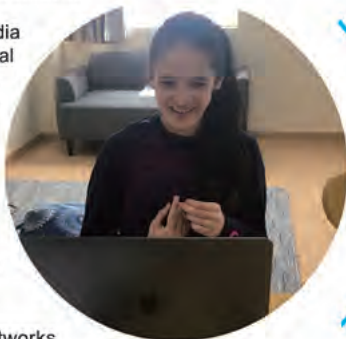


Chinese Language Pals on Flipgrid

– Jade Bai, Chinese language acquisition Teacher

Recently our MYP year 1-5 students who are in phase 1 of their Chinese Class are cooperating with other international schools from Thailand and the United States in a project that uses social media as a platform on which to learn and connect. The purpose of the project is to improve students' Chinese listening and speaking skills by recording their own self-introduction video on the Flipgrid platform and make friends through video communication. This also helps students explore making friends through social media while keeping them in a safe online environment.

Students are no strangers to social media profiles. They casually enumerated social networks such as Instagram, Facebook, Twitter, Wechat, etc. Their opinions are quite clear about the purpose of a social media profile. I found out that my three students prefer different social networks. Some of them do not like to use Facebook but like to use Instagram but students generally like to have their own fans and friends who share common interests.



However, to make friends on social networks in Chinese is still a novelty for students. I asked students to prepare a self-introduction of 90 seconds, including information such as: name, age, birthday, nationality, family, school, hobbies, plans on the weekends, and then record their own small video on the Flipgrid platform. After the upload was successful, other students from Thai and American international schools in the same group could see the videos.

Students were very interested in the other two schools' MYP students who are also primary Chinese learners: What do they look like? How about their speaking in Chinese? They prepared their language very carefully, and tried many times until they were satisfied with their own speaking. After unloading their videos in the Flipgrid community, students were very excited to watch and learn to understand what other students said in Chinese. In this way they were connecting with new friends from around the globe by posting a video response or writing an e-mail in Chinese, building a connection using language and at the same time enhancing international mindedness in the process.

Watch the videos via this link: <https://flipgrid.com/9e21b0>



International Mindedness Sparks from PYP Science Club Students

– Jiajia Li, DP Chemistry Teacher

Open your mind, respect, appreciate, inquire, share and be a global citizen.

– Jia jia

At QAIS, international mindedness enables us to work in harmony with colleagues from around the world and to benefit from a wide range of knowledge and experience. It promotes respect, encourages collaboration and sees students develop high levels of empathy and compassion. As an international school, QAIS gives us lots of opportunities to explore, incorporate and celebrate cultural diversity such as International Day, Family Fun Day, and International Field Trips.

Our PYP Science Club Students showed their international mindedness by collaborating with peers from different backgrounds when they shared and presented their projects like bouncing eggs, bomb seeds and volcanoes to younger EC kids. Our PYP scientists recognized that they should see themselves as responsible, global citizens. They explained their projects slowly, clearly, loudly and logically in three languages: English, Korean and Chinese. All students were patient and caring with their younger audience. Through these projects they learned to reduce ethnocentrism, increase knowledge of other cultures, and promote a concern for global environmental issues like healthy eating and food storage.



Great Projects! Great presentations! They are our young scientists with international mindedness.



Nurture peacemakers through a science experiment

— Li Yan, Grade 1 Teacher Assistant

In our early elementary classroom, students began to show the power of imagination, strength of reasoning, and abstract thinking, making it possible for the teachers to approach a peace education moment through a science experiment.

I took out a small bottle (human shaped preferred) filled with hot water (food color added) to represent peacemakers and a giant glass jar with cold water to represent a world with chaos. After a brief discussion about the characteristics of a peacemaker and a war-maker according to the children's daily experiences, I sank "the peacemaker" into the cold water, "Let's see how the peacemaker can influence the world!" The children observed how the hot water (red colored) slowly rose up from the bottom to the top layer of the cold area: it reminded them of a previous experiment with a candle-that warms objects causing them to rise up! They came to feel the big jar and found some part of the cold water became a bit warmer. "Shall we name the good behaviors someone did that made you feel warm and made the world more peaceful?" "I feel warm



when my friend helps me!" one student said, "I feel warm when someone says thank you!" the other one followed, "I feel warm when someone smiles at me!"...Students became excited... After the discussion, I suggested that children wait and see what will happen the next day in the big jar. Will the little peacemaker change the world?

