



PERSPECTIVES ON

INTERNATIONAL MINDEDNESS

2014-2015



QINGDAO AMERASIA
INTERNATIONAL SCHOOL

CONTRIBUTORS

Dr. Christopher Vicari
Emilie La Roux
Karen Melis
Kathryn Porray
Laura Roark
Kristen Li
Sabrina Zhong
Dr. Vanessa Rigaud
Bradley Murray
Christina Szyman
Hui Yuan
Nathan Ashelman
JD Holtrop
Brent Vickers
Mark Brierley
Pauline Roby
Charla Esser
Jacqueline Sturm
Chris Cronin
Jeff La Roux
Almon Yao
Jason Hershberger

EDITOR

Eric Blocher

ALL ENQUIRIES

Info@QingdaoAmerasia.
org

(+86 532) 8388-9900

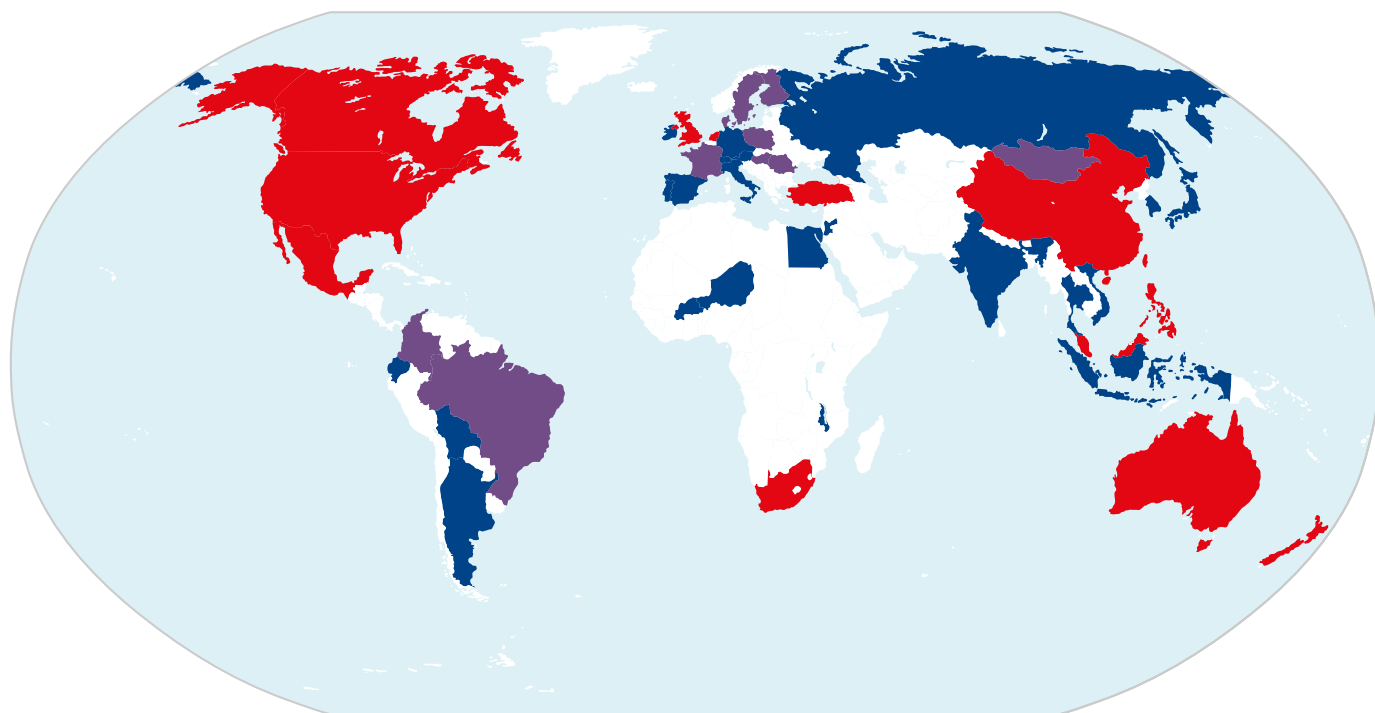
© Qingdao Amerasia
International School
MMXV

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.

Contents

Countries of the QAIS Family	3
International Mindedness in an IB Continuum School	4
Toddlers Practice International Mindedness	5
Multilingualism Blooms in the Lotus Cottage	6
Chinese Language Skills in the Peony Cottage	7
Building Intercultural Awareness Through the Senses	7
Universal Curiosity Leads to Personal Discovery	8
A Unique and Powerful Form of Expression	9
An Omani Woman in Qingdao	10
Care for All Living Things	11
What Countries are Really Living 'the Good Life'?	12
Designing a Solution for Species Extinction	13
Intercultural Understanding in Language Acquisition	13
Teens: Heavy Metals are an Insidious Global Issue	14
Representing Personal and Cultural Identities	15
Personal, Local, and Global Perspectives on Aesthetics	16
Humanities Investigate Peoples and Cultures	17
Putting International Mindedness Into Practice	18
Firsthand Experience of Other Cultures	19
Chengdu: Ancient Cultural Capital	20
From Interpersonal to International With MUN	21
Across Cultures, Across Generations	22

Countries of the QAIS Family



STAFF NATIONALITIES

United States
United Kingdom
Canada
Australia
China
Malaysia
Turkey
Philippines
Mexico
New Zealand
South Africa
The Netherlands

OTHER COUNTRIES WHERE STAFF HAVE LIVED OR WORKED

India Thailand
Indonesia Japan
Egypt Spain
Jordan Niger
Italy Ireland
Vietnam Bolivia
Argentina Ecuador
Germany Korea
Austria Bermuda
Switzerland Russia
Singapore Malawi
Portugal
Burkina Faso

OTHER STUDENT NATIONALITIES

France
Sweden
Finland
Poland
Romania
Brazil
Colombia
Denmark
Vanuatu
China
(Hong Kong, Taiwan, Macao)
Mongolia

