TEACHERS’ DEFINITIONS, PERCEPTIONS, AND UNDERSTANDINGS OF INTERNATIONAL MINDEDNESS

by

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To my children, Michael and Emma, whose immense wonder and love remind me everyday of why I reach to learn and love to teach.
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Abstract

TEACHERS’ DEFINITIONS, PERCEPTIONS, AND UNDERSTANDINGS OF INTERNATIONAL MINDEDNESS

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Dissertation Director: Dr. Rebecca K. Fox

As international mindedness continues to grow in importance, the understanding of what international mindedness is and how it is applied in the classrooms of schools today is not equally defined or shared. This study explored how International Baccalaureate (IB) teachers in an international school in a Nordic country define and perceive international mindedness in order to identify the implications of those perceptions for classroom practice. This study employed qualitative case study to address how the IB teachers defined, understood, perceptive, and believed international mindedness as well as the role international mindedness played in these teachers’ planning and practice. The researcher investigated how teachers’ definitions and understandings impact their classroom practice through interviewing, document analysis, and classroom observations. The key findings from thematic analysis indicated the teachers define international mindedness as an active concept with distinct educational outcomes: 1) a deeper understanding of others, and 2) a
widening of perspective. Additionally this study found that the participants believed that education and experiences of, and exposure to, people and places impact one’s development of international mindedness and the role that international mindedness played in these participants’ planning and practice served as a guide or motivation to utilize students’ perceptions, voices, and experiences in the classroom. This study shared practical strategies and implications involving internationally minded teaching in the international school classroom and supported the notion that international mindedness is a term that can add value to teachers’ practice when they took part in the individual exploration and declaration of its meaning.

Keywords: international mindedness, International Baccalaureate, teachers’ beliefs, case study
Chapter One

International mindedness has become a term more commonly talked about and considered in schools all over the world (Gigliotti-Labay, 2010; Haywood, 2007; Hill, 2012; Walker, 2011). “Discourses of globalization, globalism, internationalization, and internationalism interact, clash, mingle, and agree with one another in a world full of meanings, and amidst and in response to all of this, educational discourse has promoted the notion of international mindedness” (Hurley, 2005, p. 1). International mindedness, which is explained more thoroughly in Chapter Two, is a process that begins with self-reflection and understanding of one’s own culture and identity. This process involves awareness of, and respect for, other people, cultures, and nations in order to inform one’s understanding of different perspectives and ways of life (Hill, 2007; Merryfield, 2003; Merryfield, Lo, & Kasai, 2008; Skelton, Wigford, & Reeves, 2002). As the notion of this term is increasingly becoming promoted in schools, it has become a key concept associated with an international education and international schools (Haywood, 2007; Hill, 2012, Walker, 2011).

Many scholars have agreed that international mindedness or an internationally minded education began within the halls of international schools (Hayden, 2007; Hill, 2001; Walker, 2011). International schools were formed in response to the needs of multinational groups of expatriate families who were brought together through their work
in trade or diplomacy (Hayden & Thompson, 2000; Walker, 2011), and have evolved over time, serving the children of mobile expatriates. Educators within these schools have made efforts to integrate the goals of international mindedness in their schools’ purposes, philosophies, and mission statements in order to demonstrate their commitment to a globally interdependent world (Gigliotti-Labay, 2010; Hayden & Thompson, 1995). Gigliotti-Labay (2010) believed that international schools are in an excellent position to be the site of internationally minded education because they are located all over the globe, they carry the label of international, and they work with diverse populations.

The role and importance of international schools continues to grow in a world where ideas and information can be easily exchanged, accessed, and discussed among different people and different nations (Gigliotti-Labay, 2010; Hurley, 2005). As global communication becomes more prominent, many international schools have recognized the need to embrace the concept of international mindedness in their classrooms, curricula, culture, and philosophy (Hurley, 2005); however, international schools are not alone in this aim. As globalization alters student population, multicultural groups of students have become the norm in not only international schools, but also national schools (Walker, 2011). Now, both international and national educators are faced with new and more serious challenges and opportunities as globalization shrinks the space and the differences that once existed between nation states (Hill, 2012; Walker, 2011).

Muller (2012) noted international schools are an example of how to teach international mindedness, through an education that diminishes ethnocentrism, increases comprehension of other cultures, and supports a concern for global matters. International
schools have taken the lead in education that incorporates international mindedness, and this study seeks to examine this valuable concept in a specific international school.

The purpose of my study is to explore how teachers in a current international school perceive the term *international mindedness* and identify the implications of those perceptions for classroom practice. Similar to Hurley’s (2005) study at an international school in Egypt, I aim to expand my understanding of international mindedness by describing it as defined by teachers who have encountered, practiced, and integrated it in their classrooms and their teaching practice. This has been an important area of investigation because researchers have found that teachers’ beliefs, thoughts, understandings and perceptions are important parts of what and how educators teach (Clark & Peterson, 1986; Gage, 2009; Pajares, 1992).

Gage (2009) reported that teachers’ understandings affect their choices and treatment of content and instructional decisions in the classroom. He reasoned that if teachers understand something, they would steer the content toward it because they feel confident in their ability to instruct (Gage, 2009). For example, when “content is congruent” with a teacher’s understanding and beliefs, the teacher will likely display more enthusiasm when teaching the topic and therefore spend more time discussing it (Gage, 2009, p. 143). Thus, my study of teachers’ understandings and perceptions of international mindedness has particular value to the field of international education because it augments the existing literature on international mindedness and offers insight into the connections between teachers’ classroom practice and their understanding of a concept that is an essential component of international schools and education.
Statement of the Problem

International mindedness as a concept has obtained importance in educational dialogue as educators have considered the need to respond to living within an increasingly interconnected world and what providing an international education could mean (Gigliotti-Labay, 2010; Harrison, 2014; Hill, 2012; Hurley, 2005; Samaras & Fox, 2013). While scholars and practitioners have stated that international mindedness is growing in importance, the understanding of what international mindedness is and how it is applied in the curriculum and classrooms of schools today is not equally defined or shared. While many studies have been conducted on teachers’ understandings and beliefs about a variety of different areas and concepts, including subject matter, pre-service teachers, and diversity in the classroom (Clark & Peterson, 1986; Gay, 2010; Marx & Moss, 2011; Patterson, Doppen, & Misco, 2012; Silverman, 2010) there is scant research on teachers’ understandings and perceptions of international mindedness.

Typically students within international schools want to learn together, learn about one another and understand others’ backgrounds, learn about how to interact with the host community within which they are geographically located, and then to eventually return to their home country (Walker, 2011). To meet this need, international schools began to develop a distinct style of education that includes aspects in focused curriculum that promote the development of global citizenship and international mindedness among their students (Hayden & Thompsons, 2000; Muller, 2012, Walker, 2011). According to Walker (2011) this need that developed for an internationally minded education was intended to break down the barriers of race, religion and class, promote peace, and honor
the benefits of cultural diversity. Muller (2012) noted that international schools cater to a rather new diaspora of transnational and trans-cultural students, who are globally mobile and seek economic, social, cultural, and educational prospects. International schools’ core values typically direct the community toward education for global citizenship, within a context of a diverse population, and without restrictions from national education systems (Muller, 2012; Walker, 2011). As these scholars have described the theoretical importance of international minded schooling, there exists little in the field of international educational research about the link of theory to classroom practice.

International schools have had ample opportunity to develop and evolve the concept of international mindedness within different classroom for numerous years, ultimately resulting in moving the thinking forward about what an international education could be (Hill, 2012; Muller, 2012). Muller (2012) agreed that research and examination of the various dimensions of international schools that have contributed to the promotion of international mindedness will help other schools meet their common goal of promoting international mindedness within their school culture. Additionally, Haywood (2007) encouraged researchers to investigate what international mindedness really means in order to combat generic misuses of the term that can diminish its meaning. He argued that studying the term can aid in making international mindedness a central concept that helps educators to determine important features of an international education (Haywood, 2007). In other words, studying the meaning of international mindedness could provide a theoretical foundation for the connection to international education and help document an understanding of the implication and activations of the term in schools.
The growth of the global economy and dramatic global migration trends have increased the need for an educational framework that prepares students to work and live as internationally minded citizens (Harrison, 2014). As a result, this means both national and international schools should prepare students for a competitive global economy in which achievements, problems, and solutions involving our students also involve their peers worldwide (Gigliotti-Labay, 2010; Hill, 2007; Levine, 2010; Muller, 2012; Shaklee & Baily, 2012; Walker, 2011; Wang, Lin, Spalding, Odell, & Klecka, 2011). If students are going to be prepared to take on the challenge of solving global problems, they first need to learn to have an appreciation and understanding of people and cultures around the world (Gigliotti-Labay, 2010). Therefore research that examines how international schools use international mindedness within the context of the classroom as a way to prepare students for global citizenship is valuable. Important lessons can be learned from teachers who have seized the opportunity to work toward an internationally minded education.

**Background of the Problem**

I chose to conduct my research in an International Baccalaureate (IB) school because one of the main tenets of the IB programme is the promotion of international mindedness (IBO, 2009). Currently there is very little empirical research that has addressed international mindedness in the IB classroom. Below I discuss, as a frame of reference, themes that emerged from four studies that involved the incorporation of international mindedness in the IB programmes. Two studies were conducted in the IB Diploma Programme (DP)—one Western example (North America) (Gigliotti-Labay,
2010) and one Eastern example (China) (Lai, Shum, & Zhang, 2014); another study was conducted in the (Primary Years Programme) PYP (Cause, 2009), and the Hurley (2005) study focused on teachers’ constructions of international mindedness within an IB school in Cairo Egypt. Results of these studies have provided a rationale for future investigation of teachers’ definitions and understanding of international mindedness for my study.

The findings from the studies described above found that teachers are struggling with incorporating international mindedness in the IB classroom. The first problem mentioned in the research was that teachers are unclear about the meaning of international mindedness. Gigliotti-Labay (2010) reported that the IB’s conceptualization of international mindedness is not thoroughly defined for stakeholders. However, she found that there was a positive relationship between the years of experience a school had with the IB programme and the teachers’ ability to articulate the complexities of international mindedness. Her study showed that, for the most part, teachers were often able to express what international mindedness was in some regard, but had difficulty expressing how it existed in their content.

The second problem the research has uncovered was that teachers are unsure of how to incorporate international mindedness within their practice. Gigliotti-Labay’s (2010) study showed that even when teachers understood international mindedness, they were implementing it in their classrooms in a superficial way. Her data suggested that teachers are not exactly confident about how to include international mindedness in their schools and classrooms. This study revealed that many IB DP schools had included international mindedness in their school mission, but were not providing teachers with
adequate time, resources, and professional development to effectively implement it.

“Clearly there is a disconnect between the written commitment to promoting international mindedness and its operationalization in the school setting” (Gigliotti-Labay, p. 82).

Gigliotti-Labay’s participants claimed that the IB as an organization has not thoroughly illustrated exactly what international mindedness is or provided tangible examples of what it would look like if effectively implemented in a school. Consistent with this finding, Lai et al. (2014) reported how teachers perceived challenges in translating their understanding of international mindedness into operational competency. Cause’s (2009) study reported that students can develop a sense of international mindedness in the IB PYP classroom, but the data suggested that the IB PYP framework alone did not offer much practical incorporation of international mindedness within lessons. She found that students had the opportunity to develop international mindedness when the teachers’ assessment and pedagogical processes aligned with their belief in international mindedness. Finally, Hurley’s (2005) study showed that even when stakeholders know what international mindedness was, embraced it, and valued its place in learning, there still existed major difficulty about how to incorporate it in the school setting. These studies provided a clear rationale to investigate international mindedness in my site, and also to focus on the link between theoretical thinking about international mindedness.

The third problem discussed in the research was that there is little accountability for teaching international mindedness in the IB classroom. Lai et al. (2014) reported that teachers involved in the study found that the schools’ expectations of integrating international mindedness were communicated in an implicit and abstract manner, and
lacked support from leadership, and were not monitored or assessed. Additionally, they found that many of the teachers saw that international mindedness was not assessed or reflected in the IB exams, thus resulting in a lack of incorporation of it into lessons as teachers attempted to prepare students for good results on exams. In fact, some teachers perceived “tension” between the IB exams and international mindedness because they felt that the time and focus had to be on accuracy of language forms instead of an overall message, attitudes, and values toward the development of international mindedness (Lai et al., 2014, p. 87). Gigliotti-Labay’s (2010) study also showed that teachers were not being held accountable at their school level for incorporating international mindedness into their curriculum. She reasoned that in the absence of accountability, teachers were less likely to personally invest themselves into actually implementing the teaching of international mindedness. She also reported that accountability to and by the IB was present at a minimum level. The IB’s Site Authorization Report, used to evaluate schools, offered only a few mechanisms that could monitor the success and/or failure of international minded teaching and learning (Gigliotti-Labay, 2010). Gigliotti-Labay also noted a lack of ownership on the part of school administrators to institutionalize international mindedness on their campuses.

The researchers in the studies presented in this section found that international mindedness appeared to be a concept that is not fully developed—it was often spoken of and referenced but not clearly defined for teachers and administrators within the IB programme (Cause, 2009; Gigliotti-Labay, 2010; Hurley, 2005; Lai et al, 2014). These studies have opened the door for further investigation into teachers’ definitions and
understandings about international mindedness, and its application in the classroom and within the IB programmes.

**Purpose of the Study**

International school educators cannot impose one shared definitive definition of international mindedness for other schools to follow, but instead, they could socially create particular meaning of the term within their specific situation (Haywood, 2007; Hurley, 2005; Lai et al., 2014). My study, which involves an international school’s definition of international mindedness, offers valuable insights to international education because each international school contains its own cultural boundaries with unique and specific characteristics that could help set the stage for important cultural discussions (Allan, 2002; Haywood, 2007). Haywood (2007) recognized that there were multiple ways to teach for international mindedness, but the goal should be to reach a common ground that identifies the components that are essential to international education. Muller (2012) added that more research around the study of international mindedness in international schools could help stakeholders develop a more sophisticated view of what is needed in order to support the process within the classroom. Lai et al. (2014) discovered that when teachers reinterpreted IB’s philosophy and criteria of international mindedness into their own words, this proved to be valuable toward the incorporation of international mindedness into their individual classroom practice. Further, they found that teachers are best supported in their efforts to teach internationally minded curriculum when they begin with a localized approach that allowed them to explore different perceptions and pedagogies that were appropriate within their particular teaching domain.
Lai et al., 2014). These findings offered a purpose and other implications to consider within my own study.

The objective of my research is to investigate how IB classroom teachers define and perceive international mindedness and explore the implications of those definitions on teachers’ classroom practice. I conducted an interpretivist case study that seeks to understand teachers’ definitions and perceptions of international mindedness, as well as the implications of this understanding on classroom practice. The interpretivist case study approach was appropriate for my study because my aim was to interpreted teachers’ definitions and perceptions of international mindedness by gathering detailed descriptions about their stated definitions, lesson plans, and classroom behaviors (Myers, 2006; Stake, 1995).

As the world continues to evolve and change, so does the concept and meaning of international mindedness within the classroom (Harwood & Bailey, 2012). Specifically, I conducted a study at an IB school in the Nordic region. The Nordic International School (NIS)\(^1\) was an ideal location for this study for several reasons. NIS is an IB World School, authorized to offer IB programmes for students in grades K to 12. NIS has offered all three IB Programmes for over twelve years (source not shared here for confidentiality reasons). This longevity of the IB Programmes at NIS has offered a unique and historically robust view of how international mindedness has developed and evolved overtime among teachers within the school. An investigation of international mindedness continues to be valuable at this international school because, as many

\(^1\) All names are pseudonyms

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scholars have discussed, the diversity within the community of any international school enriches and enhances the possible constructions of international mindedness (Harwood & Bailey, 2012; Haywood, 2007; Hurley, 2005).

**Research Questions**

The following research questions were investigated in order to meet the purpose of the study:

1) How do IB classroom teachers in an international school define international mindedness?

2) What are these teachers’ understandings, perceptions, and beliefs about international mindedness?

3) What is the role of international mindedness in these teachers’ planning and practice?

**Research Study Goals**

My study encompasses personal, practical, and intellectual goals that led my design and application. Maxwell (2005) defined personal goals as the ideas that motivate the researcher to conduct a study. He added that goals could include the desire to improve or alter a situation, or curiosity about a topic. Practical goals were motivated by something the researcher wanted to see accomplished, or an objective that s/he wanted to achieve. Maxwell explained that intellectual goals might focus on acquiring a deeper understanding of a determined phenomenon by identifying what has happened and why, or has addressed some question that prior research has not yet effectively answered. In the following section I discuss these three goal areas that guided my study.
**Personal goals.** After spending the past six years learning about a variety of international education models through the Ph.D. program at George Mason University, and teaching within a variety of different classrooms and locations, I developed an interest in the IB and its mission because I have found that its values regarding international education are closely aligned with my own. In the American public school system I worked as a mathematics teacher for seven years and later decided to leave the classroom and work as an IB teacher mentor. I participated in the IB Teaching and Learning Certificate as apart of my coursework for my Ph.D. requirements because I wanted to learn more about the philosophy and fundamental underpinnings of the program. Through my coursework and position as a mentor, I became passionate about supporting and empowering teachers to create internationally minded curriculum within their classrooms. I also came to realize how my perceptions about international mindedness impacted my work with teachers and their classrooms.

Recently, my family was relocated to the Nordic region where I have had the opportunity to go back into the IB mathematics classroom. I was thrilled to take a teaching position in a private international school within the area. I felt that this position expanded my perspective on teaching the IB framework and gave me new teaching experiences. Teaching at this time in my career has also shown me the differences that have existed between how the IB programmes were developed and carried out in American public schools versus their implementation in private international schools whose enrollment largely draws from expatriate families.
My current teaching experience further ignited my passion and curiosity to conduct research in this field because I witnessed what teachers experienced in an international school. Having lived and experienced the struggles that international schoolteachers face with incorporating the IB philosophies along with content has been extremely eye opening. In the American public school, state-mandated curriculum and standards drove my instruction, and now at my current school, I have had much more freedom to incorporate IB philosophies. Surprisingly, even with my familiarity with the IB programme and the term international mindedness, at times I have found it difficult to always know how and when I should incorporate international mindedness into my own lessons because there is little guidance on how this can be done. This combination of frustration and curiosity on how to incorporate international mindedness into my everyday classroom practice has served as one of the reasons I wanted to conduct this research. Understanding my colleagues’ classroom perceptions and practices served to inform, develop, and improve my practice as a teacher.

**Practical goals.** My practical goal for this research is to give teachers a platform to share their knowledge and practical experience with the wider educational community. My professional work has allowed me the opportunity to work with different teachers along different stages of their career. I have consulted, collaborated, and coached pre-service teachers, beginning teachers, and veteran teachers in the U.S. and now abroad. First, as a professor and expert I have taught pre-service teachers in the teacher education program at Northern Virginia Community College (NVCC); second, as a IB teacher mentor I have worked with novice teachers during their first experiences as classroom
teachers, and third, I have served as a collaborative colleague with IB teachers in professional development courses I designed through NVCC. I have grown both personally and professionally from working with different teachers along these varying stages in their careers. In my experience, I found that teachers are an undervalued resource in many schools, both nationally and internationally. This is disheartening because teachers are powerful resources, full of expert advice and experience, and they themselves do not seem to be aware of it. Merryfield (1998) called teachers “curricular-instructional gatekeepers” which makes it vital to examine a wide variety of teachers’ beliefs, opinions, and application of content when conducting educational research (p. 345). What teachers think about curriculum and their practice matters and should be heard (Clark & Peterson, 1986). I have learned during my personal and professional encounters with teachers that much can be gleaned from their knowledge and from listening to their experiences. Therefore, a goal for my study is to understand teachers’ perceptions and understandings of international mindedness and identify how they related this to the classroom.

The reciprocal learning I have experienced with teachers has also allowed me to think critically about research as I make practical connections to theory within the classroom. I have wanted to know more about how other teachers were making these connections. My practical goal, which directly ties into the purpose of my study, is to understand more closely how other teachers joined their understanding of theories and terms related to international mindedness to operational methods in the classroom. During my time in the international education Ph.D. program at George Mason
University I came to understand the importance of an international minded curriculum in schools. As many researchers have pointed out, many school systems have done an insufficient job of educating children about international mindedness and preparing them for working and living in a changing global society (Gigliotti-Labay, 2010; Hill, 2007). The growth of a globally interconnected society has fostered the need for students to be prepared to work and live in a more global context and for them to develop international mindedness. Teachers, the curricular instructional gatekeepers, are in a position to help students accomplish this development of international mindedness. My practical goal is to learn from the teachers’ perceptions and experiences with developing international mindedness in the international school classroom and offer new useful understanding about teaching practice to the educational community.

**Intellectual goals.** As international mindedness increasingly becomes added to goal and mission statements in schools all over the world, there exists little research on how this term is understood and activated by teachers that are responsible for meeting these goals. For example, only a handful of studies have been conducted in this area: Cause (2009), Gigliotti-Labay (2010), Lai et al. (2014), and Muller (2012) have investigated teachers’ relationship with international mindedness within the classroom and looked at how this term is enacted in classroom practice. Researchers, including Duckworth, Levy, and Levy (2005), Getchell (2010), Hayden, Rancic, and Thompson (2000), Hurley (2005), Mitchell (2014), and Rodway (2008), have conducted studies involving a variety of analyses on teachers’ perceptions of international mindedness. Additionally, Hutchings (2010) conducted a comparative study on teachers’ practices and
efficacy beliefs with traditional public, urban middle school teachers and public, urban middle school teachers who use an internationally minded framework, but little research has been presented that investigated a relationship between teachers’ beliefs, perceptions, or understandings of international mindedness and their classroom practice within the context of a private international school.

My intellectual goal is to further comprehend how teachers’ understanding and beliefs impact their international school classroom practice and to enhance existing research and theory around international minded teaching and learning. Overall, the literature in the field of international education suggested that international mindedness, a term often thought of as a core value of an international education, may not be reaching its full potential in classrooms (Lai et al., 2014). Studying teachers’ beliefs around international mindedness challenged and augmented current theory around how teachers perceive and activate this important term. Pajares (1992) asserted that studying the beliefs of teachers is significant to the field of education because it “can inform education practices in ways that prevailing research agendas have not and cannot” (p. 329). Fenstermacher (1979) also acknowledged that investigating teacher beliefs can be the “single most important construct in education research” (p. 329).

**Important Terms**

The section below will outline the important terms discussed and used in this study.
What is an International School?

Above I referred to international schools as a place to foster internationally minded education. However, it is important to mention what I meant by the term *international school* within the context of this study because it can be a term with multiple definitions that has changed over the past 50 years, and a term that can be interpreted very differently across the world (Hayden & Thompson, 1995). Scholars agreed that the term international school could be almost impossible to define because of the large variety of characteristics, contexts, and ideologies that it could possess (Hayden & Thompson, 1995; Shaklee & Baily, 2011). Hurley (2005) added that the history of international schools shows disjointedness and variation, and therefore leaves an understanding of what defines the international school open to negotiation. Because of this lack of common understanding of the term international school, in the following section I explain the characteristics of an international school and then provide my definition as it pertains to this study.

The international school itself has evolved over time. According to Hill’s (2000) distinction, international schools have been characterized as institutions that were typically established to provide internationally mobile students with a form of education as their families move from country to country. These schools are comprised of staff members that also represent a mixture of nationalities, usually without a specific nationality predominating (Hill, 2000). As Hill described, international schools typically have taught an international program of study, or one or more national programs, or a mixture of both. They have customarily been private, fee-paying schools and located all
over the world (Hill, 2000). These schools have provided parents the opportunity for their children to learn from a program other than the national program of the country in which they lived in (Hill, 2000). The programs of these international schools have joined aspects of different national curricula so that every student has been exposed to at least two national languages and beliefs in depth (Hill, 2000, 2012). In short, Hill (2012) wrote that an international school does not emphasize the philosophy and educational structure of any certain country, and should de-emphasize the perception of events from one perceptive. These characteristics accurately describe the context and culture of the type of schooling that has been selected as the site for my study.