The next day, some children observed the entire container of water had turned red! They announced what they had found to the whole class with joy! What a "Peace conquered the world" moment!

Reflection: It was an impressionistic activity and probably offered an unforgettable moment for the children to connect peacemaking with a science experiment. I strongly believe that the most effective way to teach peace is to teach oneself first. By doing so, we may strive to reflect on our own behavior and contribute to building peace in our lives, homes, and workplaces so as to enable us to nourish the future peacemakers.

How to be a Well-Meaning Global Citizen

— Stella Zhao, Chinese Language Teacher

There is an emerging world community to which we all belong. The growing interconnectedness among people, countries, and economies means that there is a global dimension to who we are. It's very important for Grade 4 students to know how to be a well-meaning global citizen.

1 First, they explored human self-value. They read interesting texts about behavior and moral characteristics such as integrity, diligence, justice, and dedication. Students were able to self-reflect and become more self-aware.

2 Second, they learned how to be well-meaning global citizens and how to contribute to our community. Students investigated how to help others make the world beautiful. Some students created booklets to promote the importance of protecting the environment. Some students found the solution to beautify our community. They gradually gained a sense of their roles as world citizens.



We realized that recognizing and trying to solve these problems are more important than the ability of individuals to sympathize with the pain of others.

— Joon Yeong Park

Empathizing with Universal Pain

— Joon Yeong Park, MYP-DP Korean Teacher

Through the unit on persuasive speaking in Korean language A classes, we investigated and discussed school violence, a problem common to schools in many countries. Of course, there is a difference in degrees worldwide, but school violence is a phenomenon that can appear anytime and everywhere. Many countries have already proposed and implemented various solutions to school violence, but it is not easy to solve it fundamentally. Throughout the class, we talked about what types of school violence are appearing in schools, and we talked about our experiences and thought about the victims and perpetrators. We also considered how each country has tried to assign desirable solutions to each type by looking at how to cope with school violence. Then we decided to present our opinions through public service advertisements and to produce advertising posters on the theme of 'Let's get rid of school violence'. First, we studied how to effectively communicate topics on a limited page while viewing public service posters in each country.

Minji (G9) made advertisements in English and Korean, casting the readers as bystanders who were reluctant to help even if they saw school violence rather than just dividing the individuals involved in the advertisements into victims and perpetrators. In addition, through the expression of the double meaning, school violence emphasized the need for help around the world and created an important work.

After that, during a group collaborative meeting, the 6th grade students made a poster about school violence, and it was evaluated based upon the unit connection that flowed naturally throughout the school year. In the next chapter, we read a novel called "Our Twisted Hero." It tells the story of power through what happens at a school. On the surface, it shows verbal and physical violence among students in the background of the 1960s, but underneath it is a symbolic demonstration of how powerful people abuse their power. Through studying this work, we were able to confirm that school violence is not only a problem for people around us, but we also realized that recognizing and trying to solve these problems is more important than the ability of individuals to sympathize with the pain of others.





IB Learner Profile

-- Peter Kutin, Violin Teacher

Communicators

Life-long learners who communicate with the world around them through multi-lingual and multi-modal communication foster the development of balanced and caring relationships within a community.

This year our multilingual community of musicians (QAIS Orchestra and Baishan Chinese Orchestra) on the Baishan Campus came together to create a combined ensemble we call the QAIS-Baishan Symphonic Orchestra. This orchestra was co-directed by Zhan Hui Xian and Peter Kutin.

Our newly formed QAIS-Baishan Symphonic Orchestra proudly shared the stage together for three concerts:

- Chinese New Year Concert
- QAIS Opening Ceremony
- Art's Week Concert

This effective collaboration engaged students to communicate in Chinese, English, Korean, and Japanese. Learning experiences also included developing an understanding of both Chinese and western written musical languages of notation and stylistic techniques of playing. We also focused on comparing and contrasting Chinese numbered music notation called, "Jianpu", with western music notation.

Exploring culture through language, arts, customs, and traditions, enhances our international mindedness and opens new doors to a deeper understanding of the world around us.