Native Languages at QAIS

English, Chinese, Korean, Japanese, Danish, Swedish, Tamil, Hindi, German, Marathi, Tagalog, Italian, French, Finnish, Spanish, Polish, Russian, Portuguese, Malay, Turkish, Albanian, Afrikaans, Dutch

20% of QAIS students are natively bilingual: English/Chinese, English/Japanese, English/Swedish, Chinese/Japanese, Chinese/Turkish, Spanish/German, Danish/Japanese, Danish/Chinese, Italian/Chinese, French/Chinese

International Mindedness in an IB Continuum School

Dr. Christopher Vicari and Eric Blocher



In 2015, Qingdao Amerasia International School has demonstrated a unique commitment to the highest standard of international education, becoming one of only 17 schools in China to offer fully-authorized International Baccalaureate programs for students from age 3 to 18. The final stage of this journey was our authorization to implement the International Baccalaureate Middle Years Programme, in 2014-2015.

One of the great strengths of IB programs is that they set forth universal standards, concepts, themes, and objectives, which are implemented in ways that can be very particular to a school or classroom. Among the programs' universal objectives, the cultivation of international mindedness is at the center of the IB approach to education.

In the current literature from the International Baccalaureate Organisation, international mindedness is defined in terms of explicitly associated values, attitudes, knowledge, understanding and skills manifested in three areas:

1. Multilingualism
2. Intercultural Understanding
3. Global Engagement

These three dimensions of international mindedness are embedded in the IB Learner Profile. An internationally-minded learner is above all a competent communicator, open-minded, and knowledgeable. However, these qualities cannot be achieved without the remaining seven attributes, which fall into the two categories of cognitive competence (inquirers, thinkers,

and reflective practitioners), and disposition (principled, caring, risk-takers, and balanced). Therefore, the best way to develop International Mindedness in ourselves and in our students is to develop all the attributes of the IB Learner Profile (PYP8, 2013: 36).

At QAIS, our early years classrooms follow the teachings of Dr. Maria Montessori, and Montessori's emphases on *peace* and *love of learning* are carried throughout the school. The Montessori idea of 'cosmic education' also teaches the interconnectedness of all things, helping children to understand themselves as part of the whole, and as contributors to that whole.

The union of the Montessori and IB approaches creates a rich environment to explore international mindedness, in all of its meanings and possibilities. This year, as we celebrate our authorization for the full IB Continuum, we offer a glimpse of some of the many forms that international mindedness has taken within our school and community.

One of the great strengths of IB programs is that they set forth universal standards, concepts, themes, and objectives, which are implemented in ways that can be very particular to a school or classroom.



Toddlers Practice International Mindedness

Emilie La Roux and Karen Melis



This year in the toddler room, we have addressed international mindedness in a number of ways. First of all, our class consists of children from many different countries, China, U.S. Romania, Denmark, Japan, Thailand, South Africa, and Germany, to name those from this particular school year. We are very careful to teach a deep respect for all individuals, and the children see this modeled in the way that the teachers treat each other and in the way we treat the children and their parents. We encourage children to think about others and use words and gentle touch to avoid conflict. We believe that this is the beginning of intercultural understanding. Our hope is that this early experience of interacting in a respectful way with those whose language, customs, and appearance are different from their own will provide children with the basis of continued and growing understanding.

We are a complete bilingual immersion classroom with native English and Chinese being spoken by teachers. The children are bathed in a rich

linguistic environment where directions are given bilingually, stories are read in both Chinese and English, and language materials are taught in both languages. Children learn counting, colors, animal names, and more bilingually. After months in this environment, our toddlers understand verbal directions, and many begin to address each teacher naturally in the teacher's native tongue. We have also engaged parents in the use of their own languages by asking them to read books in their mother tongue, thereby developing respect for our students' own languages and exposing classmates to the sounds of those languages.

Diversity, multilingualism, and cosmic education make this Montessori Toddler classroom a model of international mindedness.

Our cooking program included dishes from other cultures, to be prepared and eaten by the children

every day. We prepared Italian focaccia bread, Japanese sushi, American-style sandwiches, English rice pudding, Asian fruits, and much more.

The activities on our shelves also reflect Chinese and other cultures. We include a chopstick transfer activity, opening/closing activities using containers with Chinese themes and styles, animal picture matching depicting animals from around the world, and art projects using a number of themes.

Finally, Montessori cosmic education, which addresses global perspectives of time and place, form a basis of further broadening global understanding. Our toddlers are beginning to understand such things as days of the week, time, seasons, nature and science, and places in the world beginning with their own city and country. These are the tiny seeds of knowing that there is much more than the children's own narrow perspectives, and that there is a large world to which they are connected.

Multilingualism Blooms in the Lotus Cottage

Kathryn Porray

This year I noticed a definite strengthening of the element of multilingualism in our classroom, which was supported in a number of explicit and organic ways. For the first time, we had older children who had been in the program for 2 or 3 years, and who had developed competency or fluency in English and Chinese. They discovered that they had enough understanding and skill in expressing themselves bilingually, and I witnessed many instances where children spontaneously translated ideas, comments, or instructions for the benefit of their classmates. I really saw a jump this year in their confidence and awareness of themselves as multilingual.

The 3-year cycle and the mixed-age grouping of the class is instrumental in developing this competency. Because of the greater number of children, and the relative freedom throughout the day to choose one's own activity and partners, children experienced naturally shifting back and forth between languages in their interactions with others. I saw many children gaining confidence and skill participating in pairs or small groups of children speaking a language other than their native language. Children who had been in the environment for a significant amount of time shifted naturally and easily between both languages and had developed strong friendships with children of all linguistic backgrounds, while children who had recently joined us tended to stay comfortably with a small group of friends speaking their native language.