Muller’s (2012) definition of an international school, most fitting for my study, is defined as a place that can become an example of how to foster international mindedness through an education that bolsters knowledge of others, decreases ethnocentrism, and promotes the development of global citizenship. This definition was selected for my study because it not only succinctly defined what an international school is, but also closely aligned with the mission of the international school that I studied.

**The Need for International Mindedness**

In this section, I discuss the importance of international mindedness in the classroom and its connection to globalization’s impact on the world. Zhao (2010) described globalization as when human actions are no longer restricted by geographical locations or bordered by political entities. He also added that, “Globalization is one of the most powerful forces that will shape the future world in which our children will live. How to prepare children to live successfully in this world has become a challenging
question for educators” (Zhao, 2010, p. 422). Researchers recognized that the world has changed significantly in the last decade because of globalization, and that we must alter our approaches to teaching and learning in order to contend with these challenges (Levine, 2010, Gigliotti-Labay, 2010; Hill, 2007; Walker 2011).

Global interconnectedness is inevitable and changing the needs and expectations for education (Darling-Hammond & Bransford, 2005). In 2008 the National Intelligence Council published a paper called, Global Trends 2025: A Transformed World, that hypothesized the time leading up to 2025 will bring considerable global changes. These changes included the transformation of the international political system established after World War II, an unprecedented movement of capital from the West to the East, immense pressure on natural resources due to economic growth, and intensified potential for global conflict—most likely in the Middle East (National Intelligence Council, 2008). Due to the growing interconnection among nations encouraged by trade, frequency of communications, and migratory movements, it is vital for students all over the world to develop the skills to understand and work cooperatively to identify and solve challenges in the future (Gigliotti-Labay, 2010). Education for international mindedness has risen in response to this need to prepare future generations for a globalized world (Hayden & Thompson, 1995; Hill, 2001; Hurley, 2005; Walker, 2011). Skelton (2002) added, “Increasing globalization is perhaps the single most important reason why we need to develop internationally minded curricula” (p. 43). Walker (2011) believed that the increasing impact of globalization in the world has granted a “new sense of authority” to the voice of international schooling and international mindedness (p. 9). International
mindedness has been viewed as an important ingredient to the development of global citizens within international schools (Walker, 2011). Thus, according to the literature, international mindedness could be viewed as an educational concept that deserves a presence in the classroom in order to meet the needs of a globalized world and promote global citizenship.

**What is Global Citizenship?**

As the world’s interconnectedness has increased, so does the usefulness of teaching the concept of global citizenship in the K-12 curriculum (Heater, 2002). Zhao (2010) described one of the challenges that has been placed on schools and educators is the need to help our students “adopt a global view in their thinking and develop a sense of global citizenship” (p. 425). Zhao believed that educators are required to prepare students to become global citizens because,

They need to be aware of the global nature of societal issues, to care about people in distant places, to understand the nature of global economic integration, to appreciate the interconnectedness and interdependence of peoples, to respect cultural diversity, to fight for social justice for all, and to protect planet earth—home to all human beings (p. 426).

Myers also (2006) acknowledged that the term global citizen is often heard today in educational discourse, but there has existed little understanding of its meaning or its implications for classroom practice. As Myers explained, it is important to define the term global citizenship so that the implications for education practices can be properly addressed. While Heater (2002) pointed out that global citizenship has included a range
of actors and concepts, for the intention of my research, I have defined global citizenship within the context of the classroom. Global citizenship has been represented as a set of characteristics and three curricular topics that needed to be considered in the K-12 classroom. Myers supported this framework because it included both descriptive attributes of a global citizen, as well as the implications global citizenship has had for educational practice and curriculum.

Oxfam’s (2006) publication, *Education for Global Citizenship*, has offered seven characteristics that explained the attitudes of global citizenship. Oxfam described a global citizen as someone who:

- Is aware of the wider world and has a sense of his/her own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works
- Is outraged by social injustice
- Participates in the community at a range of levels from the local to the global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for his/her actions (Oxfam, 2006, p. 3).

Oxfam’s traits of a global citizen were selected for this study because they align with the important curricular features of global citizenship in the K-12 classroom. They have emphasized the importance of taking action and promote the ideas of basic human rights for all. Oxfam’s characteristics also aligned with the IB’s recent efforts to refine
their message and prepare their programs for living in a globalized world (Walker, 2011). Walker (2011) referred to these characteristics specifically because he believed that global citizenship required more from students in the classroom. The IB has strived to develop curriculum that helps students to not only be informed or concerned about others, but also, develop a sense of citizenship where students would feel a greater sense of urgency to take action (Walker, 2011). Walker agreed that this emphasis on responsibly to act was found in the elements of Oxfam’s characteristics.

Myers (2006) stated it is important to explain the implications of global citizenship in the K-12 curriculum and classroom practice. This was also important to my study because I examined the implication of teachers’ understandings of international mindedness in their classroom practice. Therefore, I needed to consider Myers’s three curricular topics as principal elements in the context of my research. Myers’s curricular topics include: 1) international human rights as the foundation of global citizenship, 2) the reconciliation of the universal and the local, and 3) political action beyond the nation state (p. 376).

Myers (2006) acknowledged that these three topics have not included everything a person should know to be a global citizen. However, together with Oxfam’s characteristics of a global citizen, I have formed a practical definition for the classroom setting. These curricular topics also addressed several of the elements Zhao (2010) explained as a way to prepare students to become global citizens. For example, Zhao mentioned that students needed to be mindful of the global nature of societal issues, to care about people in other places, and to recognize the nature of global economic
integration. These goals were addressed by the first curriculum topic, international human rights. The other elements Zhao mentioned that students needed to develop in order to become global citizens was the appreciation of the interconnectedness and interdependence of people, respect of cultural diversity, the desire to fight for social justice for all, and the desire to protect the planet earth. These elements have been addressed in the second and third curricular topics, “the reconciliation of the universal and the local” and “political action beyond the nation state” (Myers, 2006, p.376).

It is also important to mention some of the critiques of developing global citizenship in the K-12 classroom. Myers (2006) reported that many have feared that a focus on global citizenship is overwhelming local cultures due to the spread of homogeneous popular culture. Other fears have included the loss of national identity and local traditions that influence lifestyle (Legrain, 2002). Myers admitted that the development of global citizens have placed schools in the midst of conflict over both social and institutional values. In particular, teachers may face accusations of undermining patriotism when they allow or encourage students to discuss and argue against government policy (Myers, 2006). However, even with controversy and fears surrounding the development of global citizenship in the K-12 classroom, scholars (Gigliotti-Labay, 2010; Myers, 2006; Walker, 2011) have maintained that engagement with the world is becoming unavoidable for people from all walks of life and thus global citizenship is an urgent priority to incorporate in the classroom.

What is International Mindedness?
International mindedness is a term that has been defined by several scholars (Haywood, 2007; Hill, 2002, 2007; Merryfield, 2003; Merryfield, Lo, & Kasai, 2008; Skelton, 2002). In this section I explain the perspectives of several scholars in order to provide a synthesized definition of international mindedness. I share my process below, describing my research into the literature of international mindedness and definitions I encountered; I conclude this section with the definition of international mindedness that I have used as a foundation for this study.

I first considered IB’s former Deputy Director Hill’s definition of international mindedness because my study took place in an IB school. The IB described the Learner Profile as 10 attributes that defines international mindedness in action. The 10 attributes of the Learner Profile include: inquirer, open-minded, balanced, knowledgeable, caring, principled, risk-taker, communicator, thinker, and reflective (IBO, 2009). Hill (2002, 2007) stated that an internationally minded person demonstrates the 10 attributes of the IB Learner Profile. Hill (2007) called the IB Learner Profile a meaningful advance in defining international mindedness, which also has served as a central concept of international education (p. 25). Hill (2002) also believed that education for international mindedness has included essential, relevant knowledge, skills, concepts, and attributes that intended to help students thrive within the complexities of an interdependent society.

Merryfield’s (2003) and Merryfield et al.’s (2008) work has also contributed to my understanding of the subject and helped me construct my own definition of international mindedness. Much of their research mentioned here discusses U.S. teachers’ perceptions of international mindedness as well as problems that exist in teacher
education. She commonly used the term “world mindedness” which is similar to the concept of international mindedness used by the IB (Merryfield, 2003; Merryfield et al., 2008). These works have offered a unique perspective because they involve U.S. teachers who mostly stay within U.S. schools. Merryfield et al. (2008) outlined the five elements of global education that successful teachers believed were present in a world minded person. Those elements included, “1) knowledge of global interconnectedness, 2) inquiry into global issues, 3) skills in perspective consciousness, 4) open-mindedness (recognitions of bias, stereotyping and exotica), and 5) intercultural experiences and intercultural competence” (p. 8). These elements have contributed to my definition of international mindedness which I have arrived at as a scholar and practitioner.

Another definition I considered when formulating my own is that of Skelton, the co-founder and managing director of Fieldwork Education Limited. Fieldwork Education Limited has offered an internationally minded curriculum for Middle and Primary Schools (Fieldwork Education, 2011). Skelton’s theories were important to my definition because he offers a different avenue to international mindedness through his programs, the International Primary Curriculum and International Middle Years Curriculum (Fieldwork Education, 2011). One of his co-authored publications defined international mindedness to be comprised of several international perspectives, which include

1) Knowledge and understanding beyond one’s own nationality;

2) Awareness and understanding of interdependence among people;

3) Awareness and understanding of interdependence among countries;
4) Awareness and understanding of the independence of people and countries; and

5) Awareness and understanding of the similarities and differences among people (Skelton et al., 2002, p. 53).

Skelton et al.’s (2002) publication emphasized the importance of self-awareness as a starting point for one’s development of international mindedness.

Although different scholars contributed their own definitions of international mindedness above, several themes repeat throughout these definitions. From these various scholars and their themes, I synthesized a definition for the purpose of my research: international mindedness is an ongoing journey that begins with self-reflection and understanding of one’s own culture and identity. This journey can lead to awareness of, and respect for, other people, cultures, and nations in order to inform one’s understanding of different perspectives and ways of life (Hill, 2007; Merryfield, 2003; Merryfield, et al., 2008; Skelton et al., 2002).

Global Citizenship and International Mindedness

In this section I draw links between a global citizen and an internationally minded person. This connection is significant to my study because I have suggested that international mindedness in the K-12 curriculum is a way to help students become global citizens and adopt a global view in their thinking.

Tate (2011) described the development of global citizenship as a central feature of an international education, calling it an “aim of all internationally minded schools” (p. 41). Walker (2011) also explained that global citizens hold a sense of urgency and action
because citizens have rights and responsibilities and therefore feel a duty to act. The link between global citizens (who take action) and international mindedness comes down to the development of a “minded” person who (according to my definition above) becomes aware of himself or herself and others and understands different perspectives, opinions, and ways of life. I have suggested that this ongoing journey of international mindedness leads to action and global citizenship. In other words, the journey to international mindedness could serve as a path to global citizenship. The development of international mindedness would impact global citizens’ views on how and why to act.

Incorporating international mindedness as I define it—as a journey that starts with self-reflection—would also address some of the critiques levied toward global citizenship. For example, the journey to international mindedness starts with self-reflection and awareness of one’s own culture and identity. This would help students understand and recognize their national identity and way of life. Additionally, the journey to international mindedness would inform one’s understanding of different perspectives and instill respect for different opinions and lifestyles. Understanding this would alleviate concerns that teaching ideas about global citizenship is unpatriotic. On the contrary, an internationally minded global citizen strives to be understanding and respectful of all social and institutional values.

The International Baccalaureate (IB)

Much reference is made in this paper to the IB as a program found in schools that desire to promote international mindedness or an internationally minded education. In
this section I provide a brief description of the IB and how the IB defined international mindedness within the context of the classroom.

The IB offers four programmes of international education (IBO, 2009). These programmes are:

• the Diploma Programme (DP)—introduced in 1969;
• The IB Career-related Certificate (IBCC)—introduced in 2012;
• the Middle Years Programme (MYP)—introduced in 1994;
• The Primary Years Programme (PYP)—introduced in 1997 (IBO, 2008).

Among these programmes exists a common framework about teaching and learning that centers on the development of the whole child as well as an overarching concept on how to develop international mindedness (IBO, 2008; IBO, 2015). As mentioned previously, according to IB’s definition, a person who is internationally minded possesses the 10 attributes outlined in the Learner Profile (Bullock, 2012; IBO, 2008; IBO, 2015). Those attributes describe someone who strives to be: principled, inquiring, knowledgeable, caring, open-minded, risk-taking, balanced, reflective, communicative, and thoughtful (IBO, 2008). The Learner Profile connects the IB programmes and embodies the values of the organization toward the development of international mindedness (IBO, 2008). It also links the teaching of international mindedness to the development of global citizenship (IBO, 2008; IBO, 2015; Walker, 2011). The IB philosophy and framework will be described in greater detail in Chapter Two.
Significance of the Study

International mindedness is a concept and guiding principal for international schools (Hill, 2012; Hurley, 2005). Historically, international schools aim to make many efforts to support the construction of international mindedness among staff and students (Muller, 2012). Attitudes and approaches of international mindedness and the commitment toward global citizenship are valuable concepts to study in international schools because the behaviors associated with each perspective are unique to each school (Muller, 2012). And while international schools are not alone in the need to offer an internationally minded education—national schools are increasingly becoming more of an equal partner in this aim (Gigliotti-Labay, 2010; Hill, 2000). International schools have tried to offer an internationally minded education for several decades, making them an ideal site to investigate the phenomenon.

My study is significant because it provided insight about international mindedness within the IB classroom. The IB is the model considered for my study because it was created to help students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a shifting and increasingly interrelated world (IBO, 2009). Hayden, Levy, and Thompson (2007) discussed that the IB Programme has been one of the most important developments in the history of international education to date. Gigliotti-Labay (2010) conducted research with IB teachers in the U.S. and Canada and found, “In order to adequately prepare students for their roles as 21st century citizens and leaders, we must achieve an educational balance among and between disciplines in our schools… One example of a fast-growing reform curriculum can be found in the IB
Programme.” (p.12). The IB’s relevance in both international and national schools is growing due to the framework that focuses on critical thinking and incorporation of internationally minded philosophy into all subjects (Getchell, 2010; Gigliotti-Labay, 2010; Hill, 2007; Holeva, 2012). If IB teachers are successfully integrating global themes in their classrooms and educating students to be more internationally minded, then other schools could learn from the IB teachers and the programmes, in order to move their own curriculum into the 21st century (Gigliotti-Labay, 2010). Holeva (2012) believed that IB programmes are suitable to develop international mindedness and the 21st century skills that are becoming more important for our students to be competitive and effective on a global scale. Therefore a study that investigates teachers’ definitions of international mindedness, and the implications that term has had on classroom practice in an established program—such as the IB—would be both beneficial and significant to the promotion of internationally minded curriculum within other schools that were considering internationally minded curriculum or implementing the IB programme.

Investigating IB teachers’ definitions and constructions of international mindedness were significant to consider because each school culture develops its own educational model that combines an emphasis on international mindedness in respect to the culture, circumstance, and combination of the student population it is intended to reach (Haywood, 2007). Po-King (2004) mentioned that the concept of international mindedness can shift based on the needs of its users. Hurley (2005) asserted that international mindedness “both replicated and changed as it fit into existing schemes and contexts” (p. 4). Therefore, it is reasonable to understand that educators cannot enforce
other schools’ standards, benchmarks, and/or expectations of criteria for international mindedness (Haywood, 2007). However, Haywood (2007) added, that educators could ask individual schools to develop their own strategy for their community and identify how explicit strategies support education for international mindedness. From this exploration, schools can identify international minded outcomes and assessment approaches for students of all ages within their own schools (Haywood, 2007). In order for this to happen, the first step must be an investigation of how teachers define international mindedness and also what does that understanding imply for classroom practice.

While each school’s own definition and construction of international mindedness is significant, it is also important to mention that the findings of such an investigation can be valuable to establish learning outcomes and assessments for international mindedness in the context of the classroom (Haywood, 2007, p. 88). Haywood believed that educators should aim to make international minded outcomes of learning as precise as those that are made for other curriculum topics, such as Mathematics or Science. If precise outcomes are set for international minded curriculum, this could offer a significant development for teachers because they would be more able to structure learning in this area, when they have historically been given little training or preparation (Haywood, 2007).

**Definitions of Related Terms**

*Global citizenship*: Global citizenship is a set of characteristics and three curricular topics that need to be considered in the K-12 classroom. Oxfam’s (2006) characteristics
found in the *Education for Global Citizenship* and Myers (2006) curricular topics: “1) international human rights as the foundation of global citizenship, 2) the reconciliation of the universal and the local, and 3) political action beyond the nation state” (p.376).

**Globalization:** Zhao (2010) describes globalization as “when human activities are no longer confined by geographical locations or bounded by political entities” (p. 422).

**International Baccalaureate (IB):** Three programmes that exists a common framework about teaching and learning that centers on the development of the whole child as well as an overarching concept on how to develop international mindedness (IBO, 2008).

**International Mindedness:** International mindedness is an ongoing journey that begins with self-reflection and understanding of one’s own culture and identity. This journey leads to awareness of, and respect for, other people, cultures, and nations in order to inform one’s understanding of different perspectives and ways of life (Hill, 2007; Merryfield, 2003; Merryfield, et al., 2008; Skelton et al., 2002).

**International School:** International schools are a place that can become an example of how to foster international mindedness through an education that bolsters knowledge of others, decreases ethnocentrism, and promotes the development of global citizenship (Muller, 2012).

**Summary**

Chapter One provided the background information about the concept of international mindedness in the context of international schools and explained how global citizenship can be incorporated into the K-12 curriculum of an IB school through the promotion of international mindedness. Particularly, I shared how these concepts related
to the context of teachers’ definitions and perceptions, and proposed the implications this understanding has had on their classroom practice. The goal of this chapter was to describe the rationale and need for more research in this area. Investigating and understanding more about teachers’ definitions and understandings of international mindedness is both important and useful to international education, practicing teachers, and schools looking to incorporate international mindedness in educational practice and accompanying assessment and evaluation processes.
Chapter Two

This study examined International Baccalaureate (IB) teachers’ definitions and perceptions of international mindedness in the context of an international school classroom. The goal of this study is to understand how the definition, beliefs, and perceptions of international mindedness impacted teachers’ practice. For a comprehensive understanding of this topic, in this chapter I synthesize the salient literature that has shared a similar goal to my own, in order to gain knowledge and critically analyze the existing research in this area.

Three theoretical areas informed my case study. The first is the term international mindedness, and the historical development of it over time. This history gave way to the foundation of the fundamental underpinnings of the second area, the IB programmes. In this chapter I discuss the theory, aim, and philosophy behind the IB programme, because of its important to my site and my study. The third area, teachers’ beliefs and belief constructions, describe the existing literature on beliefs, as well as the value of studying them. Lastly, all of these theoretical areas come together in the final section of this chapter, which outlines practical examples of IB teachers’ classroom practice and their beliefs of international mindedness.
History of International Mindedness

Recently Hill (2012) published an article about the evolution and history of education for international mindedness. From this work Hill outlined the ways in which international education has progressed through the development of international mindedness over time. He identified the development of the concept in the context of several perspectives. In this section I discuss the history and evolution of international mindedness and how it has manifested itself in international schools’ classroom practice.

Hill (2012) acknowledged the importance of international mindedness as a key concept related to international education. He stated that international mindedness is a “product of a successful international education” (p. 246). Hurley (2005) added international mindedness developed in educational dialog such that numerous international schools have assumed the task of fostering international mindedness among their educational communities in order to prepare students for the complexity and diversity of the world. Therefore it is important to discuss the beginnings of international education and international schools.

Several scholars pointed to the beginning of international education stemming from a Czech pedagogue philosopher and humanist named Comenius (Goormaghtigh, 1989; Hill, 2012; Piaget, 1993). Comenius lived in the 17th century when girls rarely went to school and boys of wealthy families were among the only students to receive an academic education (Hill, 2012). He was a progressive thinker and envisioned ways for students to exchanges across frontiers and wished to provide universal textbooks for students in one common language (Hill, 2012). He also wanted to incorporate multiple
perspectives within classrooms and make classrooms more inclusive of every child, regardless of social rank or family income (Hill, 2012).

Comenius was both successful and unsuccessful in his endeavors to lay a foundation for international education. He was successful by improving the teaching of Latin when he wrote *Janua Linguarum Reserata (The Gate of Tongues Unlocked)* in 1631, which made Latin more accessible (thanks to easier translation) to all of European students and encouraged the learning of more things within the language beyond grammar (Hill, 2012). While Comenius visualized children easily moving through a like-minded system of education in Europe, his work towards this was not fruitful because many educators were reluctant to move away from their national education systems (Hill, 2012). Unfortunately he passed away unsuccessful at convincing others of this globally mobile view of education (Hill, 2012), however he opened minds to the concept.

In his historical report, Hill (2012) noted that by the 18th century important developments in pedagogical process for facilitating international mindedness in learners began to surface from the work of French philosopher and writer Rousseau. Rousseau’s thesis discussed that learning should be exploratory and prompted from natural curiosity and life experience, not from divulging and memorizing facts about topics (Hill, 2012). This belief can be attributed to the foundation of constructivism, as it is know today (Hill, 2012; Vadeboncoeur, 1997).

Sylvester (2002, 2007) reported a comprehensive mapping of international education for the 19th century. Sylvester outlined the gathering of educators who discussed creating networks of schools that would deliver a common curriculum in
countries, such as India, Hungary, the Netherlands, United States, and United Kingdom, among a transient student population that would spend time in each country (Hill, 2012; Sylvester, 2007). Meanwhile, other national systems of education developed with the goal in mind to promote patriotism (Hill, 2012). Anyone who discussed or suggested ideas about education for world unity or to promote peace among nations was too progressive, so much in fact that they would attract suspicion (Hill, 2012). Sylvester (2002) acknowledged that this was a time when nationalism was considered aggressive because countries prioritized their own identity and insisted on the exclusion of other educational ideas. Two people, Hugo and Dickens were unique to the norm and suggested that education and intercultural understanding could reduce conflict among nations and encourage collaborative prosperity (Hill, 2012). Hugo’s work brought recognizable elements of international mindedness by pointing out that countries are inseparably bonded together because all people must share the same future and opportunities (Hugo, 1843). Furthermore, Dickens’s article in 1864 titled, *International Education*, offered suggestions about the creation of a system of international schools all over Europe so that students could move from school to school (Sylvester, 2007). Additionally, Dickens discussed the students in these schools would learn how to be citizen of the world and should be apart of an education that would help them to build tolerance for different ways of thinking (Sylvester, 2007). However, during this time in history these types of views were considered unpatriotic and were largely unwelcome by many, so the views of people like Hugo and Dickens did not take hold in any meaningful way in educational systems (Hill, 2012).
By the 20th century technological developments (such as television, phone, and airline travel) allowed for the world to change and metaphorically shrink (Hill, 2012; Walker, 2011). The United Nations and embassy personal started to move around the globe, resulting in an increased need for international schooling (Hill, 2012; Hurley, 2005). Hayden and Thompson (2000), and later Hill (2012), reported that in 1924 the International School of Geneva was founded, and this school would be considered the first international school. Hill and Sylvester (2007) also wrote that the International School of Geneva had a philosophical commitment to internationalism from the start. The philosophy shared by many of the stakeholders of this school was to promote world peace though intercultural and international understanding (Hill, 2012; Walker, 2011). Walker (2011) acknowledged the International School of Geneva’s philosophy was a unique blend of pragmatism and idealism because the commitment to peace was ideal for the population of students it aimed to serve—the children of international civil servants. Other schools began which gave way to the start of a global international movement for students from grades K-12 (Hill, 2012; Walker, 2011). In 1951 the International School Association (ISA) began in order to provide pedagogical, administrative, and curriculum support to a number of schools all over the world in an effort to unify them and address common problems among them (Hill, 2012; Walker, 2011). At this time international schools catered to a privileged group of students that were the children of diplomats, multinational company employees, or United Nations civil servants (Hill, 2012; Hurley, 2005). Therefore, international schools—with a goal of international mindedness—were
mostly accessible to a very small population of privileged students whose families had the means to travel and communicate internationally (Hill, 2012).