Body and Mind - Physical Education in the 21st Century

-- Reuben Fitzgerald, PE Teacher

At QAIS students are given the opportunity to learn, display and develop skills that encompass aspects from different games from around the world. As an international school, PHE takes place within a context of international mindedness with activities being selected to represent a broad range of cultures and sporting interests, from New Zealand's Kio Rahi to the South East Asian sport of Kabadi-to name but a few. Playing these games and participating in movement composition gives students an insight into the similarities and differences among cultures and allows for a greater appreciation for what it takes to be a global citizen in the 21st century.

At QAIS we pride ourselves on making a difference. The world and the saying "think global, act local" was put to good use when Grade 5 went to support their friends at a school in rural Jimo. Students taught English and then took charge of different games and activities for the students to play. This insight into how the people in Jimo lived and went about their day helped the students from QAIS gain a greater appreciation for what they have and a better understanding of what they can do to really help this community moving forward. Over the last three years, this visit has become a tradition, and a valuable learning opportunity. Even more important, it is an excellent way to make a difference in other people's lives.



Physical Education at QAIS is more than just games and activities. We strive to challenge the students to think critically about their own and others' social, mental and emotional well-being. Students take a course led by our nurse, Mrs. Ann Bacon, on health. This unit of work focuses on issues that are facing students in the 21st Century: online bullying, dealing with stress and how to navigate a world that pushes young people into situations they are not comfortable with. Through this unit, students hear stories from around the world and gain a better understanding of how issues that affect them here in China are also prevalent in many other cultures across the globe.

-- Stephen Daniels, MYP Math Teacher

As I try to find a few words to explain my perspective on international-mindedness, the word mindfulness keeps finding its way to the forefront of my mind.

My perspective is one of a new-to-international-teaching educator experiencing his first job abroad. It is the perspective of one who has very little experience of any kind in international matters.

Certainly, when one works in an international school one becomes aware of the diversity represented by the various members of the community. Our school is fortunate to have a wide variety of nations represented. Throughout the course of the year, there has been evidence of the imprint that has been left by those of different backgrounds.

Despite variety, I have been very mindful this year of the fact that I live and work in China. Though our community absolutely represents a tapestry of international components, we must recognize that our collective home - for now - is China.

So while international schools should celebrate their diversity, they should also be mindful and respectful of where they are housed. We should honor the customs and protocols to the fullest extent possible of the "host" country.

Using the term "host" country reminds me of the Olympics, an event that I attended early this year just across the sea in Korea. It is sort of appealing to me to visualize our entire school...all of the students, the staff, everything...the entire operation... moving to another country and operating in the same manner. A manner which is celebratory of our diversity but also immensely invested in our home country.

QAIS allows for that sort of mindfulness. Many of our activities very much are geared to the celebration of living in China; our service initiatives in all grades address the local community - the citizens of China and Qingdao - directly.

As the tapestry of our school changes from year to year - as newer and more diverse people enter our community - may we continue to show international mindedness by welcoming those people and embracing what it is that they bring. But we must also continue to be mindful of our home; the place that allows us to be who we are.



The Quintessence of Chinese Kung Fu Culture

Tai Chi Fan

-- Veronica Huang, Grade 3 Teacher Assistant

As a Chinese teacher I try to teach the students about Chinese traditional culture. The Grade 3 students are active and lively; using the class personality, I chose "Tai Chi Kung Fu Fan" for them.

Tai Chi Kung Fu Fan is one of the soft instruments in traditional Wushu movement; a unique style of martial arts fitness programs; a combination of Tai chi's gentle and Wushu's vigorous movements which provides the benefits of both aerobic and anaerobic exercise.

Offensive or defensive, quick or slow, hard or soft, Tai Chi Kung Fu Fan helps the students to build their physique, heighten their will, cultivate themselves and preserve their lives.

There are varied stories about Wushu warriors in Chinese history, and they were certainly aggressive, but most Kung Fu training these days, especially Tai Chi is non-contact and primarily aims at teaching self-discipline and physical fitness.

In the Grade 3 classroom, we worked twice a week to

practice Tai Chi Kung Fu Fan. Students challenged themselves to master every movement. The students learned about the characteristics of Tai Chi:

- Slow movement*
- Natural breathing*
- Physical relaxation*
- Use their power on a point*

As Kung Fu becomes more and more popular in the world these days, foreigners learned Tai Chi in China.