A few children who speak a common third language at home also started discovering that they could use this language to communicate with each other. We explicitly encouraged this when inviting children to share their linguistic knowledge with their peers, particularly at circle time and during lunch. Children taught each

Multilingualism was aided by the integrated dual-language environment, the composition of the community, and the openness of the daily schedule and work periods.



other how to count to 10, how to say hello and thank you, and some other vocabulary in their native languages or other languages they knew, which included Spanish, Korean, Danish, Marathi, Vietnamese, German, and Swahili. Children became very interested in sharing what they knew, and practicing new things, and this carried over from formal gathering times to spontaneous conversations at lunch and playtime as well.

In this year's curriculum, Where We Are In Place And Time and How We Express Ourselves were both areas where intercultural understanding was developed in explicit and organic ways. Our year-long unit on celebrations around the world created opportunities to invite parents and families into the school environment for celebrations and visits to the classroom. Some parents helped their children present about their international travels or home customs, food, and culture, and this really enriched the children's experience at school. They had opportunities to appreciate aspects of their own culture and personal history and share it with others, as well as be exposed to the values, traditions, and views of their peers. We explored aspects of physical and cultural geography in our exploration of ways where we live influences how we live. This had explicit connections with geography lessons related to continents, countries, landscapes, different types of homes, food, clothing, and many examples of pictures, books, music and stories were brought in to share with the children.



Chinese Language Skills in the Peony Cottage

Sabrina Zhong



This year in Peony Class at QAIS (ages 3-6), several of our foreign students moved toward greater Chinese fluency. They were enthusiastic about learning to communicate in a variety of ways in more than one language.

One Danish boy could already speak four different languages, including Chinese, but didn't have any ability to put Chinese sounds on paper.

When he saw his a classmate write a sentence in Chinese Pinyin, he came to me and ask me to teach him Chinese. So we started the journey of learning Chinese. He said "I will write a letter in Chinese and send it to my mom." "Yes, you of course can do it!" I replied. He was happy to learn it, even though he struggled at times.

When he finished learning all Pinyin

combinations and sounds, he had more confidence to do other things, like helping younger children in their own explorations of Chinese Pinyin. He enjoyed observing the works of his friends with higher-level Chinese skill, and he took some materials from other areas such as zoology and geography to work on them in Chinese.

He liked to practice Chinese Pinyin by himself as well as with his friends. When he worked with his friends, they liked to check each other's work, and talk about corrections.

He knew lots of new vocabulary in Chinese, and also liked to make Chinese friends because he could communicate and understand more Chinese; even though sometimes there were some mistakes in his sentences, his fellows would correct him.

Building Intercultural Awareness Through the Senses

Kristen Li

When we were in the classroom we could prepare some different country's traditional food for the kids. For example, one week I made a German Apple pie with our kids, and we discussed what it is called in German, and the origin story of this delicious apple pie!

We also have an art shell, where we prepare some work for students that explores different cultures' artifacts. For example they can make Indian-style garlands, Chinese knots, and so on.



Universal Curiosity Leads to Personal Discovery

Dr. Vanessa Rigaud



As I reflect over the 2014-2015 school year, there were multiple times where students were given the opportunity to engage with and nurture International Mindedness in the classroom. Every lesson stimulated a deep, profound curiosity about the universe, the world we live in. The students' interactions as a classroom community provided opportunities for developing self-confidence and allowed for accepting the challenges of what every day brings.

Throughout the year students discovered new things about themselves as individuals, and about their world. "Today I might have had a strong interest in the arts, music, and math, but tomorrow I might be interested language, reading, science, history or geography". They had the ability to change their minds and find new interest as they tried to unravel the complexity of the Universe. In each Unit of Inquiry, students built awareness and respect for human dignity and diversity. Whether it was during a read aloud "Stories from around the World" or exploring the relationship



of the Sun and Earth, they had the opportunity to see and experience human commonality, diversity and interconnection among us.

Language in the classroom was seen as a tool for communication that was given to us from our ancestors dating back to early humans. The students learned that communication can be done in a variety of ways and in more than one language. Language is an instrument to express ones ideas, thoughts and feeling. The students often used their mother tongue to support comprehension in the English. The mother tongue activities during the year, supported that belief and philosophy.

In my reflection, International Mindedness was a journey that was connected to experiences throughout the process rather than a destination of a particular lesson(s). International Mindedness is not a quality that is placed tactically into the curriculum, but rather one that is part of the fabric of the classroom curriculum. It is a part of all that is done throughout the day. It may not always be perfect, however I constantly strive to embed these qualities in myself. Only thus can I transmit these qualities seamlessly to the students and others. Just as the artist or musician finds colors or sounds or tonal values to achieve certain effects from the heart, building an International Mindedness ethos as an educator is to be guided to the students along their educational journey - one who inspires them to investigate and question, who guides them, who is able to sustain their enthusiasm for study and research about the whole world and themselves, and that leads them to think more deeply about their role in today's interdependent world.



A Unique and Powerful Form of Expression

Bradley Murray



In the grade two classroom we worked a great deal with works of poetry. We explored how it is a unique and powerful form of expression. The students learned about poetry devices, including, but not limited to, rhyme, personification, alliteration and simile. They challenged themselves to use these devices in their own writing. The students also had several opportunities to participate in a poetry writing session in their mother tongue, and were encouraged to share poems in their mother tongue, or other languages.

The students began by creating their own free verse poetry. We have been learning how to see the world through the eyes of a poet, to seeing regular things in new and poetic ways.

Instead of a ceiling, we, as poets, see a sky.

To start, the students take little moments from their day and describe them for an audience in new and imaginative ways.

We also learned how to use line breaks in our poetry. Line breaks are the poets way of telling the reader when to stop and notice special parts of the poem. We use line breaks to help our audience find meaning in our poetry.

With all this base knowledge in place, the students were paired with older students in the MYP programme to create a poem in either their mother tongue, or discover how a poem is created in a language they do not speak. This project was an opportunity for the students to learn about multilingual communication, as well as effective collaboration with students brought together at this school from all over the world. With this unit we spent a great deal of time learning to communicate

in a variety of ways, in a variety of languages. In doing so, we became a more balanced and caring group of learners.