In 1948 UNESCO published the director of the International School of Geneva, Maurette’s, visionary pamphlet, *International Mindedness* (Walker, 2011). Walker (2011) acknowledged this pamphlet as one of the boldest influences toward a distinguishing program of education for international mindedness. Maurette recognized that international mindedness had to be taught, not caught (Walker, 2011). In the pamphlet Maurette pointed out the true importance of teachers opinions of international mindedness and how international mindedness should be apart of the formal learning in the classroom (Walker, 2011). Walker reported that she laid the groundwork for an accessible program of international education for all schools by designing new courses for students that included a variety of unbiased and multiple perspective texts, insisting on the importance of a second language be included in the curriculum, and designing trainings for teachers that aimed to help them develop their own international mindedness. It is these important elements that could be incorporated not only to schools serving privileged group of students that were the children of diplomats, multinational company employees, or United Nations civil servants, but also to local and national schools that wanted to promote an internationally minded student population.

The second half of the 20th century was a time when major strides toward understanding international mindedness were underway. During the summer of 1950 approximately 50 teachers and heads of schools from Europe, the United States, and Asia worked together at a meeting in Ecolint (Hill, 2012, Walker, 2011). UNESCO and this
group of international educators constructed and published a definition of international education, which would soon provide a text to “foreshadow” the pedagogical and humanistic rationale behind international mindedness, the hallmark of the IB Diploma Programme (DP), which would be created at Ecolint ten years later (Hill, 2012, p. 251).

The IB, considered today as the most distinguished example of education for international mindedness, was born at a time when no other schools or programs offered education centered around intercultural understanding, awareness of global problems, and critical thinking skills that encouraged development of the whole student (Hill, 2012, IBO, 2008; Walker, 2011). The IB was unique because it not only offered a provision for worldwide college entrance but also had a mission to prepare students for global citizenship in its curriculum and content (Hill, 2012; IBO, 2008).

The IB had begun to further develop its programmes and offer more frameworks for students of ages K-12 through the Primary Years Programme (PYP), Middle Years Programme (MYP), and most recently, the IB Career-related Certificate (IBCC), in order to promote the notion of international mindedness (Hill, 2012; IBO, 2012). This promotion of international mindedness offered certain implications for the structure of teaching, learning, and assessment. The IB believed that international minded education would be constructivist in its approach and include ingredients such as, critical thinking skills, international perspectives, multiple language learning, communication, and personal development around students’ values and feelings of others (Hill, 2012; IBO, 2008). Also they believed that these kinds of ingredients would best be measured using criterion-based testing which would hold students accountable in relation to each desired
standard or criterion, instead of a cumulative letter grade, commonly used in the past (Hill, 2012). This style of assessment recognized that knowledge, skills, and attitudes were each important and also allowed teachers to communicate standards and expectation to these students in a descriptive way (Hill, 2012; IBO, 2008).

As IB was developing further its programmes of international minded education, UNESCO also made a declaration that outlined the goals and ideals of international education (UNESCO, 1974). Hill (2012) credited this as a major milestone in the development of international education. This documented that international education should be about teaching peace, democracy, and human rights; it should also use a pedagogical approach that allows children to (creatively) develop skills and attitudes of critical analysis and promote intercultural understanding (UNESCO, 1974).

About 20 years later UNESCO’s manifesto about international education made its way into both national and international school systems because its recommendations—that education should be led with an “interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international cooperation”—were appropriate for all schools in the changing times in which they were living (Hill, 2012, p. 254). Entering the 21st century, with developments such as the Internet and mobile phones, allowed for exponential advances and interest in the field of international education (Hayden, Thompson, & Walker, 2002; Hill, 2012; Walker, 2011). Educators recognized the need for an internationally minded framework in schools that helped students learn about how to work and live in a rapidly changing environment (Hayden, Thompson, & Walker, 2002; Skelton, 2002).
Today, international schools and education for international mindedness has grown to encompass thousands of schools, tens of thousands of teachers, and millions of students in a variety of countries all over the world (Walker, 2011). Specifically, the International Baccalaureate (IB) has been a major contributor to the growth of internationally minded education (Gigliotti-Labay, 2010; Hill, 2012; Walker, 2011). The IB Programmes have continued to provide the world with an international school framework at all levels that considered global values and international mindedness as a major factor in its design and implementation. Hill (2001) mentioned that the IB Programmes consist of a genuine attempt to create a framework that provides a truly global dimension and international experience within the academic program. Hayden, Thompson, and Walker (2002) acknowledged that the IB programmes are the most meaningful development of a curriculum for international education. Today the IB strives to promote international mindedness across all four programmes and in every classroom and school.

Looking toward the future, the IB leaders and other scholars continue to participate in conversation about international mindedness in schools. Harrison (2014) has continued to evaluate the term international mindedness and has considered recent indicators in the globalized world that can lead to the need to expand or reevaluate the term’s place within the international school setting. Additionally, other scholars have criticized the IB and the term international mindedness because of its’ western focus (Drake, 2004; van Oord, 2007). van Oord (2007) argued that the IB programmes are “overtly international at the content level but thoroughly western at the epistemological
“level” and advised that the IB could be perpetuating a kind of cultural imperialism, whereby claims of international mindedness are merely superficial statements that lack substantial consideration of cultural contexts (p. 375). However, as mentioned in this section above, the IB was an integral part of the international school history and has had the opportunity to evolve its education for international mindedness over time. Since 1969 IB schools have aimed to incorporate internationally minded content, providing a rich history of the concept that when studied within their schools, could offer several suggestions about international minded classroom practice and how to improve it.

The IB’s Role in International Education

The IB has played a role in international education by changing the limitations of formal international programs. Cambridge and Thompson (2004) agreed that the IB has been essential to the development of international education in a practical perspective. The first objective of the IB was to enable the international mobility of students preparing for university by providing schools with a curriculum and diploma qualification recognized by universities all over the world (Cambridge & Thompson, 2004; Hill, 2001). In recent years, the IB has much expanded from this original purpose. As of 2016, the IB programme are found in over 4,335 schools, in over 150 countries across the world (IBO, 2016). The IB reported that from February 2011 to February 2016, the number of IB programmes offered internationally grew by 46.40% (IBO, 2016).

The Learner Profile outlines the mission of the IB programmes, to create intercultural competent students who will become global citizens. According to the IB, the Learner Profile promotes international mindedness and respect within its programmes
as an essential life tool in the 21st century (IBO, 2011). The mission of the IB reads as follows:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (IBO, 2008, p.1).

The IB programme is one of the many models of international education. The IB offers four programmes for the Primary School, Middle School, and High School recommending a constant global approach to education from childhood to graduation (IBO, 2008). The IB is unique from other international education programs because “it promotes the education of the whole person, underlining intellectual, personal, emotional, and social growth, including the traditions of learning in languages, humanities, sciences, mathematics, and the arts” (IBO, 2008). As stated previously, IB schools’ aim is to teach concepts of international mindedness while molding students to become intellectually independent and open-minded. The IB mission statement emphasizes developing inquiring, knowledgeable, and caring adolescents in order to foster a more peaceful world through intercultural understanding and respect (IBO, 2009).
The development and incorporation of the IB Learner Profile has set the IB programmes apart from other models of international education. Hill (2007) reported that the Learner Profile is a pioneering efforts toward defining international mindedness through the 10 characteristics (See Appendix E). These shared characteristics have outlined the aim for all of the IB programmes, which is, “to develop internationally minded people who recognize their common humanity and shared guardianship of the planet” (IBO, 2009). All IB schools share the characteristics outlined in the Learner Profile. Regardless of a student’s culture or ethnicity, the Learner Profile was designed to teach personal characteristics that then are to become similarities among students all over the world. The characteristics described in the Learner Profile are unique to the IB programmes because they not only recognize and respect cultural difference among people but at the same time they create commonality among students all over the world through a common educational characteristics. This can help establish a global community, which, in turn, allows for a great opportunity to promote peace among nations and develop global citizenship. The IB Learner Profile will be addressed in greater detail in the following section of this literature review.

The IB has helped redefine the ideas around international education by having an escalating influence on national systems of education as they work towards internationalize local curriculum (Halicioglu, 2008; Hill, 2007). International education programs usually are considered to take place “overseas” but the IB offers a framework that can become an innate part of the prescribed curriculum anywhere in the world, including in local home countries or public schools (Hill, 2007, p. 32). The IB objectives
were designed to be adaptable to any local school district and flexible enough to consider alternate ways school systems implement international mindedness within their environment and curriculum (IBO, 2008). The IB makes international education more accessible to students, regardless if they leave their home country or not. This claim was supported by Halicioglu’s (2008) quantitative study among all the national IB DP teachers in Turkey. Her study asked over 150 national teachers about their perceptions of the IB DP and 75% of the teachers agreed that the IB DP gave their students an opportunity to receive an international education, regardless if those students attend a school comprised of only one nation represented in the student population (Turkish) or if the students would ever travel outside of Turkey (Halicioglu, 2008).

The Development of International Mindedness within the IB

In this section I provide an overview of how three of the IB programme aim to develop international mindedness. A description of each programme within the IB continuum is important to consider within the context of my research because my participants included a teacher from each programme, spanning the K-12 curriculum within the school.

The IB continuum includes three programmes,

• the Primary Years Programme (PYP) for students aged 3–12, available since 1997
• the Middle Years Programme (MYP), designed as a five-year programme for students aged 11–16, available since 1994
the Diploma Programme (DP), an internationally recognized pre-university course of study for students, aged 16–19, available since the late 1960s (IBO, 2009, p. 2).

**Primary Years Programme (PYP).** The PYP is a unique curriculum for several reasons. The curriculum is structured in order to promote and encourage student curiosity. The PYP calls each area of study a *unit of inquiry* because its main focus is to engage students in answering questions that students want to learn (IBO, 2008). The content is approached in a transdisciplinary way so that students can make connections between the subjects. PYP focuses on six transdisciplinary themes such as, “who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet” (IBO, 2008, p. 9). These themes are key to the PYP framework because they intend to promote international mindedness (IBO, 2008).

The PYP is structured in order to consider many aspects when designing a lesson. The PYP utilizes a concept-based curriculum. There is eight concepts considered when writing curriculum in the PYP: form, function, causation, change, connection, perspective, responsibility, and reflection (IBO, 2008). These concepts are utilized because they tie ideas of international mindedness into the content. Other aspects the PYP considered when lesson planning are transdisciplinary skills including, “social skills, communication skills, thinking skills, research skills, and self-management skills” (IBO, 2008, p. 9). The PYP considers these skills because they help connect the learning from
the classroom to the real world (IBO, 2008). These elements make the PYP different from other elementary programs because they all aim to foster international mindedness.

**Middle Years Programme (MYP).** The IB MYP was specifically designed for the development of students from ages 11–16 (Daly, Brown, & McGowan, 2012). The programme is offered in approximately 1,100 schools worldwide as of 2014 (IB, 2014a). The MYP is a distinctive curriculum model because students access the disciplines through interdisciplinary units and the development of international mindedness serves as a primary aim and context for learning (IBO, 2014). The MYP aims to develop international mindedness with the use of teaching about global context. These global contexts are unique to IB because the interdisciplinary themes take on a global approach in order to help students see their responsibilities as global citizens and understand the world is interconnected. This connection is purposeful in the framework because the ultimate aim is to encourage the development of international mindedness (IB, 2015).

Another example of a unique style that MYP offers is the fundamental concepts included in the curriculum design. The three concepts are “holistic learning, intercultural awareness, and communication” (IBO, 2014, p. 4). IB considers these important to the curriculum because they incorporate balance in the students’ educational experience and have been applied to the IB Learner Profile (IBO, 2008, 2014). Balance is a key element to an international education because it promotes open-minded approaches to understanding. Within the eight subject groups currently offered in the MYP, there is not only an emphasis on a learner gaining knowledge but also on “the understanding of
concepts, the mastery of skills and the development of attitudes that can lead to considered and appropriate action” (Hayden & Thompson, 2011, p. 15).

**Diploma Programme (DP).** The IB DP has been called a “truly international education” that supports an understanding and appreciation of other cultures, languages and points of view (Cambridge & Thompson, 2004, p. 161). Originally, institutions that first offered the IB DP were mostly private international schools, but they included some private national institutions and schools belonging to state education departments (Cambridge & Thompson, 2004). This has changed over time, and the number of national schools that offer the DP continues to grow (Cambridge Thompson 2004; Halicioglu, 2008). The IB DP is far reaching around the world, in more than 2,400 schools (IBO, 2015a) and remains to be linked to offering students with an internationally minded education (Gigliotti-Labay, 2010).

The DP is different from other college preparatory programs because it looks beyond the knowledge required to pass exams (IBO, 2008). The DP intends to interconnect understanding that is concerned with the education of the whole student (IBO, 2008). The method DP uses to ensure this approach is by emphasizing core areas such as the Extended Essay, Theory of Knowledge (TOK), and Creativity, Action, and Service (CAS) within the programme (IBO, 2008). For example, the TOK encourages students to reflect on their experiences as learners in daily situations and asks them to find associations between academics and their thoughts, feelings, and actions (IBO, 2008). These connections are in place to help students develop international mindedness (IBO, 2008).
The IB Learner Profile

The IB’s description of international mindedness is significant to my study because the IB is the program utilized in the site I selected to conduct my case study on teachers’ definitions of international mindedness. The IB describes the Learner Profile as international mindedness in action (Bullock, 2012). Ideally, IB teachers embody the attributes of the Learner Profile (Bullock, 2012; Cause, 2009; IBO, 2009). IB teachers’ role involves striving to promote international mindedness (as described in the Learner Profile) into their classrooms as much as possible. Because IB frameworks are founded on international minded ideals that are outlined within the Learner Profile’s attributes; it is important to consider if and how teachers support, describe, and demonstrate the same attributes and beliefs. While the Learner Profile is not the only way to describe international mindedness or to be internationally minded, for the purpose of this study it was an important element to consider because the IB expects teachers to use this as a common language to describe international mindedness throughout the IB programmes.

Consistent with research findings on the importance of teacher’s perceptions (Clark & Peterson, 1986; Gage, 2009; Rodway, 2008), I have speculated that if teachers do not truly understand and identify the importance and basis of the international mindedness, then the IB curriculum cannot meet its full potential. A study about teachers’ definitions and understandings of international mindedness may help the field of international education understand the teachers’ roles along the IB programmes as well as other schools and organizations looking to prepare teachers for international minded teaching.
Bullock (2012) published a literature review about the Learner Profile to offer a shared language that captures and explores this critical IB framework. Bullock’s paper offered a rationale for the importance of each trait to the development of international minded learning as she traced their objectives to sound theoretical principles related to the learning process. Her review linked the 10 different attributes to literature in the following fields: 1) constructivist and social constructivist perspectives on education and learning; 2) relevant and contemporary theories in relation to learning; and 3) cognition and meta-cognition development in young adults (Bullock, 2012). Bullock presented a theoretical base for the 10 IB Learner Profile attributes through an organizational structure that connected the IB philosophy of education with a social constructivist model of learning.

Bullock’s (2012) analysis revealed the following conceptual frames for the 10 attributes based on a review of the literature in the above-mentioned fields,

1) Most theorists believe that it is engaging with, and thinking about, a concept or activity that is the foundation of learning and development (inquirers).

2) Learners must seek to connect with the content that is to be learned (knowledgeable).

3) [Students] need to know that learning is not always easy (risk-takers),

4) There are personal skills for learning that can be acquired and enhanced (thinkers).
5) Learners need to understand themselves, their strengths, weaknesses, motivations and drivers (reflective).

6) Ideas are passed between teacher and learner, with the learner gradually achieving understanding and responsibility (principled).

7) Interpersonal and cultural relationships have the power to broaden horizons, motivate and guide a learner (open-minded).

8) The link between language and learning has also been firmly established. As language develops so does the ability to manipulate thought (communicators).

9) Successful educational relationships are the foundations of effective learning. Learning how to develop and sustain relationships, how to work with others, and to make use of and build on other’s expertise (caring),

10) …And may be the key for young people in developing their identities as learners and, in turn, improving their life chances (balanced). (p. 19).

This work demonstrated the value of the Learner Profile as the IB’s set of descriptors that “mold policy and practice and provide a shared ethos for disparate institutions” (p. 2).

**The learner profile guidelines.** For this study, the research questions asked, how do teachers define and perceive international mindedness and what can be learned about teachers’ classroom practice based on that understanding? I considered the IB’s vision
for the Learner Profile, shared below, in order to best prepare for research in this area. The IB’s programme standards and practice guidelines (as cited in the IBO, 2012) outlines the importance of the IB Learner Profile for the philosophy of the programmes and for teaching and learning in IB World Schools. These include:

A.4 The school develops and promotes international mindedness and all attributes of the IB Learner Profile across the school community.

C1.9 Collaborative planning and reflection addresses the IB Learner Profile attributes.

C2.11 The written curriculum fosters development of the IB Learner Profile attributes.

C3.16 Teaching and learning develops the IB Learner Profile attributes. (p. 1)

These guidelines demonstrate the importance of the Learner Profile in the IB curriculum and show the links between the Learner Profile and classroom practice. This was included as an element to consider when I investigated teachers’ definitions of international mindedness and how it related to IB classroom practice.

Teachers’ Perceptions, Beliefs, and Attitudes

In this section I summarize the literature on research pertaining to teachers’ perceptions beliefs, and attitudes and how these could influence pedagogical decisions they make toward their classroom activation. Researchers clearly pointed to the importance of studying teachers’ beliefs because their beliefs affect their behaviors and classroom practices (Ajzen, 1991; Ajzen & Fishbein, 2005; Fives & Buehl, 2012; Pajares,
1992; Patterson, Doppen, & Misco, 2012). Also, in this section I discuss important attributes and constructs about teachers’ beliefs that are important to consider.

Numerous significant ideas about the beliefs and perceptions of teachers can be discovered in a review of the literature. First, there are both empirical and theoretical research studies that discussed the effects of perceptions and beliefs on teachers’ instructional actions (Calveric, 2010; Fives & Buehl, 2012; Gage, 2009). Gay (2010) found in her research that teachers’ beliefs have a profound influence over both their instructional decisions and actions and the need to examine their beliefs is “imperative because attitudes and beliefs are paramount in determining instructional behaviors” (p. 150). These research findings have been supported by Ajzen and Fishbein’s (2000, 2005) theory of reasoned action. According to Ajzen and Fishbein’s theory of reasoned action and Ajzen’s (1991) extension of that theory—the theory of planned behavior—beliefs and perceptions influence attitudes toward a behavior. Additionally, attitudes toward a behavior impact intentions to perform behaviors (Ajzen & Fishbein, 2005). In other words, “Behavior, thus, rests ultimately on the information people have relevant to that behavior, and it is in this sense that behavior is reasoned” (Ajzen & Fishbein, 2005 p. 193).

Second, understanding beliefs and perceptions can influence how teachers grasp or take in new information. Specifically, Fives and Buehl (2012) discussed how different beliefs might function in three different ways in regard to teaching practice: as filters (for interpretation), frames (for decision making), or guides (for action). Gates (2006) found that when teachers extract information in the classroom through belief filters, their beliefs
continue to impact how they frame a current problem. Goodman (1988) also found that teachers were influenced by their beliefs because they served as guiding images from prior experiences that created intuitive screens (frames) for new information to be filtered.

Third, scholars have mentioned that perceptions and beliefs can be static and unchanging (Tatto, 1996). Several studies have demonstrated that once teachers’ beliefs are formed they are difficult to change (Belbase, 2012; Kagan, 1992). In the framework of understanding belief systems, when teachers change, they may not abandon specific belief systems all together, but instead exchange them with more significant ones (Rokeach, 1972).

Research exploring teachers’ beliefs has also suggested that teachers’ experiences shape their perspectives and beliefs, and thus influence classroom actions (Belbase, 2012; Handal, 2003; Marx & Moss, 2011). For example, Olemdo and Harbon (2010) found that when teachers were placed in international learning and living situations, and had close interactions and experiences with the host countries (even for a short time), that this impacted their awareness and perspective about global issues and why these aspects were important to include in their teaching practice. Perkkila (2003) conducted research on teachers’ beliefs and perceptions about using mathematical textbooks and found that the teachers’ experiences and beliefs about using the textbooks in their classroom were strongly linked to their experiences as students using them. Overall, she found that the participants teaching practices and beliefs were largely influenced by their past experiences of learning mathematics as students in schools (Perkkila, 2003). These
findings suggested that experiences have shaped teachers' beliefs in regard to how they teach within their own settings.

**Belief constructs.** Fives and Buehl (2012) conducted an exhaustive review of more than 300 published articles on teachers’ beliefs. They found that research on teachers’ beliefs extends over more than 60 years and included a wide array of research methodologies, theoretical perspectives, and identification of specific beliefs about many topics. They agreed that teachers hold complex and multifaceted beliefs about a wide variety of people and structures. Therefore it is vital to clearly define the belief construct within my study and use this definition as a guide to study, discuss, and assess teachers’ beliefs (Fives & Buehl, 2012). For the purpose of my research, the construct of teachers’ beliefs can be characterized in the following ways: teachers’ beliefs are 1) implicit and explicit, 2) related to knowledge, and 3) exist within a larger belief system (Fives & Buehl; Pajares, 1992). Beliefs are defined as “a set of conceptual representations which store general knowledge of objects, people and events, and their characteristic relationships” (Fives & Buehl, 2012, p. 473).

The first construct of teachers’ beliefs, as implicit and explicit, is important to my study and to the process of inferring beliefs. Researchers have investigated both implicit and explicit beliefs through a number of different methods and structures (Basturkmen, Loewen, & Ellis, 2004; Gay, 2010; Hutchings, 2010; Kagan, 1992; Nespor, 1987). Fives and Buehl (2012) identified that tension exists between the nature of analyzing implicit or explicit beliefs. For example when researchers (e.g., Hutchings, 2010 and Basturkmen, Loewen, & Ellis, 2004) have asked teachers what their beliefs were and then used their
responses as elements of analysis; this would therefore results in the formation of explicit beliefs (Fives & Buehl, 2012). Other methods of analyzing teachers’ explicit beliefs such as, interviews or questionnaires, have been critiqued because,

a) teachers will give the desired answer and may not differentiate across beliefs

b) teachers do not have the language to articulate what they believe, nor do they share the same language as the researcher, and

c) teachers are not aware of what they believe (Fives & Buehl, 2012, p. 474).

Therefore, other approaches have been suggested to examine teachers’ enacted beliefs. Fives and Buehl suggested the analysis of beliefs take place through “actual teacher actions, planned actions, and talk” in order for researchers to infer their beliefs (Fives & Buehl, 2012, p. 474). These types of analyses described by Fives and Buehl were similar to other suggestion from other scholars. For example, Pajares (1992) and Rokeach’s (1972) suggested that to infer teachers’ beliefs the researcher must consider what teachers say about their beliefs, how they intend to translate their beliefs into behaviors in their classrooms, and finally what they do during classroom instruction.