Studying the culture of China allows our students to practice the skill of international mindedness. By understanding traditions, within the culture we live in, students are learning about who they are, what their history is, and how this history impacts the present day. It is only by gaining this valuable knowledge that they learn to respect one another and live harmoniously-this is the true spirit of international mindedness.

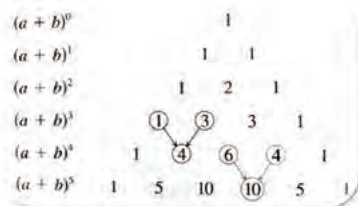


International Mindedness in Mathematics with the Example of Euler

- Gabriella Prasse, DP student

Is It Pascal's Triangle, "Yanghui" Triangle or "Triangolo di Tartaglia"?

- Vivian Xing, MYP-DP Math Teacher



圖方集七法古



"To us, as mathematicians, international mindedness is the acknowledgement that there is more than just our community, and the ability to understand and contribute to the rest of the world's knowledge."

- Gabriella Prasse

In mathematics we are constantly looking for the formation of mathematical theorems on the daily life of people around the world. We also theorize on how the world has evolved with the help of contributions of math. To further the conversation of how mathematics affects and effects the world, we have done multiple projects exploring the lives of prominent mathematicians and their works. One mathematician that caught our eye was Leonhard Euler.

For this project we created a poster of Euler's life and the notations that he discovered and used. The purpose of this project was to explore Euler as a mathematician and part of the history of mathematics. The project allowed us to grasp the fact that Euler used many inputs to form the output of his notations. These inputs came in many forms, some being: conversations with other scholars, observations of the natural world around him, publications from other scholars and previously discovered notations. This can be seen as international mindedness in its own right, because Euler utilized the world's knowledge to help him contribute to it.

This project allowed us, as a class, to be internationally minded through the way that we explored and understood the international knowledge provided to us, in the form of Euler. This is because Euler was a European scholar. This project allows us, as members of the Qingdao community, to acknowledge and use mathematics from the historic European community. It also showed us how we could, potentially, use the world's knowledge to build our own piece of information and give back to that knowledge.

We chose to focus on Euler because of his extraordinary life and his abundance of contributions to the world around him. In his lifetime, Euler lived in Switzerland, Russia and Germany, and he wrote over 800 papers about mathematics. He also studied many subjects, such as:

natural philosophy, mathematics, physics, astronomy, engineering, and logic. Euler's well known notions include: as a representative of the system of natural logarithms, Σ for representing the summation of mathematical expressions, and $f(x)$ as the representative of the function of x . One of Euler's most prominent equation is:

$$e^{i\pi} + 1 = 0;$$

this equation has 5 of the most significant numbers in mathematics.

This project highlighted the fact that to be mathematically knowledgeable is to be internationally minded. This is because mathematics is a collaboration through time and space, quite literally. This collaboration is seen in all aspects of life and across all life. It is a collaboration that began hundreds of thousands years ago and that has no end in sight. It has spread worldwide and into space. It is an embodiment of international mindedness, that is seen in all areas of knowledge.

His Life

Leonhard Euler

(April 15th, 1707 - September 18th, 1783)

April 15th, 1707 - Euler was born in Basel, Switzerland

1724 - Euler won the Paris prize for an essay on tides, that he wrote with two other scholars

1726 - Euler's friend, Nicolaus Bernoulli, passed away

1729 - Euler accepted a position in medicine at the St. Petersburg Academy, in Russia



1730 - Euler became the chair of natural philosophy, at the St Petersburg Academy

1733 - Euler's friend, Daniel Bernoulli, left Russia

1733 - Euler became the chair of mathematics at Petersburg Academy

1735 - Euler lost sight in his right eye

1741 - Euler accepted a position at the Berlin Academy, from Frederick the Great



1762 - Euler Left the Berlin Academy

1766 - Euler lost eyesight, due to cataracts

September 18th, 1783 - Euler passed away in Saint Petersburg, Russia



"Euler - the unsurpassed master of analytic invention." - Richard Courant



"Logic is the foundation of the certainty of all the knowledge we acquire." - Leonhard Euler