This project was an opportunity for students to learn about multilingual communication, and effective collaboration in a multicultural community.

In addition, our unit celebration provided an opportunity to teach our parents all that we have learned in poetry, and have them support the students further in writing poem in their mother tongue.

This activity supports complex, dynamic learning in a very special form of expression. These poem were included in our final class project: a poetry anthology written by the students, and friends of the students, in Grade 2.



An Omani Woman in Qingdao

Christina Szyman



In the IB Primary Years Programme at QAIS, Grade 3 investigated how culture has an impact on people's beliefs, values and actions. The class had expert speaker (and mother) Zoe Gradwell come in and share stories, artefacts, and memories from the time she spent growing up in Oman. Mrs. Gradwell lived in Oman for eight years as a child, and attended an international school there.

During her presentation, Mrs. Gradwell wore clothes from the region and explained their significance in Omani culture. She also displayed jewelry, art, and pictures of the country, and discussed their cultural significance. We learned about the leader of the country, who is called a Sultan, and how he became known as the Sultan of the People.

The key concept being explored in this lesson was 'perspective,' as the students enjoyed thinking about dress, accessories, and other cultural artifacts from a different perspective.

Through the inquiry cycle the students were able to "Find Out More" about how culture has an impact on people's beliefs, values and actions. By allowing the student to "Find Out More" from an expert speaker they were able to begin "Sorting" out their similarities and differences with other cultures from around the world. As the students were working through the Inquiry Cycle during this unit, they were given the opportunity to work towards taking action by reflecting and sharing their perspectives of different cultures.

Through a parent's presentation about her own intercultural experience, Grade 3 learned about how culture has an impact on people's beliefs, values, and actions.



Care for All Living Things

Hui Yuan



An internationally minded learner is above all a competent communicator, open-minded and knowledgeable.

During the "Sharing The Planet" unit, our animal group students wrote their own central idea and lines of inquiry in English and Chinese. Their central idea was that, "The way a society treats animals is a reflection of its respect for living things." At first they tried to write the Chinese part by themselves, and then asked the Chinese native speakers to help them to correct it.

Before we went to the Huangdao Wildlife Park, they wrote all the information in Chinese and communicated with the zoo staff to explain all of the lines of inquiry that they were researching, their reasons for going to the park, and what they hoped to achieve through their visit.

Because of this diligent preparation, the zoo staff provided the students with an effective and informative experience. They had a special narrator/guide for us. We got to go into several of the animal houses and feed the animals by ourselves. The students were so excited to try all the time. They fed the animals very nicely.

When we visited the different animal pavilions, the students also tried ask questions in Chinese and English together, and when they didn't understand the answer they helped each other. They could understand why so many local people around them wanted to take pictures of them or talk with them. They had a good attitude in communicating with students from other schools. In this field trip they acted as international communicators and thinkers, with great courage, and care for all living things.



What Countries are Really Living ‘The Good Life’?

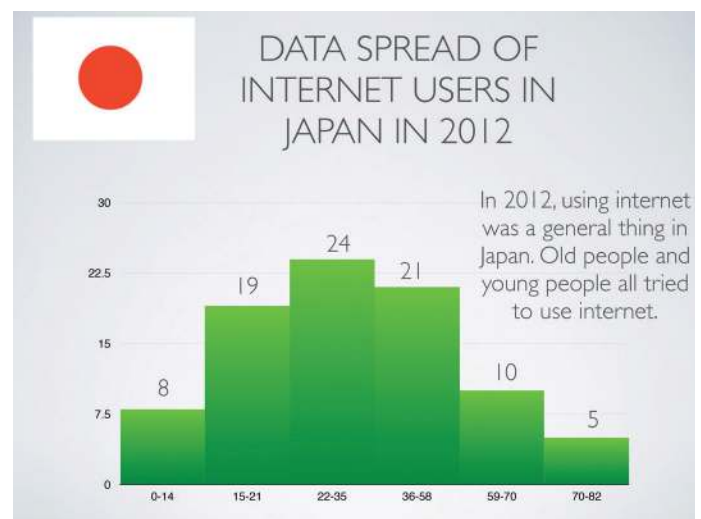
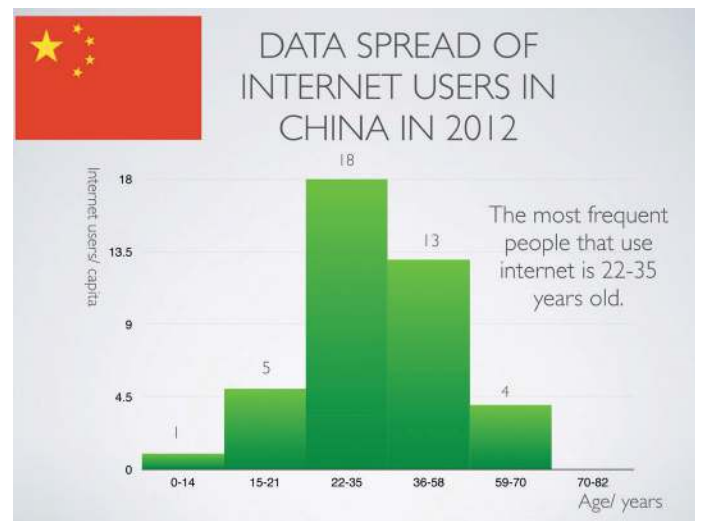
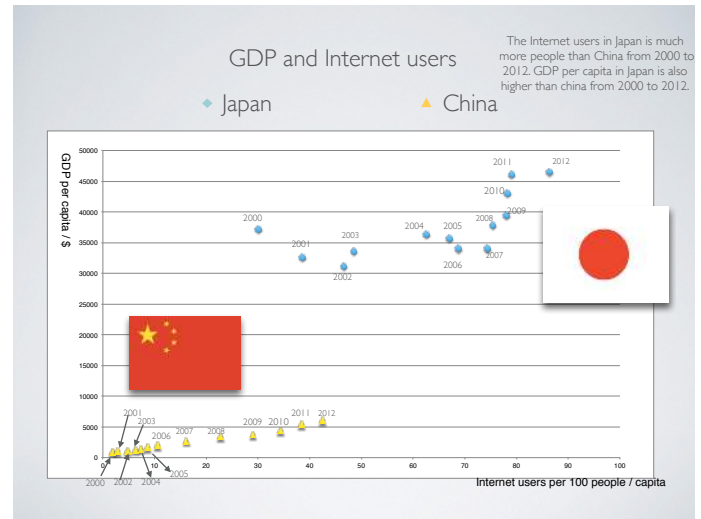
Nathan Ashelman

We asked the students to define prosperity at a deeper level, and to reflect on what other measures of living a “good life” might be.