The second construct of teachers’ beliefs imperative to my study is beliefs and perceptions are related to knowledge. Lewis (1990) explained that the origin of all knowledge is rooted in belief. Pajares (1992) offered an example of this, when learning is due to personal discovery, students start the process by believing in their own sense of logic. Pajares added, “…there is no escaping the intertwined nature of knowledge and beliefs” (p.313). Rokeach (1972) described knowledge as a component of belief.
Therefore, an investigation of teacher beliefs’ would be valuable because beliefs and knowledge are intertwined. In order to fully understand teachers’ classroom practices, researchers should look beyond teachers’ knowledge about their curriculum. Fives and Buehl (2012) advised, “Researchers must come to understand the warrants used by practitioners to gain a complete understanding of the ways beliefs and knowledge manifest in practice” (p. 477).

The third construct of teachers’ beliefs that is important to clarify for the context of my study is that beliefs exist within a larger belief system (Rokeach, 1972; Pajares, 1992; Fives & Buehl, 2012). Pajares (1992) pointed out that belief structures (attitudes and values) are a part of the belief system, or web, and can also be considered connected to central or peripheral strands of that web. He added that people have differing beliefs of differing intensity and multifaceted connections that establish their importance. Important to the purpose of my study is that belief systems that exist around a particular object or situation (like international mindedness) form attitudes that could then form intentions or action agendas (Pajares, 1992; Rokeach, 1972). Pajares found that, “Beliefs within attitudes have connections to one another and to other beliefs in other attitudes… these connections create the values that guide one’s life, development and maintain attitudes, interpret information, and determine behavior” (p. 319). Therefore for the purpose of my research it was important to keep in mind the inner connected nature of beliefs to values and attitudes in order to understand how and why they could predict behavior.
Teachers’ Perceptions of International Mindedness

In this section I present examples of teachers’ perception and beliefs of international mindedness in IB schools. Four studies have explored how teachers understand, perceive, make-sense, believe, or identify with their development of international mindedness. These studies were selected in order to provide an understanding of existing research on teachers’ perceptions of international mindedness. The findings presented in these studies offered noteworthy suggestions for my own research in the international school classroom.

Cairo, Egypt. Hurley’s (2005) qualitative study about how stakeholders construct international mindedness at an international school in Cairo had a very similar purpose to my own intention to conduct research around this topic. The goal of her investigation was to understand international mindedness in an international school. Hurley acknowledged that international mindedness is a complex concept, and could not be measured, controlled, or counted. Instead, her aim was to ask stakeholders how they perceived and constructed an understanding of the concept (Hurley, 2005). While I shared a common goal with Hurley’s work, to understand international mindedness within the context of an international school in the Nordic region—however, my research is different because my focus is on how that understanding exists in the minds of teachers. My purpose is not solely to infer their understandings of the term, but to go further and look at how teachers’ perception and understandings of the term were activated during teachers’ instruction.
Hurley’s investigation entailed lengthy, detailed interviews, school documents, and field notes, in order to offer data in response to three research questions: how did international mindedness manifest itself at the school; how did stakeholders construct international mindedness; and how did stakeholders negotiate international mindedness in their host culture? The purposeful selection of participants included 11 people—two students, two administrators, the curriculum coordinator, two parents, two graduates, and two teachers (Hurley, 2005). These participants were selected by Hurley because of their willingness to participate, their social rules held within the school community, and their ability to articulate their thoughts on the subject.

Hurley (2005) acknowledged that her participants’ minds were tangled in social interaction and therefore were constantly in the process of changing, internalizing, and reshaping their understanding, and by “crystallizing the social constructions of socially interactive individuals” within her setting, she was able to describe the phenomenon of international mindedness in a state of flux (p. 110). The data of Hurley’s study consisted of multiple perspectives, varying viewpoints, collective concepts, unequal emphases, and temporal identifications.

The findings were gathered into several social constructions that exhibited the challenges of promoting international mindedness at Hurley’s (2005) international school. The results from the study suggested that the transformation of this international school into an internationally minded school was not successful even when stakeholders embraced the idea of international mindedness in very common ways (Hurley, 2005). Hurley found that the stakeholders seemed to understand and were able to articulate what
international mindedness and international education were. She reported that the
stakeholders defined them as an education that embraced multiple viewpoints and an
exposure to alternative ways of thinking (Hurley, 2005). However, Hurley noticed
significant gaps in the relationship between school practice and stakeholders’ viewpoint;
this revealed that her international school lacked approaches to foster international
mindedness. Additionally Hurley’s study reported that the stakeholders’ perceptions of
the IB programme clashed with and also challenged the IB mission. While the
participants acknowledged that the IB DP was academically rigorous, the international
aspect of the programme did not seem to be significant or influential within the
programme delivery (Hurley, 2005). Also, stakeholders had not agreed that that the IB
offered an internationally minded education (Hurley, 2005).

Hurley’s (2005) study concluded with important questions for future research to
answer, why is international mindedness difficult to implement and how are teachers
successful in this endeavor? Hurley suggested that research needs to be conducted in
other international schools around international mindedness because significant gaps
subsist between theory and practice in international education. Hurley’s study showed
that even when stakeholders know what international mindedness was, embraced it, and
valued its place in learning, there still existed major difficulty about how to incorporate it
in an actual school setting. This study gave clear rationale to investigate international
mindedness in my setting, and also to focus on the link between theoretical thinking
about international mindedness to teachers’ classroom practice. Hurley’s study looked at
the term international mindedness within the view of several stakeholders, however my
study involves a specific investigation that examines international mindedness inside the classroom – in the minds, ideas, and actions of the teachers whom are curricular gatekeepers of international mindedness.

**Ontario, Canada.** Rodway’s (2008) qualitative research study aimed to answer the following question: How do IB teachers and administrators make sense of international mindedness in their involvement with the International Baccalaureate Diploma Programme? She utilized pre-interview questionnaires, semi-structured interviews, and document analysis to collect data that explained how IB educators built their perceptions of international mindedness (Rodway, 2008). The participants were selected from three high schools in Ontario, Canada that had a minimum of three years experience with the IB DP and followed ethical review and permission practices as agreed by each institution. 17 participants were complied from these schools, of which were recruited due to their position within the school (Rodway, 2008). The positions included: the principal, DP Coordinator, CAS supervisor, Theory of Knowledge teacher, and one other subject area teacher from each school and two additional teachers (Rodway, 2008).

The findings showed that teachers’ perceptions and understandings of international mindedness were not influenced much by professional development activities (e.g., workshops, seminars) offered in schools (Rodway, 2008). Rodway (2008) also reported that an individual's personal background, experience, and characteristics of the local environment were much more influential on participants understandings of international mindedness. Rodway interpreted that the most influential
aspect of sense making and perceptions in relation to international mindedness seemed to be an individual's personal background and experience. Specifically, travel, family and education experiences appeared to have the greatest effects on sense making of international mindedness (Rodway, 2008). For example, participants that traveled extensively or lived abroad for lengthy periods of time acknowledged these experiences as more significant to their understanding than the participants that had international experience limited to holiday travel (Rodway, 2008). When the teachers had the opportunity to step outside of their regular comfort zone and experience other cultures for longer periods of time, this greatly shaped how they perceive international mindedness because they had an opportunity to reflect on a lived experience that allowed them to connect to the meaning of international mindedness (Rodway, 2008). These findings echoed what has been reported on teachers’ beliefs, that they are impacted by their lived experiences (Belbase, 2012; Handal, 2003; Marx & Moss, 2011).

Rodway (2008) acknowledged that the conceptual dimension of the IBDP philosophy requires reflection, self-study, and evaluation in order to establish precisely what one's beliefs and values are in terms of international mindedness. However, her findings suggested that more practical classroom issues (for example, curriculum planning or assessment methods) are usually found to supersede discussion of the international mindedness altogether among teachers (Rodway, 2008). Rodway asked participants about their understandings of the term and she found that international mindedness seemed to be a concept that teachers felt that they previously understood and did not need to pay attention to, or it was something that they did not ascribe much
importance and consequently was not a concern. Due to the importance of international mindedness within all IB programmes, this lack of attention is problematic for implementation purposes because the central tenant of the programme would be lost if it is not a deliberate point of consideration during the programme delivery (Rodway, 2008). The implication that can be learned from this study is that much more investigations about IB teachers’ beliefs and perceptions of international minded should be conducted.

Another relevant finding from this study is that participants perceived international mindedness as a discussion of theory, not something applicable into classroom practice (Rodway, 2008). She found that the involvement in professional development activities were based more on the practical elements of teaching or on content specific issues, instead of philosophical discussion focusing on international mindedness (Rodway, 2008). One of Rodway’s (2008) teacher participants suggested that his school's efforts to discuss international mindedness as a separate focus at faculty meetings have not been successful because international mindedness should be addressed as it presents itself in practice. Other participants also perceived that conversations that focused on international mindedness were strictly philosophical and, therefore, were not practical enough to be included in faculty meetings or planning sessions (Rodway, 2008). Before I began my research I wondered if teachers within my site perceived international mindedness as a separate piece—something that can be taught in its own space, possibly outside of the tested curriculum—as the teachers have described it in Rodway’s study, or if it was a way of thinking about teaching and learning. Rodway’s research provided
more questions to consider about international mindedness within teachers’ classrooms.

**London, England.** Mitchell’s (2014) qualitative dissertation research investigated teaching and learning in an international school, largely among music teachers. Her research question asked: (1) What are the stories of principle, practice, and mindset that foster internationally minded teaching and learning in an international school context? and (2) How might those stories inform the practices of teachers in increasingly culturally diverse domestic schools? (Mitchell, 2014 p. 13). A trifold conceptual framework of principle, practice, and mindset were used in the design process for data collection. Mitchell collected data from 25 documents, 60 hours of classroom observations, and 8 interviews of teachers and school leaders. Her analysis used hermeneutic phenomenological reflection, and narrative approaches (Mitchell, 2014). As a result, Mitchell found important themes that indicated a complex interconnection between international mindedness within the international school that she studied in London, England.

Mitchell’s (2014) study was similar to my study in several ways. First, the site selected was similar to mine because it also had a long history of offering all of the IB programmes. Secondly, Mitchell’s study involved classroom observations and interviews with teacher participants. Thirdly, Mitchell’s study investigated the link between mindset to practice in an international school.

My study diverged from Mitchell’s (2014) because I looked at specific understanding of international mindedness and how that related to beliefs, planning, and
practice among teachers across each IB programme throughout an entire school. On the other hand, Mitchell used the trifold conceptual framework of principle, practice, and mindset to identify themes among international minded teaching and learning in the music classroom and among the leadership within her site. Her findings offered important connections to teachers’ mindsets about international mindedness among her participants and also how that can parlay into the teaching practice at her site (Mitchell, 2014).

Mitchell (2014) found that creativity was an important theme that supported the teaching of international mindedness in her study. She found that the IB programmes were supportive and designed to utilize and respect the professional knowledge, experience, and judgment of the teachers so that they have the freedom to be creative in the classroom (Mitchell, 2014). Mitchell discussed that when the teachers at her site felt the freedom and trust to take risks in the classroom they were able to maximize the learning experience by tinkering with different ideas and methods. This tinkering often resulted in adapting the curriculum around the students’ needs and interests with the use of inquiry-based learning (Mitchell, 2014). She found that the teachers’ believed this was an important part of being an international educator because they would have to be willing to adapt their teaching and curriculum in order to connect with an international population (Mitchell, 2014). One of Mitchell’s teachers related the concept of international mindedness to creativity itself. She believed that her students were inspired to think critically and creatively to be able to identify solutions to their problems and
differences, and as a result they were more likely to tackle arising cultural clashes with a more proactive approach.

Another important finding Mitchell (2014) found was that personalized learning was a key element to international minded teaching. The educators at her site believed it is imperative to deeply know their students (Mitchell, 2014). She noted that the teachers embraced the rich and diverse cultures within their school and would make efforts toward incorporating students’ cultural knowledge into their lesson and how they teach (Mitchell, 2014). Additionally, Mitchell’s participants believed that their school had an ability to cultivate international mindedness among the students because their personal opinions, perspectives, and ideas are both encouraged and critically examined as a part of their learning.

Finally Mitchell’s (2014) study characterized the mindset a teacher must have in order to facilitate and cultivate an internationally minded educational context. She outlined three common demeanors: “(1) an expatriate perspective, (2) a sense of international identity, and (3) the belief that education can indeed, promote and develop a sense of shared humanity” (Mitchell, 2014, p. 114). Additionally she found that the teachers in her site had a deeper understanding of what international mindedness was all about. She noted that they recognized that their mindset and understanding of it was beyond celebrating differences, instead it was more about the search for commonality (Mitchell, 2014).

How internationally minded are international teachers? Duckworth et al. (2005) investigated the international mindedness of a group of pre- and in-service
international schoolteachers. The purpose of this mixed methods study was to explore the teachers’ perceptions regarding international mindedness, how international mindedness as a concept was applied in the classroom, and how their beliefs related to demographic characteristics (Duckworth et al., 2005). The study participants were comprised of 93 pre-and in-service teachers enrolled as graduate students in George Mason University’s FAST TRAIN program—a graduate program designed to prepare teachers for international settings (Duckworth et al., 2005).

For the quantitative part of the study, the 93 teachers replied to a 55-item questionnaire, which sought information on their demographic and academic background, international and teaching background, perceptions and beliefs about teaching and living abroad, and opinions on matters involving international mindedness (Duckworth et al., 2005). The researchers’ instrument included a portion taken from the Global Mindedness Scale (GMS) created by Hett (1993). For the qualitative portion of the study, Duckworth et al. utilized a nine question, in-person interview among eight participants that aimed to glean a more detailed level of information that was identical to the survey given for the quantitative portion of the study. These participants were selected based on their varying amounts of exposure to international experiences (Duckworth et al., 2005). The questionnaires were analyzed using equal interval scales (strongly agree, agree, etc.) and the qualitative data was coded into quantitative data, and some of the categories were merged in order to run numerous tests of statistical analysis (Duckworth, et al., 2005).

Duckworth et al. (2005) reported that the group of teachers generally felt comfortable in the midst of diversity and many described their interactions with people of
other cultures as uplifting. The teachers also were asked to define the characteristics of an excellent international teachers, and the findings, almost unanimously (93%), indicated that a love of children is an important characteristic (Duckworth et al., 2005). The findings also specified that a majority of teachers believed an awareness of cultural influences on perceptions and behaviors is crucial to be an effective international schoolteacher and that social class is critical variable in terms of ones’ worldview (Duckworth et al., 2005).

The researchers reported on the teachers’ perceptions of international mindedness by using Hett’s (1993) GMS because the higher the scores on the GMS indicated greater values of international mindedness among the practitioners. Duckworth et al. (2005) reported that the participants’ GMS were found on the upper half of the continuum, with scores that ranged between 39-93 on the scale (based on a possible range of 96 to -24). These findings suggested that these teachers were oriented toward international mindedness and specifically, a majority of the participants believed that they perceive themselves as citizens of the world, not as a citizen of one country (Duckworth et al., 2005).

The findings also showed most participants perceived that international mindedness required flexibility, tolerance and respect toward all cultures, as well as involvement in different cultural locations (Duckworth et al., 2005). Duckworth et al. (2005) shared that even though many of the teachers had little teaching experience (0–4 years), they still held a mature outlook of the kind of teacher necessary to develop international mindedness in the classroom. Generally the teacher participants desired to
model the characteristics that they believed would make a meaningful contribution to both international education and the world at large (Duckworth et al., 2005).

These finding helped me with my own investigation about teachers’ perceptions of international mindedness because the authors shared specific and tangible descriptions of the characteristics that teachers perceived to be related to international mindedness. Duckworth et al. (2005) suggested more research should be conducted with teachers and their understandings of international mindedness because knowing if teachers are internationally minded will help international schools succeed in their mission to develop global citizens and enhance relationship between schools and the host culture.

**Practical Examples of Teaching International Mindedness**

In this section I outline two examples of practical findings from international school educators that have incorporated international mindedness into their practice. These scholars shared insights and lessons for international educators to consider and offered a context to my study on teachers’ internationally minded teaching practice.

**Working with international minds.** Ross and Izzard’s (2014) international school teaching career actively involved reflecting on ways to increase their individual engagements with their international student populations in their classroom. They found that the international students that they have worked with over the years have “international minds” already due to their international and intercultural experiences (Ross & Izzard, 2014, p. 13). Ross and Izzard found that students in international schools share their experiences and enhance international and cultural comprehension cooperatively with students and teachers in their varying environments. These scholars
advised that international school teachers should think of international mindedness as being present already in the knowledgeable minds of their students (not something they have to create within the context of their learning spaces) and educators could learn from and utilize this information (Ross & Izzard, 2014).

They provided questions for international school educators to consider in order to further explore with students their individual diverse cultural knowledge and experiences within the international school community. These questions are meant to help the teachers think of new roles and ways that knowledge from their students could be shared and celebrated. Some examples of those questions for teachers to consider included:

How does diversity in international school population influence learning environments? “To what extent can students and staff relate to one another’s identify and share white international and intercultural knowledge” and “Is there any interconnectedness between the students and staff and the diverse cultures and communities that they experience?” (Ross & Izzard, 2014, p. 13)

These questions were intended to help teachers consider practical ways in which students’ diverse cultures found in the international classroom can provide knowledge and structure for personal development, social relationships, and educational values (Ross & Izzard, 2014).

**Bringing international mindedness into the classroom.** Lockhart (2013) published a book chapter that offered advice about how to bring international mindedness into the classroom. She offered suggestions based on her own international teaching
practice as well as what she has observed from other teachers that have been successful with the incorporation of international mindedness while serving as an Accreditation Visit Leader for the Council of International Schools. She discussed ways teachers could incorporate international understanding into the day-to-day lessons without compromising the curriculum (Lockhart, 2013). Her work offered specific examples and ideas of how international mindedness could be a focus of a lesson, unit, or concept. Moreover she advised,

Within any school classroom opportunities to engage students in discussions and experiences that will develop their international mindedness and understanding abound. The key to teaching in a way that develops international mindedness is being open to the opportunities that arise and being flexible in your approach so that you can seize those teachable moments (p. 79).

While being open and flexible was important to the development of international mindedness, Lockhart’s also found that in order for international mindedness to become apart of the classroom, conscious decisions had to be made about it to ensure that it has been included in the classroom. This conscious choice guaranteed that it was targeted precisely and not left to chance (Lockhart, 2013).

Lockhart (2013) reminded educators that even with the best intentions and conscious efforts toward incorporating international mindedness into individual classrooms, lessons, units, or ideas that it cannot be successful without a culture that promotes intercultural understanding throughout the entire school. She found that
specific lessons could highlight the principals of international mindedness or promote understanding and empathy of other people and cultures, but if it is not additionally promoted within the school than those lessons could be views as “tokenistic or even hypocritical” (p. 80).

Finally, Lockhart (2013) addressed the concern about teachers’ time and asked if it was fair to expect international teachers to incorporate international mindedness in an already busy schedule with other planning and curriculum to balance (p. 82). She asserted that this incorporation does not actually take much more time from teacher, but simply just required an awareness of the concept when planning. Lockhart believed that this change could be as simple as asking teachers to alter some of the questions that they have asked or slightly shift tasks so that they would integrate different cultural perspectives. She suggested that international mindedness could be present in the classroom if teachers would be willing to go back and reflect on previously planned lessons to see where they could channel the discussion or ideas toward a more international focus (Lockhart, 2013). She pointed out again that some of the greatest opportunities to help students develop their international thinking came from the teacher and students’ willingness to be flexible for these opportunities to occur during the lesson. This is due to fact that students typically wish to share their stories and the flexibly to allow for that to happen could offer opportunities for students to learn about different perspectives and actively questioning each other about their different cultures and backgrounds (Lockhart, 2013).
Summary

Chapter Two has provided a review of the literature about the development of international mindedness over time, the IB, teachers’ beliefs, and teachers’ perceptions about international mindedness, and practical ideas around the incorporation of international mindedness in an international school. The goal of this chapter was to describe the body of research behind this topic and point to the need for more research in this area. The insights and finding mentioned here broaden my understanding of the phenomenon, and have provided a frame for the research into this topic. The following chapter will explain the research methods that I used in the enactment of this case study.
Chapter Three

In this chapter I describe the use of qualitative case study to explore the research questions. I also include the theoretical framework that has guided the research method, the type of data sources, the selection of participants, the process of coding and data analysis, and the approach to reporting the findings in Chapter Four. The conceptual framework discussed in Chapter Two outlined concepts, assumptions, beliefs, and theories that related and supported my research. The theoretical framework related to qualitative research discussed in this chapter directs the design of my study (Maxwell, 2005; Patton, 2002).

Purpose of the Study

My purpose is to understand teachers’ definitions and beliefs of international mindedness, and how these beliefs were activated within the international school classroom. A qualitative case study was selected because it allows me to investigate teachers’ definitions and perceptions of international mindedness. This approach allows me to consider the implications these perceptions had on classroom practice. In order to accomplish this, I used an interpretivist case study approach (Myers, 2006; Stake, 1995) because my aim is to interpret teachers’ definitions and perceptions of international mindedness by gathering detailed descriptions about their stated definition, perceptions and beliefs, lesson plans, and classroom behaviors. As Myers (2006) and Stake (1995)
described, interpretivist case study is based on social construction of knowledge and uses thick description to interpret a phenomenon in its real setting.

The research questions guiding the study are:

1) How do IB classroom teachers in an international school define international mindedness?

2) What are these teachers’ understandings, perceptions, and beliefs about international mindedness?

3) What is the role of international mindedness in these teachers’ planning and practice?

**Qualitative Methodology**

As presented in Chapter One, a goal of this study is to learn from teachers and describe how they teach internationally minded curriculum in their classroom in order to share their knowledge and perceptions with the research community. Thus, my study examines how teachers understand, perceive and incorporate international mindedness into their classroom. Hargreaves (1996) acknowledged that a flaw remains in educational research because there is a gap between the researcher and the practitioner. He suggested that listening to teacher input could solve many of those flaws that exist. Qualitative research, that aims to interpret teachers’ understandings, perceptions, and beliefs offer ways to learn from practicing teachers’ experiences. Qualitative methodology is the most appropriate method for this study because it has allowed me to address my research goals through interviews, observations, and document analysis to provide rich, authentic, contextual data for analysis. Additionally, the data collection focuses on aspects of the
study within teachers’ natural settings (an international school) and has strived to interpret phenomena in terms of the meanings people (teachers) bring to them (Denzin & Lincoln, 2005).

However, qualitative research must be conducted with thoughtful care. Crawford and Impara (2001) argued that quantitative research could sometimes address the “critical issues” that need our attention in the field of education, while other scholars have issues with the subjective nature of qualitative research (Tooley & Darby, 1998; Wragg, 1994). This subjectivity could lead to other problems, for instance, the possibility that the researcher could be seen as the authority and therefore marginalize participants’ stories in a number of ways. It is possible that researchers could misinterpret or even reinterpret the data that they are trying to report and/or possibly project their own beliefs onto their participants (Fine, 1998). This could be a serious issue; therefore I as researcher I have had to be mindful of the relationship between my participants and myself. This will be further discussed in the ethic section of this chapter.