His Notations

1727/28 - Euler Began using the letter "e" as a notation. The letter represent the base of the system of natural logarithms

"For the sake of brevity, we will always represent this number '2.7182818459...' by the letter 'e'" - Leonhard Euler

e

1734/35 - Euler adopts " Σ " "f(x)" as notation

The symbol " Σ ", also known as sigma, represents the summation of mathematical expressions. The expression "f(x)" represents the logarithm of x, and is now expressed as "lnx". The expression "f(x)" represents the function of x

$$\Sigma \quad \ln x \quad f(x)$$

1737 - Euler adopts the symbol " π " as a notion. This symbol is now represents the ratio of circumference to diameter in a circle

π

1748 - Euler wrote the equation $e^x = (1 + x/i)^i$. This equation is now written as $e^x = \lim_{h \rightarrow \infty} (1 + x/h)^h$

$$e^x = (1 + x/i)^i$$

1748 - Euler wrote the equation $e^{i\pi} + 1 = 0$. This is known as one of most important equation in mathematics, as it incorporates five of the most significant numbers

$$e^{i\pi} + 1 = 0$$

1777 - Euler adopts the letter "i" as a notation. This letter now represents $\sqrt{-1}$. Euler, originally, used this letter to represent the "infinite number" (This is now shown as ∞)

i

International Mindedness in DP English and Film

— Dan North, DP Language A: English Language & Literature. 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. This time around, I asked students to reflect upon terms, phrases or slang that they identify with their places of origin (and they can interpret their "origins", like their identity, in multiple ways). This helped us to locate the connections between language and identity: language differences between nations might appear to divide us, but they also locate us absolutely in a place and time. There is variation within language as well as between languages, and seeing how our own language use is contingent upon personal, social, and historical circumstances is crucial to understanding how people all over the world are similarly subject to linguistic systems that are outside of our control in some ways (we have to learn the common rules in order to be understood by others), and utterly personal in others (mastery of language is one of the primary ways we express ourselves and form our identities).

Films 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. 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. Film is often described as a "universal language", because it can communicate through purely visual means. This may be partly true, and there is a thrill in watching students appreciating films and stories from places they have never visited or have known little about, but specificity can be as important as universalism: by giving us vivid views of places and feelings beyond our own experience, we learn not only that there are people like us all over the world, but that there are people whose lives are not like ours, and that we can try to see through new eyes, from new angles, and learn more about the breadth of humanity, its vast diversity.



International Mindedness in MYP Language Acquisition: English B

— Michele Overman, MYP English B Teacher

This year we have given great focus to intercultural understanding throughout our units. Students have taken time to recognize how their culture, society, and beliefs impact their views and treatment of the environment, their relationships with animals, their interpretations of art, and their understandings of others' beliefs and superstitions. Once they can express the whys and hows of their own perspectives and ways of understanding things, they attempt to step back and appreciate how people with other histories and foundations perceive these things differently.

Between the 7th and 10th grade, my students have presented on the human rights that all citizens of Earth should possess, written from the perspectives of refugee children, drafted letters to the leaders and shakers during the 1960s American Civil Rights movement, re-imagined local farming and how we can be more kind and responsible in our treatment of the natural world and animals around us, and developed a visual display to teach their peers about the ways people in other countries express their feelings and thoughts through street art, superstitions, and rites of passage from childhood to adulthood and unto death.

We seek connections and common threads and we learn from and appreciate differences and new ways of seeing. It is a daily journey that I hope becomes a lifetime habit for all the students who spend time in my class.

GROWING UP THE STORIES

— Hui Yuan, PYP Chinese Language Teacher

In our Grade 2 native Chinese class, we have a student speech part. Every three weeks we have a topic, for example your favorite book, an interesting Chinese idiom story, or myths from around the world. Sometimes the best way to develop an international mindset is through exploring stories from all over the world.

We had a brainstorm to discover what a myth is. Many students shared some stories which they already knew. Then they concluded most of the myths are talking about the early history of people or explaining some natural or social phenomenon. They were surprised to find out that we have the same questions as them.

After this our students researched different countries' myths. They showed their learning through drawing a picture which could help them explain the myth, retelling the myth or by setting up a little play or puppet show in the classroom.