In The Good Life unit, MYP4 students selected, compared, and graphed various statistical indicators of prosperity across multiple countries to determine which was more prosperous by their chosen measures.

In this unit students explored what prosperity means, and deepened their knowledge of the current state of global development and (in)equality. Most students’ initial choice for measuring prosperity is GDP, so we used statistical datasets to compare typical (mean, median) wealth and equitability of distribution (data spread, quartiles, quintiles). Soon, however, we asked the students to define prosperity at a deeper level, and reflect on what other measures of living a “good life” might be. Students brainstormed as a group, researched examples of other measures, such as Bhutan’s Gross National Happiness and the Legatum Institute’s Prosperity Index, and were inspired by watching Hans Rosling’s dynamic visualizations of global development of health and wealth. Students studied Tim Jackson’s *Prosperity Without Growth* report and began questioning whether the current model of ever-increasing economic growth and ecological impact are sustainable. By analyzing scatter plots of all nations’ happiness, life-expectancy, and education participation against income, students quantitatively defined how much is “enough” to be happy, healthy, and educated, and determined whether there is already sufficient global wealth to attain these for all.

In their summative assessment, students chose several countries to compare, which typically included their native country as well as others they were interested in. They selected measures of prosperity they believed to be most important, researched global datasets and justified the reliability of their data sources, and created a presentation using statistics to describe and compare the prosperity of their countries, including creative graphs to visualise the data. Students presented their findings to the class, so all benefitted from a growing awareness of the state of our global community.



Designing a Solution for Species Extinction

JD Holtrop

One example of encouraging international mindedness this year was a unit with MYP 2 & 3. In this unit, students created a children's book about an endangered species for the QAIS Library, in two languages (one language was required to be their mother tongue).

Students researched and picked one endangered animal to help save, wrote about the key information about the animal, the reasons it is endangered, and how to help. Students also shared their book and the lessons learned with younger students in the PYP.

This activity encouraged international mindedness through having students look at the world and consider the impact that their own actions, ideas, and communication might have on a global level. It also gave students a chance to work and their mother

Students looked at the world and considered the impact that their own actions, ideas, and communication might have on a global level.

tongue as well as a secondary language. Finally, it allowed students to use their abilities to examine how closely-intertwined the effects of our actions are on the world, and how those actions can potentially make an impact on the world themselves.

In this way, students were able to effectively interact with the three major areas of international mindedness: multilingualism, intercultural understanding, and global engagement.

Intercultural Understanding in Language Acquisition

Brent Vickers

In Language Acquisition (English) phase 2, students in Grades 7-10 developed their intercultural understanding in the context of learning about how people greet each other in different cultures.

First, students activated their existing knowledge and reflected on their own ways of greeting, as well as those they experienced in other cultures while traveling overseas. They demonstrated their existing knowledge to the teacher and peers using miming activities.

Next, students were introduced to images about how people greet each other. Students were asked to verbally explain the pictures and to generate inquiry questions about what they wanted to know more about the other cultures' greeting methods.

For formative assessment, students researched and wrote 100 words explaining another culture's greeting methods. Students read what they wrote to the class so that peers could provide feedback according to the Middle Years Programme criteria. This was followed by a grammar activity in which the teacher selected

sentences from students' work with grammatical errors for students to write on the board. Students in teams then played a game whereby the winning team was the one that corrected the most grammar mistakes.

For summative assessment, students demonstrated how they understand 'intercultural understanding' by reading an article about different greetings customs, and writing questions from an intercultural perspective. Students also wrote 100 words giving their opinion about the article.

Students researched and wrote 100 words explaining another culture's greeting methods, and then provided each other with feedback according to the MYP criteria.

Teens: Heavy Metals are an Insidious Global Issue

Mark Brierley

At the end of this year, students in the Middle Years Programme completed a unit on metals that had generally focused on heavy metals, and addressed aspects of metal chemistry and environmental pollution. Metal pollution has considerable relevance in Asia (and indeed also the BRIC countries) as many notable heavy metal pollution cases have arisen, and are still arising, in this region. For instance, methylmercury poisoning in Minamata, Japan led to the name Minemata disease for all instances of methylmercury poisoning. Indonesia and Malaysia are under environmental assault from artisan gold mining, which releases tonnes of mercury into the environment which is absorbed into the children and the local food supplies. The metal cadmium has been released into Chinese water supplies to the extent that whole cities in China had to turn to bottled water to prevent cadmium poisoning of their citizens. Guiyu in China is also extensively polluted with a variety of heavy metals as it is one of the main dumping and salvaging regions for US electronic waste, often exported illegally from the US.

As the students learned more and more about the toxic effects of heavy metals and the impact they can have on human and animal health, we realized as a group that we needed to raise the public's awareness of these risks. To both explore these problems more and examine the impacts of science on society, we created posters to illustrate the effect of heavy metal poisoning on human health.

However, poisoning due to heavy metals is not usually done on purpose, so we made a series of posters to reflect the properties of heavy metals, their uses to society and the effects of heavy metal pollution.