It is important to mention that qualitative research relies fully on the interpretation of the researcher for the data (Tooley & Darby, 1998). Patton (2002) called the researcher “the instrument” that collects the data (p. 64). In the following section I discuss the importance of reflexivity in qualitative research because I, as “the instrument,” had to make important considerations while conducting research in order to better understand my case.
Reflexivity

Patton (2002) discussed the importance of “reflexivity” in qualitative inquiry because it is important for “the instrument” to remain self-aware, culturally conscious, and take ownership of one’s perspectives (p. 64). Luttrell (2010) called reflexivity a “preeminent skill for conducting qualitative research” (p. 3). I found that reflexivity in qualitative research allowed me to learn as I continually examined what I know and how I came to know it (Patton, 2002). Patton (2002) asserted, “Reflexivity reminds the qualitative inquirer to be attentive to and conscious of the cultural, political, social, linguistic, and ideological origins of one’s own perspective and voice as well as the perspective and voices of those one interviews and those to whom one reports” (p. 65).

My research benefits from the reflexivity and examination of my own beliefs and value system. I found that when I looked at my own beliefs and perspectives juxtaposed to that of others than I can gain deeper understanding of what I was investigating. Reflexivity has helped me to better understand my case.

However, being a reflexive researcher does not come without caution. Luttrell (2010) pointed out that researchers could get carried away with unnecessary confessions and narcissism during this process. It is important for me to keep in mind that the goal of reflexivity is not to put my values and beliefs on display, but to make every step in the research process transparent for my audience on all levels. Being transparent about my own values and judgments as a researcher helped me to combat some issues of subjectivity scholars find in qualitative data analysis (Tooley & Darby, 1998).
Theoretical Orientation

When attempting to conceptualize various paradigms and theoretical schools of thought connected to qualitative research, I have considered them in the context of my own research goals—to learn from teachers and to better understand how beliefs and perceptions have impacted classroom activations. My theoretical orientation, as a constructivism, has guided my study, my goals, and my purpose. I wanted to look at how teachers construct reality and what their perceptions, truths, explanations, worldviews, and beliefs are because they should be heard and valued by the research community. Guba and Lincoln’s (1994) explained that constructivism starts with the principle that the human world is unique from the physical world and should be studied differently as humans beings have the ability to interpret and construct their own reality. In my research, I wanted to give a platform to teachers and recognize the value of their realities and relationship with others while researching their beliefs and classroom practice. Because “constructivists study the multiple realities constructed by people and the implications of those constructions for their lives and interactions with others,” this theoretical foundation not only validated the perceptions of my participants’ truth(s) but also helped me understand the complexity of the setting in which I studied (Patton, 2002, p. 96).

The way I conducted research aligned with Guba and Lincoln’s (1994) description about constructivism, that the knower and known are interactive, inseparable, and that inquiry is value-bound. They also asserted that constructivist research could maximize the power of the dialectical exchange between a participant and a researcher in
order to generate meaningful understanding in the field (Guba & Lincoln, 1994). This realization led me to look into Fine’s (1998) work about “working the hyphen” between Self-Other in qualitative research. My research goal is to generate meaningful understanding between “Self” and the “Other” in my case study. This will be additionally addressed in the ethics section of this chapter.

**Design**

**Interpretive Case Study**

The research questions and purpose of the study directed me to use case study. The purpose of my study is to examine teachers’ definitions, perceptions, beliefs, and classroom practices about international mindedness. Interconnected with the purpose of my research are the goals of my study. A goal of my study is to learn from teachers’ practice and understand this interconnectivity more deeply and specifically. This goal is addressed by examining the link between teachers’ beliefs and practices through three different accounts: what teachers say, intend, and do. As mentioned in Chapter Two, this is important because Pajares (1992) cautioned researchers about the complexity of understanding beliefs. He explained that it could pose unique challenges because people are often unable or unwilling for many reasons to accurately characterize their beliefs. Pajares stated, “For this reason, beliefs cannot be directly observed or measured but must be inferred from what people say, intend, and do—fundamental prerequisites that educational researchers have seldom followed” (p. 314). Rokeach (1972) also suggested that beliefs must be inferred through belief statements, intentionality to behave in a predisposed manner, and behavior related to the belief under investigation because these
are the ways people provided evidence of beliefs. Thus, my interpretivist case study includes and places importance on each aspect as Pajares and Rokeach described—what teachers said about their beliefs, how they described their intentions to translate their beliefs into behaviors in their classrooms, and finally what they did during classroom instruction. Pajares pointed out that all three areas must be addressed in one’s investigation in order to conduct satisfying or informative research on perceptions and beliefs.

Interpretation is a key component in conducting qualitative case study research (Stake, 1995). Schwandt (2007) also mentioned that case method is ideal when the researcher is looking to study a contemporary phenomenon in a real-life context, and when it is desirable to use multiple sources of evidence. The aim is to thoroughly understand your case (Stake, 1995). As I described above in my theoretical orientation as a qualitative researcher and a constructivist, I realize my aim is to interpret and illustrate the complexities of the phenomenon (the international schoolteachers’ understanding about international mindedness). Following a constructivist view of knowledge, my case emphasizes a thick description of teachers’ understandings and practice in an international school, because they are the most knowledgeable about the case itself and have the capacity and contextual understanding to address the answers to my research questions (Stake, 1995).

**Layered case study.** Muller (2012) acknowledged that understanding international mindedness in international schools can help stakeholders develop a more sophisticated view of what is needed in order to support the process within the classroom.
Overall, my case study seeks to understand international mindedness within the context of the Nordic International School (NIS)\(^2\), however, there were additional distinctions that required consideration to the design of the study. I chose to utilize layered cases in my case study design. NIS is the site of my case study, and each individual programme is a unit of analysis that represents different layers of coordinators and teachers’ experiences, definitions, perceptions, and beliefs about international mindedness. Therefore, the application of layered case study methods was embraced in the research design.

Patton’s (2002) explanation of a unit of analysis involves focusing on different parts of a case because there are important characteristics that separate the participants into groups, and this can be used when those characteristics have important implication for the case. Because two teachers were selected from each programme, I anticipated that the data would have important implication for the varying programmes as well as contribute to overall findings at the site. Figure 1 illustrates the layered case study design and how coordinators and teachers from each IB programme provided their perspectives, and each teachers’ data were investigated to increase the understanding of international mindedness and the classroom activation of the term within NIS. The large box represents the site (NIS) and inside the box the figure shows each programme, and the varying educators inside the respective programmes. The figure explains how the parts are bonded together and offers an added layer to understanding the case as a whole, greater than the sum of its parts (Anaf, Drummond, & Sheppard, 2007). This design has

\(^2\) All names are pseudonym
allowed a deeper understanding of my research questions and international mindedness within the international school context at NIS, as well as an understanding of the varying programmes.

Figure 1. The Layered Case Study at Nordic International School

Selection of Site

As presented in Chapter One, I intended to study and understand how international mindedness was understood and activated in an IB international school in the Nordic region. NIS, the site of the case, is classified as intrinsic because the primary focus is to come to understand the case (Stake, 1995).

NIS is an ideal case for this study for several reasons. I first identified NIS for this case study via the IB world schools website. I was immediately interested in learning more about this school in particular because it has existed as an international school for over 50 years. As Stake (1995) explained, the first criterion to consider when selecting a
case should be the opportunity to maximize what you can learn. Considering my purpose, I believed that NIS would likely yield thick and rich description about teachers’ experiences and interaction with international mindedness due to its history of existing within an international school culture and how international mindedness can shift and develop over time (Hurley, 2005; Lai et al., 2014).

Currently NIS employs 60 faculty members. The majority of these teachers have lived all over the world and worked in different international schools. The faculty and staff of the school also comprise an international population, representing 12 different nations and proficiency in over 20 different languages (personal communication, source not identified for reasons of confidentiality). These teachers offer unique perspectives to learn from because they have worked among a K-12 international school culture and have varying experiences with the term international mindedness in both their practice and their lived experiences.

NIS is the ideal site to select for my case study because the school also hosts a well-established IB programme. NIS has been an IB World School and has been authorized to offer IB programmes for students in grades pre-kindergarten to graduation. All three IB Programmes have been the heartbeat of the school, guiding pedagogy and practice among teachers for over ten years (personal communication, source not identified for reasons of confidentiality). Specifically, the school has offered the Diploma Programme (DP) for over 20 years, and the Primary Years Programme (PYP) and the Middle Years Programme (MYP) since its first inception. The longevity of the
IB Programmes can offer a unique and historical view of international mindedness at this school.

Another reason NIS is a valuable site for case study research is because of its unique application of the IB Learner Profile and other international minded ideas that guide the mission of the school. Chapter Two provides extended information about how the IB Learner Profile is the IB description of international mindedness in action. The IB Learner Profile is important to NIS because the school believes that the characteristics it outlines describe the qualities that inspire and motivate the work of teachers, students, and the entire school community (source not shared for confidentiality reasons). Also, the mission at NIS is to provide an atmosphere where diversity is valued and seen as strength, and where differences are viewed as an advantage (source not shared for confidentiality reasons). A commitment to international mindedness accompanies this mission at NIS, making it an important case to study. An investigation of international mindedness is valuable at this international school because understanding the term enriches and enhances the possible constructions of international mindedness within the international school community (Harwood & Bailey, 2012; Haywood, 2007; Hurley, 2005).

Participants

Specific criteria were used to identify teachers that participated in this study. Patton’s (2002) explanation of purposeful sampling was a resource for developing the strategy for identifying these criteria. He explained that sampling strategy must be chosen to fit the purpose of the study, the resources offered, the questions being
investigated, and the limitations being faced (Patton, 2002). This section will discuss the specific criteria considered to identify teachers within this case study and conclude with a section that introduces each coordinator and teacher within the programmes that he or she teaches.

Identifying the sampling strategy for teachers in this study served as only one feature. Additionally, the selection method of teachers was also important and should be different from sampling. Reybold, Lammert and Stribling (2013) addressed selection through a lens of subjectivity. They explained, “there must be an accounting for the relationship between the researcher and those chosen to represent a reality” (p. 6). Reybold et al. mentioned that in qualitative research the researcher decides, “who matters as data” (p. 4). They further described the selection process by explaining, “Each choice repositions inquiry, closing down some opportunities while creating others” (p. 4). When thinking about selection of participants it was important for me to consider the subjectivity of the process.

My selection involved coordinators (with teaching responsibilities) and classroom teachers. The (teacher) coordinators, the DP coordinator and the MYP coordinator, were selected because of their leadership and longevity of IB teaching experience and responsibilities that they held in addition to their coordinator roles within the site. My selection of classroom teacher participants employed the following criteria. Because my study examined teachers’ beliefs around international mindedness and looked at how they incorporate this into the classroom, it was important to select teachers that worked in an IB school for several years because they were more likely familiar with the concept of
international mindedness, as it has been a term used within the school and the IB programme and the framework the school employs. NIS has offered all three IB programmes, the Primary Years Programme (PYP), MYP and DP for over 10 years. Based on the length of time NIS has had the IB programme, I chose to include six classroom teacher participants, two from each program, one that has been employed at NIS for a minimum of three years, and one that has been employed at NIS for a minimum of six years. The reason for this is to provide a more descriptive understanding about the case. The teachers employed at NIS receive their first five years with the benefit of housing. After the fifth year, teachers lose that benefit and are invited to stay with a permanent contract. Including each kind of teacher in those situations, provided more detailed perspectives and helped to develop theory about the understanding and activation about international minded within the case itself because it will include both newer teachers to the school, as well as teachers that made a dedicated commitment to teach within the school for a longer period of time.

Another criterion included teachers from each of the three IB programmes to participate in my study. My rationale for this choice was based on understanding that the IB believes that the link between all three of the programmes is the consideration of international mindedness (IBO, 2008). Specifically, (as explained in Chapter Two of this study) the IB programmes, recognize the complexity of the concept of international mindedness, and incorporated the IB Learner Profile as the IB mission statement in action (IBO, 2009). The IB Learner Profile is central to the IB definition of what it means to be internationally minded, and is used as a focus for learning in all of the IB programmes
(IBO, 2008). The IB believes that the characteristics described in the Learner Profile are appropriate and achievable by all IB students across all IB programmes. Because the IB asks teachers to interpret these Learner Profile characteristics in a “manner appropriate to the age and development of the student” I consider this to be an important criteria to give a robust understanding of classroom practice within the case (IBO, 2008, p. 3).

The final criterion was the willingness of the teachers to participant with my study. This study asked for teachers’ time and flexibility. Also, the use of videotaping during classroom observation was utilized in order to allow me the opportunity to go back and review the data in multiple phases in order to address any questions or clarification if needed. The teachers also had to be willing and comfortable with the use of videotaping during their classroom observation.

**Participant introduction.** An introduction of the IB teacher coordinators and the classroom teachers are presented in the following section. Teachers are introduced within their respective programme in order to understand the units of analysis and the order of which data were collected in this study. All eight participants were referred to by the pseudonym name that they had chosen.

**Phase one: The IB coordinators.** The first teacher in phase one is Mary (pseudonym), the Middle Years Programme (MYP) coordinator at NIS. Mary teaches MYP and DP French. She has been working at NIS over 14 years and has been the MYP coordinator for eight years. Bill (pseudonym), the Diploma Programme Coordinator, has been a long time employee of NIS, for over 20 years. He has been a member of the leadership team at NIS and has run the DP as long as it has been offered at the school.
Bill is currently teaching the Theory of Knowledge course and DP Mathematics Studies classes. Bill has had a variety of teaching positions with both the MYP and DP in Science and Mathematics departments over the past 20 years within the school.

**The Diploma Programme (DP).** The study of the DP at NIS involved two teachers, Violet (pseudonym), the DP Humanities teacher and Watson, the DP English teacher. Violet has taught DP Psychology at NIS for five years. She has also taught several MYP courses and is the Subject Area Leader for Humanities. Before NIS, Violet taught a variety of subjects in the United Kingdom, such as History, Psychology, and Health and Social Care. Watson has been teaching at NIS since 2001. In addition to DP English, Watson has taught DP History, DP Film and several MYP courses such as English, Social Studies and Drama. Currently, Watson is the Subject Area Leader for the Language and Literature department. Before NIS, Watson taught High School English in the United States.

**Middle Years Programme (MYP).** Elizabeth (pseudonym), a MYP Physical Education (PE) and Health Teacher and Jay Jay (pseudonym), a MYP Humanities Teacher, participated in the MYP portion of the study. Elizabeth has been employed at NIS for four years. She has served as the PYP and MYP Physical Education (PE) and Health teacher. During the last two years she has accepted two new roles as the Subject Area Leader and the Lower School Activities Coordinator. Elizabeth has had two previous international teaching positions as a PE teacher: one in Spain and one in the United Kingdom. NIS is Elizabeth’s first IB school.
Jay Jay has worked at NIS for 19 years. He started as a substitute teacher while finishing his university program. His only contractual classroom teaching experience has been at NIS, and he has taught DP history for 12 years, DP Theory of Knowledge for eight years, and MYP humanities for eight years. Jay Jay has served as Subject Area Leader during his tenure at NIS for seven years, although currently he does not hold that position. Jay Jay’s teaching experience has solely been in Finland, but he has lived in England and the United States while he was a student.

**Primary Years Programme (PYP).** The two teachers who participated in the PYP portion of this study were Michael (pseudonym), a Second Grade classroom teacher and Monikari (pseudonym), the PYP Art Teacher. Michael has five years of teaching experience at NIS and Monikari has been teaching at NIS for 13 years. Both teachers taught at other schools before working at NIS. Michael began his teaching career in 1997 as a primary teacher in London schools. He has taught a variety of grade levels, from Kindergarten to Grade Three both at NIS and in London. NIS is Michael’s first international teaching position. Monikari has taught Art in different Finnish Schools for a variety of age groups, from Grade Three to Grade Twelve. As a PYP Art teacher, Monikari teaches Third, Fourth, and Fifth Grade Art. She also teaches the MYP and DP Art curriculum at NIS and serves as the Subject Area Leader for the Arts department.

**Data Sources: Interview, Lesson Plan Analysis, and Observation**

Data were collected from a variety of sources. Stake (1995) and Patton (2002) agreed that multiple sources of information are used in data collection because it would provide a robust perspective. Appendix C explains the different types and rationale of
data collection used in this case study. I interviewed teachers to find out what they said about their understanding and beliefs; analyzed teachers’ lesson plans in order to identify intentions with the incorporation of international mindedness, and conducted classroom observations to see if and/or how the elements connected to the activation of teaching. The following section describes in detail the variety of sources collected in this study.

**Interviews.** The interviewing process utilized the common interview guide approach and involved interviewing two IB coordinators and six teacher participants. Institutional Review Board (IRB) requirements were followed and IRB approval was obtained prior to conducting any interviews. An interview guide that listed the questions and issues that will be explored during the interview was used in accordance with the interview guide described by Patton (2002). The interview guide assured that a common line of inquiry was covered with each person interviewed (Patton, 2002). The interview guide assured the best use of time for the interviews and made interviewing a number of different individuals more systematic and comprehensive, “keeping the interactions focused while allowing individual perspectives and experiences to emerge” (p. 344). I developed the list of questions for the interview guide based on my own insights gathered from reviewing the literature, as well as what I learned during a pilot qualitative interview study conducted in an IB school in the United States. The questions in the interview guide also drew upon some of my personal experiences while teaching within international schools and based on my familiarity with the IB programme. The questions utilized for the interview guide are found in Appendix D.
The interviews were semi-structured and conducted face to face at NIS. Semi-structured interviews best addressed my goal of the study, to learn from teachers’ perspectives and understandings. A semi-structured approach allowed for focus around the topic, yet allowed for the flexibility to discuss emergent areas in relationship to each individual teacher being interviewed and how he or she led the discussion toward their own understanding and relationship to international mindedness (Patton, 2002). Each interview lasted approximately 40 to 60 minutes in length. All interviews were audiotaped with the consent of the teachers. After I transcribed the interviews and coded the data, I decided whether follow-up questions and clarity were required.

**Lesson plan review.** I looked for evidence of the incorporation of international mindedness in the teachers’ documented lesson plans and identified how or if it is fused into teachers’ instructional plans. Patton (2002) acknowledged that document analysis is important to include in data collection because it may provide insights that cannot be directly observed or mentioned during an interview. This was important to my study because looking at teachers’ lesson plans provided insight into their intentions regarding the activation of international mindedness in their teaching practice.

I mined the lesson plans for traces or evidence of international mindedness and/or characteristics that define international mindedness (such as the IB Learner Profile characteristics) within the lesson plans and unit planners. The interviews with each teacher about their beliefs and understandings of international mindedness impacted this process. For example, the way each teacher described his/her definition of international mindedness informed the elements that I searched for in the lesson plans. Additionally,
reviewing teachers’ lesson plans helped me to identify potential connections between teachers’ individual perceptions of international mindedness and the classroom activation of it that I looked for during the classroom observation. Lesson plans and curriculum were accessed on the school’s shared resource called Managebac, as well as from the teachers themselves.

**Classroom observation.** Observing teachers helped me to study the relationship between teachers’ understandings to their classroom instruction. I observed teachers in their classrooms and wrote field notes (See Appendix G) during my observations. This served as the final stage of the data collection. At this stage, I entered the observation with detailed ideas, words, and information (gathered from previous forms of data collection) that specifically related to each teacher’s construction of international mindedness.

Field notes created during the observations also contributed data to the study and were subject to coding and analysis. The use of videotaping during the lessons allowed me the opportunity to view the lessons multiple times and analyze the data in phases. For example, reviewing the videotape allowed a more directed approach to clarify and understand the data. This allowed me to be iterative in my note-taking and analysis, as I attempted to identify any relationships that might exist between teachers’ intentions (found from the lesson plans and interviews) their application of international mindedness. Videotaping allowed me to focus on teachers’ actions during this phase of data collection, and informed later analysis. This was important because teacher actions
are important to fully understanding the relationship to their beliefs (Fives & Buehl, 2012).

The order is important to consider because each stage of data collected impacted the collection of data in the following stages (See Appendix C). For example, what the teachers said in the interviews about their understanding of international mindedness helped me to identify the elements to look for in their lesson plans and during the classroom observation. The order in which the data were collected will be further explained in the data analysis section of this chapter.

Data Analysis

In qualitative case study research, cases are a unit of analysis (Patton, 2002). What constitutes a case, or unit of analysis, was selected and then became the foundation for purposeful sampling in qualitative inquiry. These teachers within the various IB programmes, carefully selected from the site, represent the units of analysis used to guide my collection, organization, analysis, and report of the data in this study.

Units of Analysis

My approach to case study design and analysis was drawn from strategies described by Stake. Stake (1995) said, “In my analysis, I do not seek to describe the world or even to describe fully the case. I seek to make sense of certain observations of the case by watching as closely as I can and by thinking about it as deeply as I can” (p. 77). In this case of NIS and in order to meet my purpose and describe my case fully, it was important to share out each individual teachers’ understanding and beliefs about international mindedness by programme. I employed Stake’s (2006) strategies for
handling data analysis from multiple sources to explore and uncover the system of relationships across the case. I anticipated that common themes would emerge for each, but remained open to the notion that each unit (programme) would have distinctive characteristics to be revealed as I completed my interviews, lesson plan reviews, and classroom observations.

There is no specific point in time when data analysis begins in qualitative research (Corbin & Strauss, 1990; Stake, 1995). My primary task was to come to understand the case. To accomplish this, I analyzed my first impressions, as well as my final compilations. Stake (1995) stated it is helpful to tease out connections, to probe matters, and to accumulate categorical data, but those things are subsidiary to understanding the case. In order to do this, I analyzed as I collect data, for each of the teachers and within each different point of data collection. In Appendix C, I outlined the analysis approach used through determining both emergent themes and applying existing definitions of international mindedness from existing literature. I employed these as I collected and analyzed data in many stages, and then by going back and forth between and among the data sources to determine patterns and recurrent themes. This followed Stake’s explanation of searching for meaning “for patterns, for consistency within certain conditions, which we call ‘correspondence’” (p. 78).

**Thematic Networks**

In addition to Stake’s (1995) explanation of case study design and analysis, I also considered Attride-Stirling’s (2001) work with thematic network to code and report my findings. Attride-Stirling outlined the use of thematic networks, which are web-like
illustrations that summarize the main themes found in qualitative data. Applying thematic networks is a way of organizing a thematic analysis of qualitative data. This form of analysis is important and useful to my study because the thematic analysis I conducted aimed to reveal the themes significant in the case at different layers (Attride-Stirling, 2001). Also, thematic networks can facilitate the construction and interpretation of these themes through the extraction of three levels: basic themes, organizing themes, and global themes (Attride-Stirling, 2001). In the next section I describe the process of data collection and explain how I have constructed thematic networks in order to better understand the findings within each programme and across the entire case (Attride-Stirling, 2001).

**Process of Collection and Analysis**

The process of data collection and analysis occurred in the following order: Each coordinator/teacher was first interviewed, and then asked to provide a lesson plan that coincided with their classroom observation that would take place within one week of the interview. After each interview, I transcribed the audio recording and conducted an analysis of the transcription using open coding, and then wrote field notes that aligned to each of my research questions. Next I mined the lesson plans provided by the coordinator/teachers for correspondence between how they defined and understood international mindedness and what they said about it during the interview. After reviewing the lesson plans and coding the transcription from the interview, I had some ideas of how the teachers understood the term by identifying key words or reoccurring labels. This gave me insight into what the motivation might be behind how they
organized their lessons. I was then prepared to look for evidence of those components during the classroom observation. Before I started the classroom observation, I member checked my ideas with the teacher up to that point. I shared with each what I was looking for during the observation, based on what they had said (in the interview) and intended (from the lesson plan). During the third stage of the data collection, the classroom observation, I videotaped the lesson in order to be able to go back and review it again. During the observation I also made field notes about the teachers’ behaviors and instruction. After the observation was complete, I immediately wrote field notes about the observation and outlined some initial reactions to the observation while it was still fresh in my mind.