Myths are full of magical fantasies which do not obey our scientific laws but with the development of science and technology a lot of the magic in the myths has come true. In one myth, Chang could live on the moon and now we really can go to the moon by space shuttle. In one myth, they had a magic power to make lots of cloth in one night and now we invented the modern industrial loom. In another myth they had "clairvoyance ears," now we have the telescope, camera, and telephone.

The children also shared some creation myths of different countries. They found each myth is different and has ethnic elements. The Mongolian myths portray the primitive world as a prairie, and the Japanese myths portray the original world as an island. Although we are in different regions, there are many common speculations on the question of how the world was formed. Everyone likes to compare the chaotic universe to an "egg". Why are there so many similar thoughts in myths from different places?

Through this experience, our students all increased intercultural understanding by learning how to appreciate critically many beliefs, values, experiences and ways of knowing.



Unity within Diversity in DP Biology

-- Canan Cermen, DP Biology Teacher

Knowledge creation in science is highly collaborative and it is common to work in teams from many different disciplines and nations. The goal is common: to contribute to the shared knowledge of humanity. Having expert team members from multiple nations allows for problems using a variety of perspectives. In this way, new solutions are possible. Such teamwork takes place with the common understanding that science should be open-minded and independent of religion, culture, politics, nationality, age and gender. Science involves the free global interchange of information and ideas.

Students in the DP Biology class inquired into the international nature of science in various units. In our unit related to cells, students learned how microscopes were invented simultaneously in different parts of the world at a time when information travelled slowly, and how modern-day communications have allowed for improvements in the ability to collaborate, enriching scientific endeavor. Students also discussed how national governments are influenced by local, cultural and religious traditions that impact on the work of scientists and the use of stem cells in therapy. When we were studying cell division, students learned how biologists in laboratories throughout the world are collaborating to discover the causes and treatment of cancer.

During the cellular respiration unit, students inquired about fermentation products in different countries' diets, realized the difference between usage of starch and ATP as sources of energy while making connections to Chinese and Turkish traditions of giving gold, and even had the chance of tasting a typical Turkish breakfast with homemade bread, Mediterranean olives and sun-dried tomatoes from the Aegean coast!

The 'Unity within diversity' theme was discussed in the genes and chromosomes units. Sequencing of the human genome shows that all humans share the vast majority of their base sequences but also that there are many single nucleotide polymorphisms that contribute to human diversity. Caring DP students were saddened by the fact that genetic diseases transcend nationalities yet felt hopeful that international teams of scientists are working hard to find creative solutions.

During our inquiry about epigenetics, we were all excited



to read the groundbreaking preliminary findings of the NASA Twins Study, in which international teams of researchers monitored astronaut Scott Kelly on the International Space Station.

Learning about The Global Artificial Photosynthesis (GAP) project, which is an international venture that aims to create an artificial "leaf" within the next decade, as a potential remedy to anthropogenic climate change made all of us feel optimistic about the future.

As Marie Curie stated, "Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less." The process of understanding can only be truly achieved by international collaboration.

"Adolescents entering the adult world in the 21st century will need to read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives."
International Reading Association, 2006

There's been plenty of research confirming what we all probably know: that the single-most important indicator of school achievement is the extent to which a student reads for pleasure. Students who are independent readers receive significant gains not only in reading comprehension, but in fluency, vocabulary and background knowledge, writing ability and grammar. A recent ten-year study of children in New Zealand (Competent Learners at 14 Project) showed that non-readers are likely to be heavier video-game and television watchers, and less likely to be enthusiastic about going to school.