Overall, the posters could have been improved by having them in Chinese and Korean in addition to English, but although students were told they could do this, none chose to. Next time I will have the criteria built in that the posters should be in as many languages as possible to get students to use and be proud of their own mother tongues. However, this aside, raising the understanding of the insidious nature of this invisible enemy was a simple but valuable step in improving everyone's understanding that these problems are global as well as local and because the same problems arise again and again, we know we have not solved the problems. Pollution isn't halted by local, national or international boundaries. It's a problem that affects us all.

We made a series of posters to reflect the properties of heavy metals, their uses to society and the effects of heavy metal pollution.




Environmental and Health Damage of Cadmium

Cd

48

112.41



Cadmium

Cadmium damaging the environment causing health problems

Cadmium is an extremely toxic metal commonly found in industrial workplaces. In southern China, cadmium contaminates the Liu River, threatens 3.2 million residents of Liuzhou city in Guangxi province. Not only cadmium can damage the environment, there are also studies linked cadmium to lung cancer, tobacco is one of the most common way that cadmium is exposed to humans, 10% of the cadmium content in a cigarette is inhaled through smoking.

APPLICATIONS FOR MERCURY

How people use mercury in their daily life.



Niche use
Mercury-vapor lamp
A mercury-vapor lamp is a gas discharge lamp that uses an electric arc through vaporized mercury to produce light.

Laboratory use
Liquid Mirror Telescopes
Liquid mirror telescopes are telescopes with mirrors made with liquid mercury.



Representing Personal and Cultural Identities

Pauline Roby

Art contributes to international mindedness by developing the ability to identify, read and understand images to become literate in visual language to communicate successfully in our increasingly image-saturated culture.

PYP class units this year included the development and understanding of Poster Design, Pictograms and Personal Logos to help answer the question 'How do we design an image that the world will understand?'

Intercultural understanding was fostered in September 2014 when the QAIS community joined in an Art-led initiative for everyone from Grade 1 up, to stencil symbolic peace motifs onto cotton Peace Flags to celebrate the UN International Day of Peace. On this day, our principled and caring students reflected on the meaning of 'Peace in the World' in a student-led ceremony. The occasion ended as everyone tied their flags together in long line to unite our community, and symbolically represent our hopes for peace across the globe.

Intercultural understanding is an intrinsic part of the design of Art Units at QAIS. The design of MYP *Face to Mask* Unit is based on the concepts of Identity and Representation within the context of Personal and Global Expression.

The statement of inquiry was: The depiction of a personal or global expression may represent or mask identity. This statement underpinned the Formative and Summative Assessment tasks.

The formative assessment focused on learning how to document the art-making process in the Art Journal as well as crucial research skills for artistic creation: how to use mind maps to explore and document their personal and cultural identity; how to present ITC research on how artists' self-portraits reflect and represent their personal and cultural identity; and how to document research and ideas about cultural, social and emotional masks.

In each of the summative assessment tasks In *Face to Mask*, students wrote an artistic intention, documented their visible thinking and art making process in the Art Journal, and recorded a reflection. In Task 1, they painted a self-portrait as an expression of their own personal and cultural Identity. For Task 2, they

Often the works enabled the student to reveal and share aspects about their particular personal and cultural identity with the group.

constructed a 3-dimensional mask (based on a Cultural Mask) that depicted an emotion, which was to reflect a part of their personal identity.

When students presented their artworks to the class, often the works enabled the student to reveal and share aspects about their particular personal and cultural identity with the group. This happened when Azton presented his Personal ID Portrait in which he represented his face in the form of a Chinese flag – while his Mask was clearly American. Azton said because he looks more Chinese, everyone thinks his identity is Chinese; he feels how his American half is perceived by the world as mask he puts on, rather than being recognized as being his real self.



Personal, Local, and Global Perspectives on Aesthetics

Charla Esser

International-mindedness was nurtured in the music curriculum here at QAIS in a variety of ways this year. The MYP Years 4 and 5 unit on 'What sticks when the music stops?' was a particularly strong example.

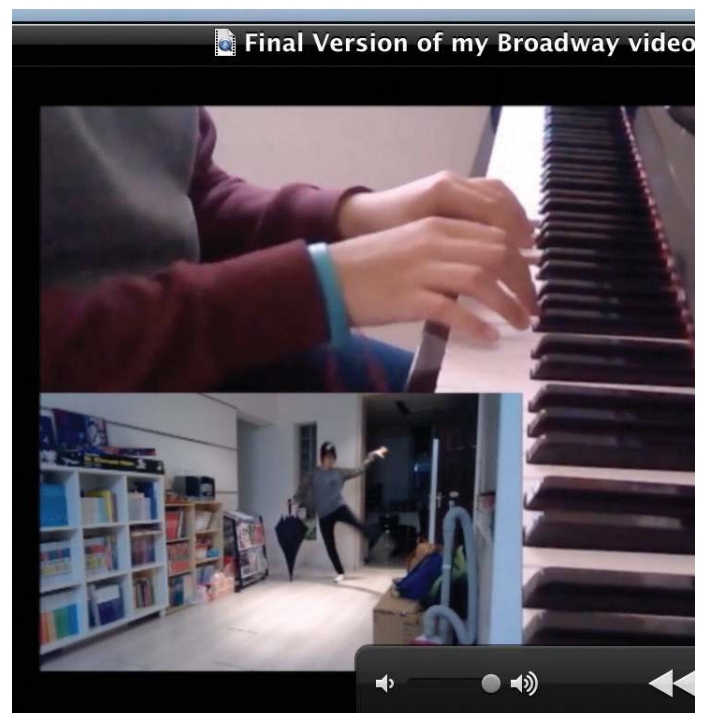
In this unit, students were engaged in developing two core elements of international mindedness: multilingualism and intercultural understanding. These were achieved through the promotion of inquiry, thought, reflection, and exploration of personal, local and global perspectives in the aesthetic appreciation and expression of music. Examination of personal perspectives and perceptions embedded the concepts and ideas, and served as a launching point for music students to explore opinions in aesthetics of music beyond what is common within their own culture. In the summative assessment the students made individual choices to inquire into music from another culture and try it out through their personal skill development. Students took risks in trying new forms of music, and examined their personal bias on *what makes music pleasing to the senses* through actual experimentation of the art form.