After I completed all data collection with both IB teachers/coordinators I began the process of thematic analysis and established codes in order to construct the thematic networks. Below, in Analysis Stage A, I explained the step-by-step method I used to employ the thematic networks. Attride-Stirling (2001) suggested using two stages for the primary analysis of thematic network: Analysis Stage A involved a reduction or breakdown of data sources and Analysis Stage B involved a description and exploration of the thematic network. In the next section I discussed the step-by-step process used to analyze the first teacher coordinator’s data sources in this study. Similar to the process of data collection, the analysis process was common among each participant in the study. The following section explains Mary, the MYP coordinator at NIS, thematic network construction as a practical description and application of this process.
**Analysis Stage A**

Mary was the first teacher to participate in this study. The steps that I used to analyze Mary’s data sources and construct her thematic network will be shared to illustrate the analysis process used for all research questions for all teachers in this study.

**Step one: Coding the material.** After looking at all three data sources I coded the material by using open coding as the initial method. Saldaña (2009) explained a code in qualitative inquiry was something that would encapsulate the essence of what you were studying. For this I would read through all of the data sources and review the videotaped classroom observation in order to identify initial concepts or themes that could include a single word or a phrase that helped me to understand the research questions and the individual teachers’ definition and beliefs about international mindedness.

**Step two: Identifying themes.** Table one shows the refined themes found for Mary’s research questions after all three data sources were analyzed.

<table>
<thead>
<tr>
<th>Research Question One</th>
<th>Research Question Two</th>
<th>Research Question Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult</td>
<td>Time</td>
<td>Student Resource</td>
</tr>
<tr>
<td>Action</td>
<td>Learning daily</td>
<td>Takes Risks</td>
</tr>
<tr>
<td>Respect</td>
<td>Collaboration</td>
<td>Questions</td>
</tr>
<tr>
<td>Cultural Identity</td>
<td>Informed</td>
<td>Independence</td>
</tr>
<tr>
<td>Daily</td>
<td>Interdisciplinary</td>
<td>Real world application</td>
</tr>
<tr>
<td>Appreciation</td>
<td>Time</td>
<td>Kid choice</td>
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<tr>
<td>--------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Linguistic identity</td>
<td>Learning daily</td>
<td>Spontaneous</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td>Relax</td>
</tr>
<tr>
<td>Background</td>
<td>Understand</td>
<td>Reactions to culture</td>
</tr>
<tr>
<td>Understanding</td>
<td>Personal Experience</td>
<td>Culturally sensitive</td>
</tr>
<tr>
<td>Attitude</td>
<td>Set of Values</td>
<td>Inspire</td>
</tr>
<tr>
<td></td>
<td>IB Western Focus</td>
<td>Thinking</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td>Comfortable to disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opinions</td>
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<td></td>
<td></td>
<td>IB Western Focus</td>
</tr>
</tbody>
</table>

These words served as labels in order to help me decipher basic themes for the network because basic themes are simple foundational characteristics of the data and say very little about the network on their own (Attride-Stirling, 2001). Also, the codes above shared an emic perspective and were in the teacher’s own words. Sands and McClelland (1994) described emic as insider perspectives and etic as outsider perspectives. My decision to use emic perspective for this stage of the analysis was purposeful because one of the goals of my study was to provide teachers with a platform to share their knowledge and practical experience with the wider educational community through this research. This motivated me to keep the teachers’ words in the forefront of my mind while
identifying labels, codes, and/or themes.

**Step three: Construction of thematic networks.** From the information constructed in table one, I was able to identify and organize themes that served to cluster together the basic themes (shown in the table above) and summarize the principal assumptions made from them. The organizing themes are more abstract and revealing of what is going on (Attride-Stirling, 2001). After the organizing themes were in place, I considered a global theme which serves as a final tenet or answer to each research question. The global themes are superordinate and provided both a summary of the basic and organizing themes, as well as a revealing interpretation of the findings (Attride-Stirling, 2001). All together, shown in figure one, a web-like net was created to display the entire thematic network. Figure 2 shows the first research question’s thematic network for Mary. This network described Mary’s definition of international mindedness. The basic themes are found on the outside boxes, clumped around the organizing themes in the circles, and then linked together by the global theme in the box. A thematic network was created to analyze and understand insights from each teacher and to address each research question. In other words, for each teacher I constructed three networks to help understand and summarize the findings in relation to each research question. The thematic networks for each research question and each teacher are found in Appendix F.
Stage B: Describing and Exploring the Thematic Unit

This stage took the key conceptual findings in the summaries of each thematic network, and interconnected them by relating the findings back to the research questions and the theoretical foundation of the study (Attride-Stirling, 2001). For example, I found that thematic analysis and the construction of thematic networks provided evidence of explicit beliefs, but also led me to piece together an understanding of how teachers define international mindedness, and how this knowledge impacted their classroom planning and practice. As a primary step to this findings report, I wrote responses to each research question for each teacher while using the thematic network as a lens to go back through the original data sources and address the findings. After this draft was completed, I
looked for correspondence between the two teachers’ responses within each of the programmes, using the thematic networks as a guide to go back through and identify common themes. This stage involved a synthesis application of the thematic network to the overall data findings in order to summarize and answer the research questions.

Finally I chose to present the findings by each research question in order to provide an explanation of the understanding deduced from the thematic network. This also helped to keep the units of analysis for clearer for the reader to identify. This style of presentation was selected because the programmes (the units of analysis) had important characteristics that separated them within the site and as a result had important implications for the individual programmes (Patton, 2002).

**Research Credibility**

Patton (2002) identified that a central issue in relation to credible qualitative findings is that researchers may report findings that are in agreement with their preconceived beliefs and notions. He went on to explain that a creditable research strategy should be “one that does not set out to prove any particular perspective or manipulate the data to arrive at predisposed truths” (p. 51). In order to ensure this, I employed the following considerations suggested by Maxwell (2010).

“**Rich**” data. As Maxwell (2010) pointed out, a long-term and intensive involvement enabled me to collect thorough, detailed data. I collected “rich” data from not only observations and extensive note taking, but additionally from videotaping and transcribing the data to allow the teachers and myself to go back and review the classroom observation if the need required. Videotaping and watching the classroom
observation provided a full and revealing picture of what is happening, as well as provided the opportunity to clarify creditable conclusions (Maxwell, 2010). After I videotaped the observation, I transcribed, coded, and reviewed the tape on my own, and then clarifying my own understanding with the teacher participant later. Additionally, I was able to review the video again with a more directed approach to look for evidence or check my own understanding of what was happening. This process helped me to clarify my understanding connected to other data sources with regard to international mindedness. The use of videotaping also provided “rich” data and helped to combat threats to credibility.

**Respondent validation/member checks.** Respondent validation or member checks are vital to my interpretive case study. After the interviews with each teacher, I confirmed with my participants about their understandings of international mindedness during the next phase of data collection. I identified in the lesson plans how and where I saw the incorporation of international mindedness into their instruction, based on what I understood from the interview. In order to validate the findings I asked the teachers if they agreed with their intention of incorporating international mindedness as I identified it in the lesson plans before conducting the classroom observation. Additionally, after coding and analyzing the findings all together, I followed up with the teachers when I had questions or in order to confirm my understandings from the process of constructing the thematic networks. These member checks also allowed for the teacher to make comments or suggestions on their respective understanding and incorporation of international mindedness in the classroom. This was an important step to my research
process because it helped to guard against my own subjectivity and also communicated my transparency and trustworthiness to my participants by inviting their feedback on the process of data analysis.

**Ethics**

In this section I address how ethics were considered in my case study. Haney and Lykes (2010) described ethics in qualitative research as the moral philosophy of the study and the concern with the conduct and care of morals. They added that ethics refers to what guides the principles and methods of a study, in order to distinguish a fair and just way of involving participants within your study (Haney & Lykes, 2010). As they discussed, it was important to consider the need to balance my research aim—which was to contribute to knowledge about teacher practice—and also the morals involved in the treatment of my teacher participants. For me, the ultimate consideration was to respect the teachers’ voices and perceptions in the research.

The consideration to respect the teacher’s voice and perceptions in my research led me to Fine’s (1998) work as I tackled questions about ethics and quality in qualitative case study research, and if it was possible to critically “work the hyphen” and unpack notions of scientific neutrality and universal truths as I conducted research. Fine’s work typically pertained to discussing the term *Othering* within the context of researchers being caught up in the dynamics of oppression; this could especially be the case when the researcher is a member of the privilege class (white and/or educated for example). Although my case study did not necessarily match some of the contexts in which she discussed in her work, I did connect with her ideas that identities of both the researcher
and the participants matter in qualitative inquiry. She invited qualitative researchers to imagine how one could “braid critical and contextual struggle back into our text” (p. 131). Fine’s (1998) work helped me to see how to review the involvement of researchers in the construction and distancing of Others.

Fine (1998) pointed out that researchers should be quick to interpret and hesitant to write in order to get better data. She explained,

Working the hyphen means creating occasions for researchers and informants to discuss what is, and what is not, ‘happening between,’ with the negotiated relations of whose story is being told, why, to whom, with what interpretation, and whose story is being shadowed, why, for whom, and with what consequence (p. 135).

The dialog between the researchers and the informants can be more powerful and uncover a participant’s perspective of truth within my context of an international school. Fine’s (1998) research helped me to see the tie between ethical research, and being reflexive when conducting qualitative inquiry. If we are to “work the hyphen,” I needed to explore my own sense of “Self” and know how my biases, beliefs, and experiences shape my collection and interpretation of my research. In the context of what studied, teachers’ understandings and perceptions about international mindedness, I needed to be upfront and transparent about my bias toward the IB programme and the benefits of international minded education. I also had to be mindful about the assumptions I made about international schoolteachers and that their experiences of living and working within an international context would impact their teaching. My participants represent several
different nationalities, and I had to think about the assumptions I held about the teachers’ cultures that I was studying and how those cultures may impact their teaching practice. However, I have realized that my experiences and assumptions shaped a limited perspective of this area, and I realized that I gained a fuller and more robust view of the teaching of international mindedness by speaking with other IB teachers. I tried to be clear and open-minded about problems in the programme when I collected and interpreted data. I thought deeply about my own identity and reality in terms of my teaching and educational experience that has largely been within the United States.

It is important to note a critique of Fine’s (1998) work. It seems that she assumes there is and will always be enough room for a hyphen between the Self and the Other, and that the relationship between the two is entangled. I do not entirely agree with this assumption. At some point and time the researcher and the participant can come to a common space. I understood while conducting this research that it was entirely possible to believe that a researcher and participant could make similar sense of an experience and share a similar worldview. When I conducted research at NIS, I found that at times my participants and I did share a similar understanding about a variety of experiences and beliefs. Fine’s work encouraged me to keep my eyes open to the relationships that are negotiated between “Self” and the “Others,” to be mindful of the questions I asked, and in that selection to be mindful of whom and what I left behind, although I believe that I came together with my teacher participants to a common structure of reality based on our shared experiences.
Limitations

In considering the potential limitations for the study, my greatest concern was my potential bias that could be a result from my professional experience and connections to the IB programme. My experiences formed my opinions about the importance of international mindedness and the IB programme. This necessitated careful attention to my interactions with other teachers’ perceptions or interpretations. I needed to be particularly conscious of my bias during the data collection and analysis, and I strived to obtain an impartial frame of reference in order to best understand and interpret my case.

Researcher subjectivity. Stake (1995) addressed the significance of acknowledging potential biases in case study research when he mentioned that it is an ethical responsibility for the case researchers to distinguish relationships and ideological commitments that could influence one’s interpretations of the study. I have spent the last six years actively learning and developing a strong passion for the international minded teaching and learning through the International Education Ph.D. program at my university, and the IB. I have taught in several IB international schools, both public and private, completed an internship with the IB global center, published papers on the value of the IB framework and curriculum integration, and mentored novice teachers on IB practices and philosophy. My support, passion, and subjectivity for the IB are important to acknowledge. I realize this passion has given me the ability to see this study through because I believe the IB philosophy on teaching and learning align with my own. However, I acknowledge that the IB is not perfect, and I have actively sought out ways to improve my IB teaching practice, as well as look for ways to supplement international
minded classroom practice. Therefore, I made every conscious effort to detect and actively reflect on my subjectivity and have sought to avoid bias when conducting my research.

**Boundary of the Study**

This case study only included two IB coordinators and six teacher participants due to time constraints and the in depth examination that was recommended when studying teachers’ beliefs (Pajares, 1990). NIS currently employs almost 60 teachers. If time permitted, including more teachers in the study may have provided additional perspectives with the goal of yielding deeper understanding about the entire case. Reybold et al. (2013) acknowledged this boundary when they discussed that researchers are not simply sampling participants, but are also sampling events and time as a vital description of those events. Because this is a layered case study with teachers’ perspectives providing both individual programme understandings to the case, and an amalgamation to the entire case, this created boundaries within the findings. However, the teachers’ perspectives that are included revealed valuable knowledge about the entire case because they were thoughtfully selected to provide a rich and varying perceptions of teachers within the case.

**Summary**

Chapter Three described the use of qualitative case study to explore the research questions. The theoretical framework that has guided the research method, the type of data sources, the selection of participants, and the process of coding and data analysis were explored. This chapter concluded with a discussion of the ethical considerations
that impacted this study. The following chapter will explain the findings gleaned from this research.
Chapter Four

The findings are presented in this chapter. I present and discuss the findings, organizing them by research question. A cross case analysis follows, addressing similarities and differences between findings from the teachers who have been employed at Nordic International School (NIS) for five years or fewer and those teachers with greater than five years of experience at NIS. Data were analyzed using thematic analysis, and thematic networks were constructed for each participant in order to understand the teachers’ experiences within programmes and throughout the entire case (Attride-Stirling, 2001).

Findings by Research Questions

The following sections present the findings by each of the three research questions. Each section provides a detailed report of the findings from each programme and concludes with a summary of the findings. The findings are intentionally presented in this manner in order to provide the reader with the understandings gleaned from the analysis of specific findings synthesized during the construction of the thematic networks within each programme, as well as correspondence found among all of the educators in this study.
Research question one. *How do IB classroom teachers in an international school define international mindedness?*

**IB coordinators.** Mary and Bill both shared in their individual interviews that international mindedness is a term that is difficult to define, and each acknowledged that it could be developed more over time. The coordinators had their own, different, definition of international mindedness, however their definitions had some commonality and similar themes. Both IB coordinators presented the notion that international mindedness is a learning process that helps an individual build understanding. Both coordinators made mention in their interviews about elements of the learning process and the development of understanding when discussing how they defined international mindedness.

*International mindedness is a process.* Both coordinators discussed during their interviews how international mindedness involves individual action towards the process or development of understanding. During her interview, Mary spoke about international mindedness in relation to her own development by explaining it as a process. She said, “You are never complete or perfect in anything, you learn every day, and international mindedness is a set of mind and it is something with a behavior that you adopt, step by step.” Additionally, during his interview, Bill spoke about how international mindedness can be actions you take to recognize others’ differences. He said during the interview, “I think it is good to try and be active with international mindedness and to understand and learn how people are different.” Both coordinators described international mindedness as a continual effort or a process.
Understanding of others. Interview data revealed that Mary and Bill both presented beliefs that international mindedness helps people develop better understanding of others. Mary defined international mindedness as a process that starts with “self-recognition and knowing yourself and after that, on a daily basis by showing that appreciation and understanding toward others.” Bill said international mindedness was a way to look at other cultures and try to understand them. He said, “It’s a form for understanding.” While they had this element of understanding in common, where their meaning diverged was to the point that Mary mentioned that the first step of international mindedness is self-recognition or knowing yourself.

DP teachers. The DP teachers appeared to view international mindedness differently, and even had their own, different, definition of the term. In addition to seeing international mindedness differently, the DP teachers also appeared to hold a, different level of confidence about their knowledge and understanding of the term. Violet stated that she did not feel that she really understood what international mindedness actually meant. Although she was able to provide an answer to this question during the interview when I asked her, she said she felt very unsure if she understood the term fully. During the interview Watson was confident about how he defined international mindedness. He provided two answers to explain the definition. One answer he provided was how he defined international mindedness in a general context, and then he gave a focused and detailed definition within the context of his teaching and content. He told me that he would focus on his definition of international mindedness within the context of his classroom as he proceeded with the interview.
*International mindedness is a process.* While Violet and Watson had different definitions and different levels of familiarity with the term international mindedness, there did exist some similar themes between them. After analysis of all the data from each teacher, the DP teachers appeared to share a common understanding that international mindedness is a process that leads to students’ awareness or a widening of perspective. During the interview, Violet said that she defined international mindedness as a way, or a process, of making students aware of differences or similarities between and within cultures. Watson stated that he defined international mindedness (within the context of his classroom) as an attempt or a process to do something that is impossible, which was to reach a point of cultural neutrality. He added, that through this attempt to find cultural neutrality, teachers are training students to become aware of their own cultural filters that shape how they see everything—including their own identity. Both DP teachers described in their individual interviews that international mindedness was a process to widen a student’s awareness. Where their definitions diverged was when Watson described that international mindedness could be related to the way students see themselves.

**MYP teachers.** The MYP teachers had their own unique definitions of international mindedness. During the interview, Elizabeth discussed her definition of international mindedness as something that allows a child to feel comfortable in her classroom environment, which is built on the initial steps of understanding and respecting a student’s background. She provided many examples and details supporting this notion through her interview, lesson plans, and classroom instruction. Jay Jay explained that he
defined international mindedness as something that leads to multiple focuses or perspectives and that coming from different environments and backgrounds can shape this mindset. He provided many examples and details supporting this notion, throughout the interview.

*International mindedness builds different perspectives.* Although each teacher described the meaning of international mindedness in a different way, they shared a theme that is connected to what they strive to do in the classroom. I inferred from an analysis of the data that both teachers shared the idea that international mindedness is related to establishing a comfortable environment that leads students to develop a different perspective and sense of respect.

The MYP teachers agreed that international mindedness results in a growth of one’s own perspective by understanding others. They both mentioned this is relationship to their own development of international mindedness and pointed to the life experiences that helped them develop their own sense of international mindedness.

*PYP teachers.* Similar to the other teachers in this study, the PYP teachers had their own unique definitions of international mindedness. During the interview, Michael described international mindedness as a “philosophy for living” that leads to personal growth through the process of understanding others. Monikari explained her definition of international mindedness as ways in which awareness and perspectives of others can manifest itself in the application of Art.

*International mindedness enriches outlook.* Although each teacher described the meaning of international mindedness in a different way, a superordinate (global) theme
that I inferred after analyzing all of the findings from each teacher is that enrichment is related to their definitions of international mindedness. When analyzed together, I inferred that both teachers related their definitions of international mindedness to something that enriches a person’s outlook. Monikari described how it enriched the outlook in relation to Art and Michael discussed how it could enrich one’s outlook in more general terms.

During the construction of their individual thematic network for this research question, they had several themes in common. Michael and Monikari shared many of the same words when describing international mindedness. For example, both teachers repeatedly described that international mindedness is closely related to having an awareness of others. They also described that international mindedness helps people develop understanding.

**Summary findings for research question one.** Every IB coordinator and teacher had his or her own unique definition of international mindedness. Also, none of the teachers repeated exactly how the IB defined international mindedness, although common vocabulary and themes did exist with the IB philosophy. This aspect will be discussed in greater detail in the discussion chapter of this study. Out of eight participants, only one teacher admitted she didn’t really know the definition of international mindedness. While each teacher had their own interpretation of what international mindedness meant, some common themes did exist.

**International mindedness is not static.** All of the teachers shared the idea that international mindedness is or involves some element of a process, journey, development,
or growth. They stated in their interviews and agreed with the understanding that international mindedness is not static. They agreed that actions are involved with what it means to be internationally minded. They all discussed during their interviews that the term is something that you can work towards and built on in some way. Varyingly by programme all of the participants made mention of how international mindedness is related to or builds toward some kind of educational outcome. While some uniqueness existed among the educational outcomes, the participants discussed two outcomes for international mindedness: 1) a deeper understanding of others, and 2) a widening of perspective. Where their definitions diverged for each teacher and within each programme were the elements that they described that this growth leads to or develops. They also had different explanations about the starting point and the requirements that need to exist in order to develop international mindedness.

**Research question two.** What are these teachers’ understandings, perceptions, and beliefs about international mindedness?

As mentioned in Chapter Two, to infer explicit and implicit teachers’ beliefs, scholars suggested to consider what teachers say, intend, and do (Fives & Buehl, 2012; Pajares, 1992; Rokeach, 1972). The second research question sought to understand the beliefs and ideas that participants hold about international mindedness, which becomes more apparent to me when analyzing the elements provided from all three data sources in this study. While the coordinators/teachers were explicit about their beliefs during the interview, I was able to consider possible implicit beliefs from the analysis of all the data. While I was never certain if I had uncovered an implicit belief in this study—when I
analyzed the interview, lesson plan, and classroom observation—I was able to see evidence of explicit beliefs and insights into implicit beliefs.

**IB coordinators.** In this section I outline the common themes that emerged from the data for Mary and Bill about their beliefs, perceptions and understandings involving international mindedness.

*Flexibility.* The first finding from the analysis of their interviews, lesson plans and classroom observation of data were that both IB coordinators believed that international mindedness was a flexible notion, and adaptability is a key component of what international mindedness is all about. For example, Mary spoke about the willingness to take risks in her lesson plans to allow students the flexibility to connect with the international mindedness during the lesson. She had evidence of this flexibility in her lesson plan. Her communication objective in her lesson plan outlined that the students will engage in spontaneous class discussion about their intercultural understanding of media. During the classroom observation she allowed students the flexibility to research and present their interpretation of media that related to their own understanding of international mindedness and culture.

Bill acknowledged in his interview that international mindedness is very individual entity for everyone. He said that he believed international mindedness could take on different formations. He repeatedly stated that he believed internationally minded classroom practice could not be a practice of uniformity or conformity. This individualized, flexible teaching approach was noticeable during my classroom observation of Bill. I observed him questioning students about what they needed from
him during the class, showing his complete flexibility to the students’ needs in order to take the lesson forward.

*Experiences impact international mindedness.* Both coordinators believed that life experience and exposure to others is key in the development of international mindedness. While both Mary and Bill shared this belief, they had contrasting ideas about how this should and could look like in practice. Mary discussed that she perceived that international mindedness is tied to one’s own personal experience, values, and background—but yet could be challenged and built with an interdisciplinary learning focus. There was ample evidence of this belief in her lesson plans and teaching. For Mary, these experiences that can build international mindedness can be planned for and/or exercised. Her lesson plan showed ways she thinks about these things before going into the class. She considered inquiry questions, assessment objectives, and classroom discussions around students’ background, experiences, and values in order to help the students learn from and about one another.

Bill acknowledged that he held a similar belief but I noticed a different approach during my study. After analyzing all three pieces together, my interpretation of the data lead me to understand that Bill believed that international mindedness would be best developed authentically. During his interview he discussed his belief that personal desire to connect with others and personal upbringing are important factors that can determine the development of international mindedness. He added that these connections and exposures to other people and experiences are needed for the authentic development of international mindedness. The belief was discussed not only as an international
schoolteacher, but also as a parent. Bill has a daughter, Kelly (pseudonym), who has attended NIS since she was four years old. Kelly is now in her final year of high school at NIS. As a parent and a teacher of children in the international school system for many decades, Bill shared that he strongly believed that cultural immersion and personal experience with other cultures are the best ways to understand and develop international mindedness. He spoke about watching his daughter grow up with friends from all over the world and said,

She had a Pakistani girl and an Indian girl as her best friends all through elementary school. These best friends gave her the chance to experience different cultures as friends, true friends, and that is irreplaceable because you can read about international mindedness, you can do all sorts of things with international mindedness, but unless you experience it and try and understand it from within, than I think you only get partial knowledge.