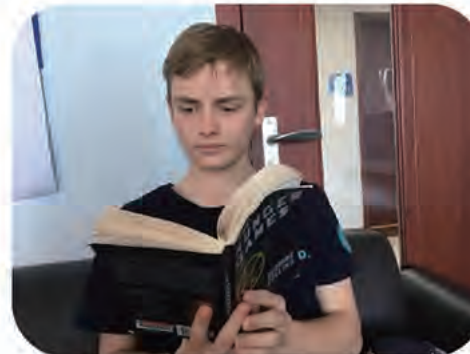


Powering Imagination & International Mindedness

-- Chris McCarthy
Literacy Coordinator, English A & TOK Teacher

But there is an equally powerful effect when students read voraciously and widely: they become more internationally-minded. QAIS is international: our classrooms are represented by dozens of nations, our coursework focused relentlessly on building international understanding. And it is books that can effortlessly give our children access to the mind of a 3rd century Terracotta warrior, the passionate dreams of a young Mexican migrant worker at the turn of the last century, or the discipline of a non-violent Civil Rights protestor in Alabama in 1961. In MYP Language and Literature, students have read novels that allow them to try on the armor of a medieval knight, to feel the patriotic surge of a Shandong Boxer. It is through this window, that they can build empathy, understanding, gain crucial insight into the world beyond Qingdao. Reading builds the kind of intercultural understanding and respect that will resonate in our students long after they have left with their diplomas, the same way the love of reading, the power of reading, will stay with students for the rest of their lives.

Some might suggest that the same impact can be made through movies, through watching videos-surely we can become internationally-minded by seeing with our own eyes what a refugee camp looks like, or how a teenager in a Parisian suburb starts her day? But reading fires the imagination, inviting students to build the emotional connections reflectively, creating bonds and understandings with characters who only exist as ink on a page. In the words of Dr. Johnson in his "Preface to Shakespeare," "Imitations produce pain or pleasure, not because they are mistaken for realities, but because they bring realities to mind." Reading can bring reality, indeed, truth to mind. Reading can make us kinder, more tolerant, more understanding, more human. It is the imaginative bedrock of international mindedness.



International Model United Nations INMUN

-- J.D. Holtrop, Design Tecnology Teacher

One example of encouraging international mindedness this year, was serving as advisor for a student led effort in collaboration with Student Council and CAS, to create and organize the 1st Annual International Model United Nations (INMUN).

It was a great success as over 50 international students from 8 different international schools around the country attended, participated, and worked together to help find solutions to address the refugee crisis.

With respect to the three main areas of international mindedness, this most closely developed the "Global Engagement" component by encouraging a commitment to address humanity's greatest challenges by critically considering the powerful and the privileged, recognizing that they hold the earth and its people in trust for future generations.

Students researched, vigorously debated, and came up with a number of resolutions aimed at helping the refugee crisis.



The Power of Collaboration

-- Hailey Chen, PYP Chinese Teacher

Taking action is an important part of the IB program. The action should connect with the real world to help students get deep understanding of their learning. For the PYP Exhibition this year, the food group decided to build a greenhouse and grow food for people who may be in need, like the elderly. To help them understand more about cultivating plants, we went to a farm to understand how food is grown. Our students learned the importance of saving food as they experienced it is not easy for farmers to grow crops by themselves.

When it was the students' turn to work the land, working together as a team was an important factor but it turned out cooperation was not an easy concept to understand. At first they didn't understand how to cooperate with each other but in our classroom we talked about what cooperation is and how you can work together. The students also explored how to deal with conflict when they were cooperating. As they got more and more comfortable with each other working together, conflicts were also easily resolved.

As a Chinese teacher for grade 1 students in an international school setting, I always have foreign students who learn a new language and a new culture. It is always stimulating to see how students easily show their respect for different cultures in our classroom and are open-minded to accept different opinions, ideas or actions.





Growing together to be part of a global community

-- Jessica Vargas,
Homeroom Teacher Grades 1 & 2

To be internationally-minded is an abstract idea at any age and how to act that way can be even more puzzling. I believe the only way you can truly be internationally mindful is by having experiences and the willingness to leave your comfort zone. In our Magnolia (grade 1) classroom we wanted to help our students make this learning tangible and meaningful and we did so with our attribute collectable cards. We wanted our students to experience on a daily basis what it means to be: caring, communicator, thinker, knowledgeable, open-minded, principled, risk-taker, reflective, inquirer, and balanced. When students acted in a caring way with one other, we would acknowledge this by giving a caring card on which they wrote why they earned that card. It was beautiful to see how the attitudes of the students began to change and how they were intrinsically motivated to strive to be the best they could be. They really learned to be reflective not only about their academics, but about their own character and I feel that's the beginning of becoming an internationally-minded citizen in our diverse world. It is wonderful to overhear conversations between them in which they appreciate and recognize an attribute in each other.