These activities gave students an inside view into the concept of aesthetics through actual physical experience and expression. Students focused on how aesthetic values change throughout time based on audience, culture, and interpretation. They acted as principled learners by citing research and sources. They worked to balance their personal skills by sharing in multilingual discussion sessions to help balance their overall understanding of the content and concepts explored through the review and summarization of a TED talk, by Michael Tilson Thomas, "Music and emotion through time". The student population was provided with the transcript of the TED talk in 3 languages: English, Chinese, and Korean. After initial investigations, students shared their understanding and comprehension within mixed language teams. Students also modeled the learner profile attribute of *caring* through assisting in translating and understanding their text with peers. Group reflection at the end of the unit provided evidence that the students gained conceptual understanding that music presents messages and ideas through sound and human expression is encoded in music.

International mindedness was nurtured in MYP Music by examining the purpose and expression of music. This involves inquiry into the history and expression of others. This inquiry brought a balanced understanding

into "Who, What, and Why" humans around the globe make music. This unit promoted and enhanced students conceptual understanding in two ways: 1) humans communicate expressive ideas through wide-ranging forms of musical styles; and 2) humans can develop understanding and appreciation of aesthetic values and beliefs of other cultures through personal inquiry and experiences of new art forms previously unexplored.

Students examined their personal bias on what makes music pleasing to the senses through actual experimentation with the art form.



Humanities Investigate Peoples and Cultures

Jacqueline Sturm

We examined the various forms that power, violence, and revolution may take throughout the world and the cultural interpretations and expressions of each.

Humanities is really all about international mindedness. In every unit and every lesson we learn about the world and the role humans occupy within it. We investigate different peoples and their cultures, and examine world events and world issues from a variety of perspectives.

This year MYP 2 and 3 students began the year with a study in identity. We examined the different communities of which we are a part, and the values, attitudes, and behavioral expectations inherent in each group's membership; students made some interesting cross-cultural observations and connections during this exploration. For example, we discussed sexual orientation and gender identity, investigating how homosexual and transgendered individuals are viewed and treated within different cultures and communities.



Our second unit was a study in maps. We looked at the evolution of maps and acknowledged the cultures from which various cartographic discoveries emerged. We then moved on to a study of culturally-centered maps, examining how geographic location and cultural background may influence the way in which individuals view and interpret the world. This unit culminated in an exploration of stereotypes in which students researched, shared, and debunked stereotypes from both their own and other countries.

After this we explored ecosystems and the role that humans play in maintaining ecological balance throughout the world. Students researched a variety



of endangered species, investigating, amongst other things, their chosen animal's significance in cultures throughout the world. This unit culminated in the creation of bilingual children's books which were shared with our school's lower elementary students. This activity allowed students to simultaneously develop their language abilities and take action by teaching younger students whilst also contributing to the growth of our school library.

Our fourth and final unit was about globalization. Students looked at common, everyday items and pieced them together by investigating where they were invented, where they are assembled, and where their various components originate, as well as where they are commonly used. Students then looked into what it takes to create these items, focussing on the environmental and human cost of their production.

In other years students investigated the idea of civilization, asking "what does it mean to be civilized?". We examined the various forms that power, violence and revolution may take throughout the world and the cultural interpretations and expressions of each. At one point students also inquired into the essence of what it means to be human, wondering if people can actually be said to share a common nature.



Putting International Mindedness Into Practice

Chris Cronin

We visited Qufu to learn about Confucius and to witness how the city continues to honor his contributions after thousands of years.

Secondary students in grades 9 and 10 visited Qufu on November 18 and 19 as part of their participation requirements for the International Baccalaureate focus on service as action in the Middle Years Programme. Qufu is the birthplace, hometown, and final resting place of Confucius. He died in 479 BCE.

Our students left at 6:30 AM Tuesday morning to take a bus, a bullet train, and another bus to our hotel in Qufu. The city, the hometown of Confucius and his descendants, is a walled city with a population of about 90,000 people. We visited the Confucius Temple on Tuesday after having a Chinese meal of shared ordering and communal eating. This is China's largest imperial building complex after the Forbidden City and began as Confucius' three-room house. Today the temple has nine courtyards, examples of calligraphy, and mythical tortoise statues.

Early Wednesday we walked from the south wall through the north gate to the Confucius Forest where Confucius and more than 100,000 of his descendants have been buried over the past 2000 years. The Forest was peaceful and beautiful. We also visited the Confucius Mansion, where male heirs lived and held the title of Duke Yan Sheng from the Song Dynasty through 1935.

Multilingualism - Grade 9 and 10 student are a diverse group who speak Chinese, English, Korean and Finnish. Qufu was very local Chinese; no one spoke English and the restaurant and street signs were mostly all in Chinese. Our students and staff got by through excellent communication skills from students such as Daniel, who helped us get around and order food. He was caring and thoughtful and really helped us have a successful trip.

Intercultural Understanding - Our students and teachers visited Qufu to learn about the history of the famous Confucius and to witness how the city continues to honor his contributions after thousands of years. An example of open-mindedness was when we visited the cemetery. A typical tourist thing to do here was to take photo's of this beautiful place, although some of the Chinese students pointed out that it was almost disrespectful and bad luck to take pictures whilst walking

around the cemetery. They added that it was believed that people who took photo's of this particular cemetery in the past had died from a car accident on the way back to their home town.

After returning from the trip, we spoke with students about what they had taken from the experience. The following comments came from Sarah, Grade 10:

"Qufu trip is one of the activities that the students could build up their cooperation skills and learn more about Chinese culture."

"...the Chinese speakers along the students helped the teachers to buy ticket to visit the Confucius Temple."

"I believe the students had a good experience to develop their skills of building leadership and cooperation."