*International mindedness as intrinsic criteria.* Bill also discussed ideas that suggest that he believed that internationally minded people hold some intrinsic criteria, such as the desire to learn more, and are motivated to go and (as he stated) “see the world.” During the interview he discussed how he felt about his own international mindedness. He said that growing up in a small town, while watching the news, he noticed a bias, even at an early age. He said, “I just knew that there was more to life than that. So when I traveled, I would make a point to avoid people from my home country and try and meet as many different people from different countries as possible. It opened
my eyes.” Bill described his own sense of international mindedness as a personal trait that always existed for him.

Mary and Bill agreed that international mindedness can be developed among both teachers and students, they diverge somewhat in their beliefs that some people are just more naturally geared toward internationally minded thinking. During Bill’s interview he said, “It should be a part of your being.” Mary said she believes that everyone can be led down the path to become internationally minded and there was evidence of her attempt to build international mindedness in her lesson plans and during her teaching, while Bill believed that people needed to have that desire intrinsically to be authentically led to internationally mindedness.

_Coordinators’ view of their own international mindedness and practice._ Mary and Bill are the IB coordinators at NIS, both holding leadership positions; they have been trained by the IB in order to maintain their roles as coordinators. They offered a leadership lens in the study and helped me understand international mindedness at NIS more fully. They have expert experience, over 30 years among the both of them, and interestingly enough during the interview, when I asked them to give me advise on internationally minded teaching, both said that they do not see themselves as international minded leaders and hesitated to offer advice to me. This acknowledgement from both of them was surprising to me. This was a question I asked at the end of the interview (See Appendix D), after they had shared (what I would consider based on my knowledge of the IB) copious expert examples of internationally minded teaching with me when
answering previous questions. It was surprising that was how they both see themselves in relation to international mindedness and their teaching.

Mary and Bill had some interesting commonality in their responses when I asked them if they thought of themselves as internationally minded. Both coordinators shared that they came a long way toward that development and that when they first came to NIS that they would not classify themselves as very internationally minded at all. Bill acknowledged that he always was curious about the world and about different people, but he added that if he looks at himself now, he considers himself much more internationally minded than before because he has had time to experience and see the world. Mary and Bill agreed in each of their interviews that time involved in an international setting is an important element toward the development of international mindedness.

**DP teachers.** This section presents the common themes that emerged across the data from Violet and Watson in relation to the second research question. Additionally, I share areas that diverged for the two DP teachers.

Violet and Watson held similar understandings and beliefs about what can impact international mindedness. However, some of their perceptions, beliefs, and understandings were different in the ways that they described the unique impact on the development and presences of international mindedness for themselves or within the school community. These understandings and beliefs added to the organization and superordinate themes that I inferred while constructing the thematic networks for each teacher.
Unclear view of international mindedness. Both teachers mentioned that they do not believe that the entire school community shares an equal understanding of the term. They agreed on this aspect, but shared different details about who within the school community differed. Violet acknowledged in her interview that she had an unclear description of the term, and that she believed that a clearer description from the IB or the school would help teachers be more deliberate about the impact that it could have on their classroom practice. She also said that she perceived that the school does not focus on international mindedness because of the lack of knowledge about what it is. Watson also mentioned in his interview that he felt the that entire school community did not share an equal understanding, but he felt that the contrast was between the parents to the students’ and staff’s understanding of the term. Specifically Watson mentioned during the interview that he felt that the staff had a common understanding of the term, and that students essentially are living examples of internationally minded people, but the parents at NIS approach their lives in the international community as isolated national cliques. He said,

I think parents have a fundamental misunderstanding by what we mean by international mindedness. And you see it every day as you come in and out of the school. Parents cluster together—the Japanese parents cluster together, the British mums cluster together, the American parents, and they distinctively do not interact and then you walk upstairs and all the kids interact.
Education exposure impacts international mindedness. Another belief about international mindedness that emerged from the DP teachers’ interviews was that they felt that they had limits to their own educational exposure and that it impacted their ability to bring in that perspective to their teaching. Violet said during the interview that she tries to structure her courses to cover different areas and different environments, but this has limits. She said,

I try to structure my course a little more that it covers different areas, different environments, and things like that. I try to be aware that my own knowledge of things, like let’s say Chinese History, is minimal. So, I also try not to do things that are going to be so far outside of my comfort zone that it causes me trauma.

Watson also mentioned that a factor that constrains his international mindedness is his lack of exposure to some other national literatures.

Difference does not equal wrong. Both DP teachers shared the belief that they want students to understand that difference does not equal wrong, because it is a relevant skill for their environment. Violet discussed in her interview that she believed international mindedness is valuable for students because “for students to be aware of different cultures and of different beliefs, and to be understanding and appreciative and to not see these (people) are necessarily bad because they are different, but that they are valued.” She later answered another question about whether international mindedness is valuable or relevant for students and stated,
We are dealing with kids from different cultures and different areas. Some for them will go back to their original culture and some will go onto different cultures and we have to teach them how to value difference and seeing it not as a bad thing, but just as different.

Also, Watson shared with me that he wanted to challenge his students to understand the subjectivity of the term truth. He said he wanted his students to realize that people can have other perspectives, and that does not mean that they are wrong, but simply that they are different. During Watson’s classroom observation I inferred a connection to this belief by the way he would address students’ shared viewpoints or ideas during class discussion. Watson does not reply to a students with an evaluative term after they share their opinion, such as, “good” or “yes” or “right”, but instead he says, “interesting” to respond to all of their comments, even contrasting ones to his own or between students. This was a noticeable use of language I saw during his instruction, which I inferred was in alignment with what he discussed with me about his explicit belief of multiple perspectives and filters of truth. I followed up with Watson after analyzing all of his data and asked him if this use of the response “interesting” was purposeful. I asked him if it was tied to his belief or goal to help students not think of their answers are right or wrong, but just different and interesting interpretations. He first responded by saying that it was not, but then I started to ask him more about it, and as he spoke he then realized that it was actually tied to his intention to help students value multiple perspectives. The explicit beliefs Watson shared around this value of
difference in his interview led me to infer and understand that this use of language was related to his teaching and understanding of international mindedness.

*Experiences impact international mindedness.* Violet and Watson both mentioned in their interviews that they perceived that experiences, especially as international schoolteachers, impact their development of international mindedness. Violet shared that this was her first international teaching post, and this experience helped her develop her own international minded outlook. Also, the experience of encountering and working in an international school with international students and staff has also led to this development. Watson also said that working in an international school with a truly internationally diverse population has “forced an awareness of different perspectives” and has helped him develop his own international mindedness because being among these students he has a desire to approach culture neutrality. Watson added to this point by saying that international mindedness has made a difference in his own learning because it has constantly made him more aware of his own national, class, and cultural values.

This common finding that emerged from both Violet and Watson’s interview data diverge from Watson’s acknowledgement of how this influences his planning and practice and the future of learning. In the interview Watson said,

> International mindedness has definitely made a difference (in my thinking, learning and teaching)…As far as me and my own learning goes, it has just constantly made me aware again and again of how my own, not only national values, but class values, shape what I see, when I perceive, and has really enriched my understanding of things. It has made me much more
empathetic as a teacher. I think that this really is where the future of literature study goes…towards getting away from here is our national literature—let’s study it and reflect on what it means to be American, or Canadian, or whatever—to, here is the process of understanding an individual and understanding whatever literature they get (from any country) because they become self aware of that process. I think that is really exciting.

*MYP teachers.* Common themes also emerged from the data for Elizabeth and Jay Jay with regard to their beliefs, understandings and perceptions of international mindedness. Key themes within the programme are presented in this section.

*Value of students’ global outlook.* Both teachers acknowledged during their interview that the students at NIS had some degree of international mindedness already when they entered their classroom, based on their varied experiences of living abroad, knowing other languages, or attending other international schools. Both teachers also mentioned or showed admiration toward their students for having these traits. For example, when Elizabeth spoke about the students, she described them as lucky, and the students became internationally minded global citizens because of their experiences of living around the world and being among peers from other cultures. She said, “I think one of the best gifts you can give a child is a language outside of your mother tongue and global perspective. I think that the children that I teach in this international environment have such gifts.” Jay Jay also said, “We are so diverse, and I think that that has to be
respected and is sort of one of the most important and greatest things that we have here. To have an environment where we come from so many different directions is valuable.”

*Teachers need to be internationally minded.* Both teachers mentioned in their interviews that they felt that the demands of the international student environment called for teachers to be internationally minded. Elizabeth believed that there should be a “baseline expectation” of the teachers that work at a school that involves 46 nations (such as NIS) to be somewhat internationally minded. Although during the interview she recognized this could be a trait that some teachers’ exhibit quite naturally based on their experiences, she felt that all teachers that serve in an international environment should make some efforts to consider it because of the students’ needs. She also mentioned that this would make a better overall school if teachers shared this baseline trait. During the interview, Jay Jay also shared the perception that teachers in an international environment should be internationally minded, but he had a slightly different view from Elizabeth. He admitted that he felt that it is easier at NIS for teachers to be, or to develop international mindedness, whereas Elizabeth did not specify or discuss that assumption. Jay Jay explained, “It is easier here. It comes easy. You can’t ignore it. It is almost impossible not to be.”

*International mindedness is relevant to the students at NIS.* Another explicit belief that both teachers shared about international mindedness was that international mindedness is a valuable or relevant skill for students. Elizabeth said,

I think in the environment that we are living and working you do not have a choice. It is here. So you either embrace that, or you will be left behind, or
you will unfortunately be in a situation where you will be disrespecting someone because of the way you act. People need to be tuned in when you are in an environment such as an international school.

Jay Jay held the same belief, but spoke more about how it was a needed skill for preparing students for their future. This was different to the way Elizabeth focused on the need of that skill for students in their immediate environment. Jay Jay spoke about how he sees that the students in an international school will most likely hold jobs where they will work with people from all over the world or live among cultures different from their own. He said, “I think it will make their lives easier if they are internationally minded.”

*MYP helps to develop international mindedness.* Another belief that appeared, based on a connection to the analysis of findings from question one, is that both MYP teachers said they believed that the MYP framework helps to develop international mindedness. I inferred this from how they defined international mindedness and from the ways that they described what they thought about and did as IB MYP teachers. Both Elizabeth and Jay Jay defined international mindedness as something that leads students to develop a different perspective. When both teachers described how they construct their lessons as IB MYP teachers, they spoke about how perspective building is part of what the MYP is asking them to do. Also, there was evidence of perspective building in their lesson plans. For example, the global contexts selected to connect ideas that build student perspectives were addressed in their unit questions. Specifically, Jay Jay’s unit question asked, “To what extent can the perspective be argued that our city has become a
better place to live through urban changes and development?” Although, there existed some divergence on how it is an unnatural fit in Elizabeth’s PE lessons, to Jay Jay’s belief that it is imbedded into his content. According to Elizabeth this is an ongoing challenge,

…to be talking about the global contexts when you are discussing something, along with skill based learning which is actually quite factual and kinetic, is an ongoing challenge for our department. So, an open ended question where the student can think more broadly about their overall health, and working as a team is huge and this MYP larger perspectives are in my mind more now, and I can easily fit it into my curriculum… always trailing back to that bigger perspective.

This aspect will be further addressed in findings for the third research question.

**PYP teachers.** In this section I shared some common themes that emerged in the analysis of the data for Michael and Monikari in order to address the second research question. Additionally, I outlined the findings that diverged for the PYP teachers.

*International mindedness can strengthen the community.* Overall, a superordinate theme that emerged from the beliefs that the PYP teachers shared was that international mindedness had the potential to strengthen their educational community. During their interviews the teachers discussed their perceptions, beliefs, and understanding of international mindedness within the context of their teaching and work environment. They described a variety of ways that it deepens the value of the learning. After analysis I member checked this finding with both teachers and they enthusiastically agreed. In
this section I discuss the examples that support this theme and how the following five themes relate together in their thematic analysis to answer the second research question.

*International mindedness can be further developed.* One of the five common themes emerged in the analysis of the data for Michael and Monikari was the idea that international mindedness could be further developed. Both teachers described in their interview that they perceived that international mindedness was something that they were not perfect with, and that they recognized that it could be improved. Michael stated, “International mindedness is a life long journey. I think that you always grow and should never rest on your laurels.” Monikari explained that “there are always elements, always something that you can learn about” in order to be more internationally minded.

*Curiosity about the world.* Additionally, each teacher mentioned that being curious about the world and others can help their own development of international mindedness. During the interview Michael described his own interest and value in international mindedness as a support for its development. Monikari related the idea of curiosity and willingness to learn to her own development. They diverged in this view when Monikari expressed how she wants to see the same curiosity among her students. She said, “I find myself very curious to know and I want to see the same curiosity in the students…to that certain extent I see myself as internationally minded.” This belief also appeared to be connected to how both teachers interacted with students. During the classroom observation I noticed that each teacher was engaged and curious about the students they were working with during the lesson. Michael and Monikari repeatedly asked, “Where did you learn that?” while they were
working with individual students during the classroom observation. Also, Monikari asked her entire class, “In your international travels where have you seen shadows before?” I inferred from these questions that both teachers were actively curious about the students’ experiences. This could be linked to their own desire to develop their international mindedness. After analysis I followed up with both teachers and asked if this was a targeted effort to develop their own international mindedness. They shared with me that it was, and that they see the value of learning about their students’ backgrounds and experiences as a way to accomplish that development.

*International mindedness in teaching.* Both Michael and Monikari said in their interviews that they believe international mindedness should be considered in their teaching and both described some kind of value that international mindedness brings to their craft. Michael explained international mindedness was important for teachers to consider because,

> If you don’t consider it you are going to have a great struggle. It should influence the way you teach and the different strategies that should be applied differently with students and parents… If you are aware of it—it stands you in better step for being a teacher.

Monikari stated, “It makes teaching more fun…It gives so much more meaning and purpose in what we do… It values the way I am as a teacher.”

*Restrictions on international mindedness.* Both teachers told me in their interviews that they understood that ignorance about other people or a lack of knowledge about different cultures can restrict international mindedness in the classroom. Michael
admitted during his interview that he believes that he has made mistakes with students before and possibly spoke to them in ways that were not mindful of their background and culture. He said, “A constrain (to international minded teaching) is my lack of understanding of how different cultures work.” Monikari also discussed in her interview that a struggle she has is realizing that “I don’t know so much about this type of Art in other cultures, and that makes it challenging!” She went on to explain that she is limited by her own knowledge and time to expose students to different types of art in other cultures. She described this this as “when I noticed my limit, my challenge. How can I put all of it, include it all?”

*International mindedness is valuable for students.* The PYP teachers shared the understanding that internationally mindedness is valuable for students because it offers ways for students to see connections to their peers and to their own culture. Michael described this connection as a valuable attribute for students now and for their future. He explained,

I think in our school, where students come from different backgrounds and different places and different nationality, I think it is important that they try and understand the difference and try to show that they can connect. So people don’t feel segregated so that there is a fluidly between people from different places, and harmony and hopefully we instill that and get them to understand the value of it, then maybe when they go into the wider world, they will have an appreciation of trying to lookout for one another.
I also noticed during Michael’s classroom observation evidence of this idea. He would prompt students to listen to each other during classroom discussion by saying, “Show me how you are respectful to your friends.” I inferred that this type of prompting was purposeful to what he mentioned in his interview. This could be one way that Michael tries to help the students see that they are a community and reminds them subtly that they are connected. After analysis I asked Michael if my inference was correct, and he confirmed it was.

Monikari also presented this belief, but described it more as a valuable tool for helping students make connections to themselves and then to others. She said,

It’s much more broader, somewhere deeper in ourselves in terms of really understanding the different perspectives…Like if I think of the tree, that it is in order for us to grow, as a holistic human being, it’s not just one body, it’s all of the things around you that makes you internationally minded. We are connected like leaves on a tree.

*The IB Learner Profile.* Both teachers specifically mentioned in their interview that they believed that the IB Learner Profile was helpful for teaching and planning the development of international mindedness. Michael spoke about some of the attributes of the Learner Profile and how they “lend themselves well to international mindedness” and that they give him ideas when planning with other colleagues. Monikari described the Learner Profile as “tools that show us how to be internationally minded” and she thinks about the attributes listed in the profile when she thinks about incorporating internationally minded thinking into her Art lessons. It appeared from their comments
and lesson plans with Learner Profile attributes that the PYP teachers shared the belief the IB Learner Profile can enhance their thinking and planning of international mindedness.

**Summary findings for research question two.** In this section I provide the common themes that emerged in the analysis of the data for research question two among all of the educators in this study. Convergence of understandings, perceptions, and beliefs about international mindedness appeared in lesson plans, classroom observations, and interview responses.

**Impacts on international mindedness.** A common theme that emerged from the second research question was that the coordinators and teachers at NIS believed that education and experiences of and exposure to people and places impact one’s development of international mindedness. Variably each participant mentioned that these different exposures influenced their own international mindedness and/or others’ development of international mindedness. This finding will be discussed in the final chapter of this study.

**Admiration of students.** Based on the responses of the interview questions, all teachers shared the belief that the students at NIS were somewhat internationally minded coming into their classrooms and that this was something they all admired. I witnessed additional support of this belief during the classroom observation with each teacher. All of the teachers at NIS cheerfully mentioned this aspect in some way during the lesson I observed by acknowledging that the students had rich perspectives and that all would benefit from hearing them. I inferred a connection to their explicit belief mentioned in
their interview to the demeanor the teachers had toward their students when they discussed their insights or opinions in class. The teachers would either praise students for their insights, smile at them while they spoke, or encourage students to share during different parts of the lesson. I believe these actions were motivated by their belief that the students are valuable resources toward the development of internationally mindedness.

Aware of students’ needs. Another belief that the entire group of teachers shared was that in their own development of international mindedness they became more aware of their students needs. During the interviews each teacher discussed how their development of internationally mindedness has made them more alert to the needs of the students because they have a richer understanding of different people and cultures. I inferred this belief was linked to their willingness to be flexible and adaptable in their planning and practice. This finding will be discussed in the following research question.

Research question three. What is the role of international mindedness in these teachers’ planning and practice?

Using the thematic analysis and construction of thematic networks, the data provide an understanding about the role international mindedness had on teachers’ planning and practice. I noticed a connection to the teachers’ descriptions, definitions, and beliefs about international mindedness to their planning and practice. In this section I present the findings that address this connection and answer third research question.

IB coordinators. As mentioned above, how Mary and Bill defined, understood, and perceived international mindedness parlayed into how they addresses it in both
planning and practice. Because they believed that international mindedness was a flexible notion that could be built and enriched, this appeared to play a role in how they made room for it in their planning and practice of the content.

*Flexibility to use students as a resource.* The idea of flexibility and spontaneity was a common theme that described how and why Mary and Bill teach international mindedness, and also was a connection found in their interviews, lesson plans and classroom instruction. Mary’s planning focus was typically—as it is with most teachers—around the curriculum and the content of what she is teaching. However, as the findings have previously shown, Mary defined and believed that international mindedness can be demonstrated and developed. Therefore, in her lesson plans and during her teaching she allows for flexibility for the acquisition of knowledge that leads to the development of international mindedness to come from and be led by the students in her class. She mentioned that, “I see my students as a huge resource. In an international school setting (with students of different backgrounds and cultures) you have to be ready to take risks, in a positive way, and you are perhaps more open minded, that opens you up to a certain spontaneity.” She mentioned these ideas in the interview, showed evidence of this flexibility in her lesson plans, and during the classroom observation it was apparent to me to see that the students’ insights and opinions were valued because she gave time and feedback to each of their contributions. She allowed the students to lead the discussion and the inquiry. She asked questions to further their thinking and the students also asked her questions about what they wanted to learn. It thus appeared that Mary’s motivation and use of the students as a resource in the
classroom was done to promote the development of international mindedness. I found evidence of a connection between her willingness to be flexible and spontaneous in her lesson plans to the way that she demonstrated and mentioned the trust and value she holds for the students as internationally minded resources. This connection rises from what she discussed about her motivation during her interview, the questions she intended to ask outlined in her lesson plans, and in the actual teaching that I observed.

Bill shared that international mindedness had a similar role in his planning and practice as that of Mary. Bill’s goal for international mindedness was to keep it as a spontaneous outcome. As I mentioned in the findings for research question two, a belief Bill had about international mindedness was that it cannot be a uniform, prescriptive, box-checking activity. During his interview he said that it must be subtle, flexible, and authentic. For international mindedness to be developed among student in the classroom, Bill mentioned that he overtly tried not to plan for it, but rather it was incorporated through the idea that each class was flexible and adaptive for it to cultivate authentically and naturally. He said, “I am hoping that the international mindedness comes out naturally in a flow of a conversation, it goes where it wants. If it goes where it wants, then that triggers something teachable within me.” Similar to Mary, the role he placed around international mindedness in his planning and practice was to allow it to be student lead, and he served as an internationally minded tool to facilitate deeper thinking around it. He said,

I understand the need and the importance to teach international mindedness, but I feel it can be too prescriptive and dealt with in a way that is not
natural, that is not authentic. I want students to be international minded all the time that goes for lunch, recess, and with their friends. I just feel that I don’t need to spout the words international mindedness all the time because I want to live it, by just being myself as a model, rather than forcing it.

The role Bill placed on the spontaneous flow of international mindedness was the superordinate theme that I interpreted from in his interview, lesson plans, and classroom instruction.

Similar to Mary, Bill also mentioned that he understands that his students serve as a rich knowledge base, with varying international experiences and cultures. He explained to me in his lesson plans and during his interview that he utilizes their insights to inform all the students in his classes about different experience, backgrounds, and viewpoints. During the classroom observation, I witnessed Bill ask students about where they experienced certain number notations and what are the different terms they might know and understand related to mathematics.

Motivation. The role of international mindedness in Mary’s and Bill’s planning and practice also served as a practical motivation for decisions they made when planning and teaching. The coordinators spoke in their interviews about how they teach international mindedness by leading the students to think about the world. They explained that they do this by discussing relevant and timely topics that relate to their curriculum, such as current events in the news that are happening around the world. Both teachers to varying degrees had evidence in their lesson
plans and during the classroom observation of using current topics and questions to help students acknowledge different ways of life, while challenging stereotypes.

**DP teachers.** The role international mindedness had in the DP teachers’ planning and practice is outlined in this section.

*Embedded into curriculum.* The role of international mindedness in the DP teachers’ planning and practice was embedded into their curriculum. Both DP teachers felt that their content had elements of international mindedness built into it, both in assessment and in structure of the curriculum. Violet mentioned in the interview that she believed that it was an embedded component of her content. The inquiry questions found in her lesson plans, the assessments that she discussed during her classroom observation, and the content she outlined from the IB DP course guide contain many elements that she identified would help students to develop international mindedness. For example, in the interview she explained that the ethical considerations related to the research studies that students analyzed in her class would have to consider topics and values that are relevant and generalizable across many different cultures. Violet said,

> I think that in teaching Social Studies, that it (international mindedness) is very much apart of it. You are teaching about history, and about geography, and about religion, so international mindedness is in it all—already there—in your content. It is not something you think about in a structured way. It is already sown into the concept you are teaching.

Watson discussed that he perceived that the IB assessed students’ international mindedness throughout the DP. He mentioned during his interview that he uses these
assessments to gauge if students are developing international mindedness by paying attention to if they are stretching toward that sense of cultural neutrality. He explained that if the students approach one of the papers he assigns from a filter of a nationalist point of view then he knows he needs to work more with that student on developing more of an international minded understanding of the literature.