Throughout the year the students were actively engaged in units of inquiry that allowed them to further develop life-long attitudes. We started the year by learning about various beliefs and traditions from around the world and appreciating and respecting our diverse community for our unit, Who We Are. Our curiosity grew with our unit, How the World Works, in which we learned about the properties of light and sound. We demonstrated our enthusiasm for creating when we invented or innovated toys with simple machines for our unit, Where We Are in Place and Time. In our unit How We Organize Ourselves, we used our creativity to integrate our understanding of transportation systems and created a mini version of our city in our own classroom. We challenged ourselves to cooperate and build 3D models of four different ecosystems for our unit Sharing the Planet. We wrapped up our journey together by expressing ourselves through poetry for our final unit, How We Express Ourselves. Through all of these engaging experiences we learned to be a part of a global community in which we empathize, display integrity, gain confidence, are tolerant and patient with one another, and commit to becoming a better person each day!

We remind our students every day that this is a shared learning journey in which we each work towards becoming a better person each day and letting our own talents and personalities shine; and through the connections and experiences we share, we grow together. As Dr. Suess stated once, "Why fit in when you were born to STAND OUT!"

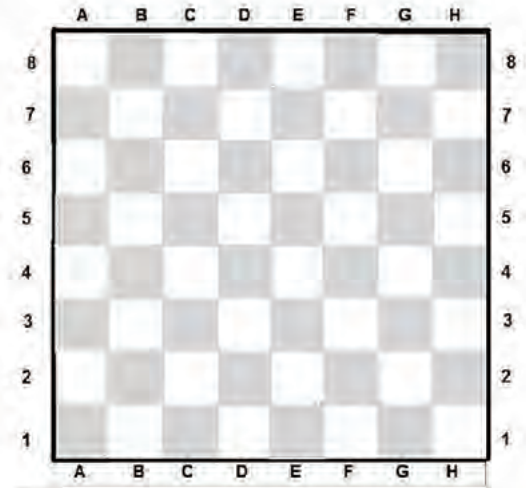
The history of math can be summarized as the long journey humanity walked from number one to zero in centuries. Starting with the need of counting to the discovery of the number one, mathematicians from every part of the world contributed to this long journey. For example, number zero was discovered by many ancient cultures simultaneously unaware of what other civilizations had discovered about numbers.

During this academic year, we covered some parts of this long journey with our students. In this article, I would like to share some highlights of what we discovered together.

In MYP 10 Advanced Math, while studying arithmetic sequences and series, students read the ancient Asian story of a chess game between the King and a chess player, Sissa ben Dahir. The King lost the game, and he asked what is the demand of the winner. The chess player proposed the reward mentioned below.

THE JOURNEY FROM NUMBER ONE TO ZERO...

-- Murat Gokalp, MYP- DP Math Teacher



"... the king should put one grain of wheat on the first square of a chessboard, two grains of wheat on the second square, four grains on the third square, eight grains on the fourth square, and so on, doubling the number of grains of wheat with each square..."
Sissa ben Dahir

My students were amazed by the power of numbers and counting since the chess player had already calculated that the wheat stocks of the country would never be enough to pay the reward!

In DP Mathematics HL, Paul explored the story of the "imaginary number". The story began with the early works of Al-Kwarizmi on cubic equations in the Middle East. In later years, Italian mathematicians translated his work and started to present the solutions of the cubic equations to the Italian dynasty at that time. During these presentations, some mathematicians realized that some

equations do not have solutions. Many decades later, using the contributions of many mathematicians from all around the world, Euler introduced a new number set called: "Imaginary Numbers". Without imaginary numbers, humanity would not be able to design chips and transistors, which make up the foundations of all electronic devices.

Finally, in DP Mathematics SL, Gabriella did an extensive work on Euler. During her inquiry, she discovered that Euler communicated with many mathematicians of his era, who lived in different parts of Europe, by writing letters. Also, he took academic posts in different countries. I would like to invite you to read Gabriella's extensive work on Euler which is published as a separate article.

Mathematics is in a sense an international language. Many of the foundations of modern mathematics were laid many centuries ago by Arabic, Greek, Indian and Chinese civilizations, among others. Humanity is still walking on the long journey from one to zero.