Firsthand Experience of Other Cultures

Jeff La Roux

Regional and international trips exposed our diverse group of students to new ways of living, while encouraging reflection about their own cultures.

QAIS secondary students had opportunities to build intercultural understanding first-hand through trips, and I accompanied them to Qufu and to Paris. For both trips, students were divided into travel groups and had one adult chaperone per group.

In Qufu, we visited the burial site of Confucius. Within the forest, there were generations of Confucius' relatives buried nearby. One of the Chinese students in my group was anxious to leave, saying that the air was cold in cemeteries. This led to a discussion about funeral and burial traditions in other Asian countries, in Europe, and in America. The students were open-minded and respectful about the customs and practices that occurred in other countries. We also talked about taking pictures in cemeteries and the implications that taking pictures led to.

In Paris, our students exhibited collaborative communication skills. We had travel groups lead us to the correct subway stops, and promoted the idea that everyone was responsible for knowing where we were going. One night, we provided each group with a destination that was motivating for them to visit, and asked them to find a way to get their group there. Three different groups arrived at the same place, a shopping center, having worked collaboratively in their group to reach the destination.

Both of these trips supported the International Baccalaureate learner profile characteristic knowledgeable in that students were exploring global ideas and making comparisons to their own cultural understandings. We visited the Palace of Versailles, which was over-the-top extravagant. Some students made good connections between the amount of money that was dedicated to gold decorations and the value of the decorations in a world market.



Chengdu: Ancient Cultural Capital

Almon Yao



By visiting a city that is rich in Chinese cultural artefacts, students could think critically about what constitutes culture.

This year, I conducted Chengdu trip for Grades 7 and 8. The reason I chose to visit Chengdu was because Chengdu is the capital of Sichuan Province, and is acclaimed as “the land of abundance.” In addition, Chengdu is also known as South Silk Road. This famous historical and cultural city boasts an abundance of tourist attractions.

Chengdu trip was not only an outdoor learning journey, but also provided the students a platform to develop international mindedness better. By visiting the historical relics and attractions, it expanded the students’ geographical and natural knowledge of China, promoted the students’ interest in Chinese art and culture as well as appreciation of their own culture. Among the highlights were Shu Han cultural relics (Wu Hou shrine, Jinli old street, Thatched Cottage of Du Fu), breathtaking scenery (Mountain Qingcheng), museums, irrigation project, Peking Opera, ‘change face’ performance, puppet shows, snacks and street food and the Giant Panda Reserve.

In order to ensure the students understanding of International Mindedness, I prepared a booklet for the students to complete. In the booklet, various tasks had been designed which involved multiple concepts, inter-discipline areas, language and ATL skills. The

students used the journals to record their observations, reflections, and experiences in this hustle and bustle historical city.

During the trip, the students worked collaboratively as a team. Their willingness to jot down notes and exchange notes, and to share their different points of view, provided a platform for them to become more open-minded communicators and critical thinkers. Exposure to 5000 years of Chinese ancient history and traditions widened the students’ eyes and stimulated them to evaluate the significant meaning of culture in different aspects.

Apart from the academic aspect, the Chengdu trip was a fun trip because the students were required to observe three aspects of their friends’ personalities which they had not witnessed at school. I believe this activity had fostered the bonding among the students and improved their friendship as well.



From Interpersonal to International with MUN

Jason Hershberger

Students in the MUN developed attributes of the learners profile while attending the YMUN conference in Seoul, Korea, where they tried to solve important international issues.



During the 2014-2015 school year I guided a group of students to develop their international mindedness. In helping the students to prepare and participate in the Yale Model United Nations in Seoul, Korea, we led them in exploration of global issues. Specifically the students learned about and analyzed international topics such as the rights of protestors, food security, youth unemployment, and refugees.



The students developed international mindedness because they had to not only learn about the topics through a basic research lens but also had to evaluate them based on the fact they represented countries (Iraq and Hungary) in committees for the United Nations.



Also, through their participation in the conference, the students broadened their international mindedness by having to interact with the other students at the conference on two levels. First from a personal level, these students were from all around the world, so our students got a chance to learn more about other cultures and the values and beliefs of other adolescents. Second, all students had to navigate the political world of international issues, where everyone was trying to understand the important issues, make compromises, reach consensus, and find solutions to the problems.



Finally, this experience helped the students develop attributes of the IB Learner Profile - specifically, the attributes of being knowledgeable and communicators.

Across Cultures, Across Generations

Laura Roark



At QAIS this year I have contributed to Global Engagement and Intercultural Understanding by offering workshops and publishing articles within the community on how to improve relationships within the family. The workshops brought families from many different countries and backgrounds together for group discussion and sharing of the trials and tribulations of parenting, especially of third culture kids. I presented theories of conflict resolution by three-time Nobel Peace Prize Nominee, Dr. Thomas Gordon, and facilitated group discussions on how to implement the ideas into the family. The families that participated in the group shared stories of the successes within their own families and other relationships, which improved over the course of the months.

When parents participate in actively improving their relationships with their children, and focus on peaceful conflict resolution, it starts a chain of empathetic listening and improved emotional intelligence that can last for generations and spread peace among communities and in families. In looking at the needs of each member of the family, and the importance of alone time and togetherness, families learn to be balanced. They participate in reflection when they consider where their values come from and whether they are relevant in their life today.

Parents have become better listeners, role models and risk-takers by trying new methods to address the age-old problem of control within the family and community. The benefit to the children is learning how to solve conflicts peacefully and fairly, both immediately and in the future.

When we reflect on our parenting styles and share our stories as a group we develop intercultural understanding and become more open-minded.



QINGDAO AMERASIA INTERNATIONAL SCHOOL

Inspiring a lifelong love of learning.

68 Shandongtou Lu Qingdao, China 266061 (+86 532) 8388-9900

www.QingdaoAmerasia.org



AMERICAN MONTESSORI SOCIETY

education that transforms lives

Accredited Member School



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