*Teachers’ international mindedness.* Both DP teachers recognized and understood that the demands of an international school student population required a certain level of international mindedness from their own thinking. They both made mention of seeing the value in the variety of international culture from the students that are before them, and suggested that they offer rich perspective to the class discussion. For example, Violet discussed in the interview that she tries to best address the needs of the students that are in front of her from a culturally inclusive approach. During her classroom observation I noticed that she asked the students about their culturally specific life experiences. I also witnessed her admiration of the way two students working together would switch between Finnish and English while figuring out how to explain a task to one another, by calling it “a genius collaboration” as she smiled. Watson also explained in his interview that the demands of the students in his classroom supported his teaching of international mindedness. He said, “So I think the demands that they (the students at NIS) face in being in a multicultural space is one thing that directs the literature study.” Watson also explained in the interview that he would call on certain students to ask them how the topic they are discussing would be viewed in their culture. During the classroom observation, I witnessed Watson ask a Russian student about a
comment made in a commercial. He said, “As a Russian, do you find that this comment
is a fair representation of Russian culture?” This comment and his belief that he
explicitly mentioned in his interview led me to infer that he values the students’
multicultural perspectives and ideas about the topics he is teaching.

*Choice of materials.* During the classroom observation I noticed that both DP
teachers gave complete flexibility to the students with regard to how they chose to
present or share materials. Violet gave her students the opportunity to choose how they
would present what they knew about the lobes of the brain in her DP Psychology class.
They could pick from craft clay, poster paper, the computer—“pretty much anything”—
to present what they knew to the class. Also, Watson allowed students to bring in their
own examples (of video clips) to illustrate how they understand mass cultural
representation.

While both teachers offered individual choice to their students, it appeared that
Watson’s choice to do so was connected to the role that international mindedness plays
into his teaching practice. During the interview Watson discussed his rationale for
granting flexibility to students with regard to what aspects of culture they chose to
discuss in class. When I asked Watson what he would advise teachers to do to improve
their internationally minded classroom practice, he suggested that all teachers should
engage in the process of what they ask the students to do. He said,

It’s that concept of the lead learner. I do not have to be an expert on
the subject matter, but I should be on the process of learning and on
what I am bringing to the table. And if I am doing that honestly, with
some vulnerability involved, then the students can understand that and see that, but I think being engaged as a learner and being aware of my own filter and biases as I am doing that is key… The longer I have taught I realize it is okay to not have the power differential with students. That nothing will be lite on fire, and it will all work out if I have an open-ended lesson plan.

I witnessed Watson model the role of “lead learner” during the classroom observation. When the students presented the video clips to the class, Watson asked his students questions about how the clip tied to culture and how the clip related to their own ideas of culture. Watson modeled the learning and curiosity about the topic along with the students in his class (because he acknowledged that he had not seen any of these video clips before). He was an active participant in the class as a learner. This activity that I witnessed during the classroom observation of Watson suggested that a correspondence existed to what he believed about internationally minded teaching discussed in his interview. His approach to learning along with the students led me to believe that this method is connected to how he understands that international minded teaching can be accomplished.

**MYP teachers.** This section shares the findings and common themes for the MYP teachers that addressed the final research question. The MYP teachers appeared to share more in common with regard to the role of international mindedness in their planning and practice than did the DP teachers.
Response to students’ needs. The final research question asked teachers about the role of international mindedness in planning and practice. Largely, the MYP teachers shared that they saw the need to develop international mindedness in their classrooms because it best responded to the needs of the international student population before them. In their interviews, both teachers discussed that international mindedness could be a product of an international student population. Both teachers embrace the environment at the international school because they agreed it is rich with people from different cultures. This was a superordinate theme found for each teacher when data were analyzed in order to address this research question. The following findings in this section will give specific and practical examples of how the MYP considered the needs of the international student body through their planning and practice.

Students are a resource. Both teachers said that they view having students from diverse backgrounds as a resource, which they use to guide their planning and practice in an attempt to meet the diverse needs of their students. For example, during Jay Jay’s classroom observation he assigned a collaborative group project that looked at how their city had changed through urban development. The groups were assigned at random. When he gave directions about the project he proclaimed that the local students were a good resource. He also told the class that he had “full and complete trust in all of you” to conduct quality research and address the unit questions. What I observed during his classroom observation led me to infer that it was connected to what he had told me about the value he believes that the students offer in the international school setting. During the interview Jay Jay recognized that the students were valuable assets to each other in the
development of international mindedness. This was apparent in how Jay Jay approached the grouping of the students. Even with random groupings, Jay Jay was confident that the students would produce successful work. During the interview he acknowledged that the students’ international contribution added value to the topics they study and this acknowledgement motivated him to have the students work in different collaborative groups. He mentioned that when these international students are working together they are bringing in different perspectives and ideas, which would help them to develop international mindedness. Jay Jay’s classroom actions were in alignment with this belief he discussed during his interview and with what he mentioned about his planning and practice. Jay Jay wanted the students to learn from each other about the topic they were studying in collaborative groupings because their perceptions were valuable.

Also, during her interview, Elizabeth discussed her thoughtful attempt to pull all of the international students’ experiences, exposures, and needs into her planning and teaching. For example, in her health lessons they discuss substance abuse and the consumption of alcohol. Elizabeth considered the cultural experiences of her students with these experiences, calling this a time when she feels the needed to “highlight the international mindedness.” She described an example of how her Danish students might be accustomed to having a glass of wine with their parents at dinner, versus some of the Saudi Arabian students “that might have close to zero experience with alcohol because it is not apart of their culture.” Elizabeth tries to consider all of those points of view and includes them in the discussion she has with the students in order to teach each other about what is normal and expected in different settings. She said that she uses this
discussion and exposure to multiple perspectives to help the students develop an understanding of different ways of life. She also mentioned that knowing about one another could help the students develop more understanding friendships.

Although this role was slightly different for each teacher, the purpose and the consideration of the students were common to both teachers. Where this role diverged for Elizabeth was how she was motivated to incorporate international mindedness whenever possible because she saw the value of “molding it” into the curriculum. For Jay Jay, this role served more as ideas or abilities he selected to promote in a content that was geared toward this valuable development of international mindedness. Jay Jay recognized that international mindedness was imbedded into his Humanities content. For him the role of international mindedness was not to be pointed at or planned for, but was naturally connected to the topics he teaches. He said,

It might not be clear in the unit plans, but I think it is important and relevant. It is there... I think its is more in the classroom. It is more organic. I don’t necessarily plan for it; I don’t force it in every topic. I think it would be artificial if you just glue it on. It has to be there, an overarching thing that is there all the time.

Also, he shared that having that mindset or awareness of internationally minded thinking helps him think about the different angles to bring into the history components that the class studies. This was how he thought of it as an overarching concept that is considered.

_Incorporating diverse perspectives._ In their interviews, both Elizabeth and Jay Jay mentioned that they research a range of cultural perspectives while lesson planning in
order to respond to the cultural diversity of their students. Elizabeth shared in her interview that she confronts her ignorance or lack of experience about other cultures “head on.” She said that she is very intentional about educating herself to help understand where her students are coming from. Elizabeth works with students and families that have never lived in a cold climate before and as a result have no experience with certain sports (like ice-skating). She discussed her motivation to find commonalities that can help students from different cultures and places to feel comfortable with these “new adventures” by doing research around the sports and cultures of the students that are new to the Finnish sports environment. She said,

You have to take the time to be mindful of their cultures and how they are because it goes a long way. And that has helped me time and time again, just to put a bit of work in, to know that in order for these cultures to work together, you need be able to identify that you have put in a bit of work and that you care. And that is all that I have done. I am respectful and I have shown that I can value different cultures and I am not ignorant about expecting them to know what ice-skating is—when they have only lived in Saudi Arabia.

Jay Jay also mentioned how being knowledgeable about other cultures was an important role in the development of international mindedness and also served as something he considers in his planning and practice. During his interview, he discussed that incorporating different viewpoints into his own understandings of topics as a method that addressed international mindedness in his planning. He said
that he consults multiple vantage points from different cultures and different sources when he learns or presents new information to students. For example, Jay Jay discussed that he is active about cross checking news stories he shares in classes from with a variety of sources. He specifically mentioned that he consulted news from Al Jazeera and the British Broadcast Cooperation because it represents some of the possible perspectives with which the students in his classroom might be familiar.

*Making students feel comfortable.* The final finding from both Elizabeth’s and Jay Jay’s interviews, lesson plans, and classroom observations was that international mindedness is considered in planning and practice by making students feel comfortable. Elizabeth and Jay Jay do this in different ways—due to the nature of the content that they teach—but the goal is the same. They both discussed that international mindedness can only be built if the students feel comfortable. This acknowledgement impacts how both MYP teachers plan and teach. For example, as a PE teacher, Elizabeth offers a great amount of verbal support, and also encourages it from her students. She ends each lesson with something called “loud and proud” which gives the students the opportunity to celebrate something that they noticed from their peers during the lesson. This reflection activity is intentionally planned and completed at the end of each lesson. After I analyzed all of the data together, I noticed a connection to this reflection activity and her definition and perceptions of international mindedness. Because Elizabeth ultimately wants to develop comfort in her environment and perceives that the students can offer different perspectives that leads them to develop international mindedness, it appeared that giving this opportunity to hear how others support and value what they did during each lesson is
a way to build that comfort and show different perspectives. During the observation of this during my classroom visit I noticed that not only are the students hearing verbal support from their teacher and their peers, and they are also able to hear from a different vantage point on how they performed or impacted the team. Also, because Elizabeth has a strong admiration for the students for their own development of international mindedness (discussed in question two), giving them this opportunity to award and celebrate each other’s efforts would further build that comfort. I realized that this activity could help students identify their relationship to the community and also understand others’ insights in the class. After analysis I followed up with Elizabeth and asked if “loud and proud” was a targeted effort to develop international mindedness. She shared with me that the students really valued that part of the lesson and she noticed they started to take note of each other more because of it. She acknowledged that it does motivate them and it has helped to build that comfort she aims for in her classroom environment. After discussing this with her, she realized that this was connected to her explicit beliefs that she mentioned in her interview. She acknowledged that this activity could help students develop international mindedness.

Jay Jay also discussed how making the students’ feel supported and comfortable to change their minds is important in order to develop international mindedness. He mentioned that he knows students are starting to foster international mindedness when they are empowered to change their minds based on hearing different opinions and perspectives. He explained,
I think that when they are able to look at opinions in different ways, that is what being internationally minded is all about. That you are able to see things from many perspectives and that you understand what people are coming from…I have told my students that it is totally okay to change your mind. You can change your mind several times in class. You do not have to stick to your guns, and remember at your age, or at any age, that you are totally allowed to change your mind.

Jay Jay discussed that international mindedness can be easily incorporated through the topics they cover in his class, but he recognized that the students have to be comfortable in order for any growth to happen toward it. He said, “I am trying to tell the students that first you need to have your own opinion that comes from your background. You come from your own and that is okay.” As a Humanities teacher the idea of making students feel comfortable about what they think and if that thinking changes is connected to how Jay Jay promotes international mindedness in his teaching.

**PYP teachers.** The PYP teachers held many common themes in the construction of their individual thematic networks, more than the other teachers in this study. During their interviews they often used common vocabulary to describe their beliefs and what they considered when planning and teaching. This could be related to the structure of the PYP. It is more transdisciplinary connected than the MYP and the DP. The PYP teachers at NIS plan around transdisciplinary themes, such as “Who are we?” and “Where
are we in time and place?” The common findings that answered the third research question are shared below.

**Motivation.** Motivation was a common theme among Michael and Monikari in the construction of their thematic network to answer this research question. Overall, both teachers discussed in their interviews that they see the value of internationally minded teaching (as discussed in question two) and it was this value that inspired or motivated them to plan and teach with it in mind. I saw evidence of these findings in the interview, lesson plans, and classroom observations from both teachers. In this section I discussed the practical examples of how teachers incorporated international mindedness in their work.

**Students are a resource.** The PYP teachers discussed in their interviews that they believed that their international students are a resource to the teaching of international mindedness. Both teachers told me in the interview to consider the students’ background as a way to improve internationally minded instruction. Michael stated,

Most important is to listen and observe. And don’t be so quiet to speak.

Don’t be so quick to say what you think. Find out what students think first.

And just give and allow and find every opportunity, wherever the child is from, to find a way for the child to give their voice and give their choice.

Monikari also echoed this view stated to better internationally minded teaching practice that we have to recognize the international students and we should “take them into account and use them also as a resource for what we do.”
Flexibility. A common theme that the PYP teachers shared in the thematic network for this research question was flexibility and adaptability. Both teachers discussed how they adapt their behavior or plans based on working with an international student population. Michael said,

There are certain things that as the situation arises, I think then, its one of those things that you try and capture that moment. If it is a positive or perhaps a negative opportunity, like the child has said something or done something, I think that then you can try and show them the importance of respect and understanding difference and tolerating others. It is sometimes difficult to teach international mindedness in a stand alone lesson. I think it is targeted when those opportunities arise.

Monikari also echoed this view and spoke about how her priority shifts “in terms of highlighting the international mindedness.” When she described how she plans and the factors that support the development of international mindedness, she stated,

You can vary it in different ways…I think about the children that come to the class and what cultures are they bringing to the lesson. So with Grade Four we do religion and art. And I design some of these art works so that it links to their (the students) own religion. I interview and ask them, who and what is your religious background.

Both PYP teachers discussed how they adapt their planning and teaching around the students, similar to the way the MYP teachers did. However the PYP teachers did
not mention that they conducted outside cultural research to gain different perspectives as a response to the needs and diversity of their students. Instead, the PYP teachers described this role as acquiring the knowledge directly from the students, not an outside sources (such as different news websites). However, the PYP teachers diverged in this area to some ways. Michael described in his interview that he tries to be adaptable when the “situation arises” and Monikari thinks about it and plans for it ahead of time after she interviews the students about their own background.

Learning from students. Another role international mindedness plays in Michael and Monikari’s teaching and planning is the awareness that everyone (both teachers and students) can learn from the international students. Michael spoke in his interview about how he tries to reinforce to the student that “you are lucky” to have these international peers. During the interview, he repeated characterized their experience in an international school as an opportunity that enriches them, and one that he wished he had at their age. He also discussed how he learns so much from his students. He stated, “To realize that it is a fortunate situation (at NIS)... what the children have shown me at times and what they find out about the world it like—WOW—I never knew that!” During the classroom observation I witness Michael praise his class about how much they supported a students’ English language acquisition. One of his students, a Japanese girl, answered one of the math questions in front of the class, using excellent English and Michael said, “Look how much she has learned! Not just from me, but from all of your help!” This moment led me to infer that it was connected to his understanding discussed in his
interview that the students had a huge opportunity and benefit to learn and teach all the members in their environment, including the teacher. After analysis, I followed up with Michael to ask about my finding. He shared that he does take every opportunity to remind his class that they are lucky and that we all learn together.

Monikari also showed evidence of learning from her students during his classroom observation. When students were working on the art projects she walked around to the students and asked them questions about their plans and the design. One student taught her something she had not known before about a type of dinosaur and she proclaimed to him, “Wow, I am learning something too! Thank you!”

*Meaningful connections.* Another role international mindedness holds in the PYP teachers’ classrooms is that it helps Michael and Monikari make more meaningful connection to what they are teaching students in school. Michael discussed in his interview how teaching students to be more internationally minded could encourage a more peaceful world. He stated,

> It is quite a volatile time. That impacts how I feel and how I hope that in our job that we can make children from all different background respect each other and realize that it is not *us* against *them*. We are all a community…They are the future and I see that we have a group of students that do really appreciate and respect each other and I hope that it does carry on when they leave schooling and they are to fend for themselves in the world. I just hope that they still do value that.
Monikari also described in her interview that international mindedness connected art to real-life. She said, “The value that I give (international mindedness) to children is that it connects to real-life. And Art in all schools should be linking to real-life. And looking at different parts and it just makes schools much more inspirational and meaningful.” Michael’s and Monikari’s statements suggest that the role international mindedness contributes to their classroom practice is a meaningful, longer-term connection to what they are doing in their classrooms.

**Summary findings for research question three.** The final research question examined the role of international mindedness in planning and practice. My practical goal, which was directly tied into the purpose of my study, was to understand more deeply how other teachers joined their understanding of theories and terms related to international mindedness to operational methods in the classroom. The third research question aimed to address this goal directly. In this section I discussed how after a culminating analysis of data across all three programmes I found aspects that related to international mindedness as a context for teaching and learning.

This study helped me to understand that the role of international mindedness in the classroom serves as a motivation or a guide to incorporate student’s perspective. This motivation or guide is shaped by the following three perspectives: (1) IB curriculum, framework, documentation, and/or assessment; (2) an understanding of others, with their differences, can lead to the development of a global outlook or citizenship; and (3) thoughtful inquiry that permits flexibility is helpful and practical to the development of
international mindedness.

*IB framework.* An important feature that all of the participants shared in this study are that NIS is their first IB school. All of the teachers in this study made mention to varying degrees that the IB curriculum, philosophy, framework, documentation, and/or assessment impacted how they taught or planned for international mindedness and that the IB provided some direction to international minded teaching. This was also connected to the use of inquiry, which is strongly recommended by the IB programmes, in order to build international mindedness based on the students’ interests, global engagements, and desire to learn (IBO, 2015). Student choice or student led inquiry approach was repeatedly present in the data and seemed to play a part in the cultivation of international mindedness at NIS, but to varying degrees for each teacher. Every teacher discussed student-led and inquiry aspects in their teaching and planning, however some did and did not relate it back to that relationship to internationally minded practice. This will be discussed further in the final chapter of this study.

*Understanding of others.* All teacher participants agreed that the international students themselves support the effort to develop international mindedness. Teachers from each of the programmes made mention that community or aspects of global citizenships were present in the group of students at NIS and that they were motivated to incorporate their voice in the classroom. This acknowledgement impacted both planning and practice for all of the teachers in this study. The teachers in this study discussed how they consider the students’ cultural backgrounds when determining if international mindedness should be included or considered in lessons when planning. During the
interview and the classroom observation they discussed or showed examples of internationally minded practice by making efforts to pull all rich cultural diverse needs and values into the lessons, usually from the students themselves. Additionally, all of the teachers described an admiration toward the global citizenship or international community they saw in the students at NIS. They recognized a motivation to give students the opportunity to further foster and build up those notions by allowing the students to be contributors to the understanding of one another within the classroom community.

*Flexibility.* Overall, the teachers that participated in each programme of this study seemed to embrace the environment at the international school. They made no mention of assimilation or asking the students to fit into what they think or how they taught. It was very much the opposite; all teachers in this study recommended and practiced a flexible, organic approach to insure international mindedness was included and that the international students that they serve were considered. All of them characterized that the development of international mindedness is not very structured. They described it as something that was thought about and more apparent as they would learn along side the students. The teachers agreed that they embraced the flexible opportunities to learn from and with their students through inquiry and an environment that allows them to have a voice in the class structure.

**Findings by Teacher Experience**

The culminating phase of data analysis compared findings among the group of teachers that have had less experience working at NIS (with five year or less experience)
to the group of teachers that have more experience working at NIS (with more than five years of experience). The coordinators were not included in this analysis because the focus was on the correspondence of teachers by their years of experience. Because the coordinators' years of experience were so great (more than 14 years) and over half of their time at NIS they have served as coordinators, therefore, they have not been included in this analysis.

Less experienced teachers at NIS. The teachers in this group are Violet for the DP, Elizabeth for the MYP, and Michael for the PYP. The less experienced teachers at NIS had very little correspondence apart from what converged across the entire case. This could be related to the fact that while Elizabeth has only been working at NIS for a short time, before coming to this school she has had two international teaching positions before. This insight could explain why she had more detail and confidence in answers to the interview questions and with working in an international environment. Violet and Michael gave less detail in their interview responses and repeatedly admitted that they were not sure if they are right when answering the interview questions. Violet actually mentioned that she was not sure that she knew what international mindedness truly was.

Two findings were unique to this group of educators when I analyzed all of the data and reviewed the thematic networks for correspondence. The teachers agreed that personal experiences or relationships impacted their development of international mindedness. They also mentioned these experiences and relationships can be inside and outside the classroom. The second common finding among this group of teachers is that communication was a focus or a skill that each lesson plan mentioned.
More experienced teachers at NIS. The teachers that are included in this group are Watson for the DP, Jay Jay for the MYP, and Monikari for the PYP. The teachers have been at NIS for at least 10 years and spent a majority of their teaching career at NIS. Watson is the only teacher that has taught outside of Finland, although Jay Jay and Monikari lived outside of Finland when they were students. Compared to the less experienced teachers in this study, this group had much more common among the findings. Overall, this group of teachers appeared to be more confident about the term international mindedness and how it related to their teaching practice. They gave more specific details in their interviews and provided more examples that drew from their experience when answering questions.

The experienced teachers shared the belief that their own development of international mindedness has helped them understand people and knowledge the world and their subject in a deeper way. All of them described in their interviews that they saw themselves as continually developing international mindedness, and in that development their knowledge has been uplifted to a new level. Additionally, when the teachers answered the interview question that asked if they felt that fostering international mindedness was valuable or relevant, they specifically noted that fostering it was valuable and relevant to the particular subject that they taught. This was different from the less experienced teachers who answered this question in broader terms and described its value with regard to the immediate environment or in the future.

The experienced teachers shared the same beliefs about some of the issues that they face with developing international mindedness in their classrooms. During their
interviews all the teachers in this group shared that class time was a constraint to the development of international mindedness. They shared with me that they understood that the development of international mindedness varies for all and that as teachers they believe it is important to allow for the time and space for the development to happen. They acknowledged that the curriculum and time parameters could constrain the development of international mindedness and that it can be a problem. Also the teachers agreed in their interviews that they were concerned about the lack of visibility the term has among stakeholders within the school. They mentioned that it would be helpful if a common understanding across stakeholders and subjects were more clearly discussed and reflected in practice.

**Summary of Findings**

In summary, findings supported by data were presented in this chapter. Overlapping themes for teachers’ definitions, understandings, beliefs, perceptions, planning, and practice were highlighted and reported by research question, by programme, and by varied experience. Thematic analysis of data derived from the teachers in varying groups demonstrated that there were many common beliefs, plans, and practices around the development of international mindedness. Additionally, the findings also suggested that the way in which teachers’ defined, understood, and perceived international mindedness parlayed into how they addresses it in both planning and practice. A discussion and analysis of the results will be presented in Chapter Five.
Chapter Five

The purpose of this study was to investigate how teachers in an international school perceive the term *international mindedness* and to identify the application of those perceptions for classroom practice. One goal was to give my participants an opportunity to share their knowledge and applied experience with the broader educational community, and most particularly with regard to their understanding of how they translated this term into their educational practice. Additionally, I wanted to understand more deeply how teachers’ understandings and beliefs impact their international school classroom practice with the goal of contributing new findings to the existing body of research and theory on internationally minded teaching and learning. This area is an essential element of the IB programmes, as well as an important goal for twenty-first century learners (IBO, 2008, 2015).

First, I discuss key themes that have emerged from the findings and their relation to other research presented in Chapter Two. I then draw conclusions and identify several implications for the International Baccalaureate (IB) and internationally minded teaching practice. My conclusions include important connections to the role that international mindedness played with regard to teachers’ planning and classroom practice. This study supported and strengthened Muller’s (2012) assertion that international schools offer a model of how to teach international mindedness—through an education that diminishes
ethnocentrism, increases comprehension of other cultures, and supports a concern for global interdependence. Previous scholarship and literature in this area are weaved together with a discussion of the findings from this study in order support their significance within the context of internationally minded teaching and international schools.

**Discussion**

This section provides a discussion of the major themes that have emerged from the study. As I summarize these themes, my discussion relates the findings to existing research and links them to international school teaching practice. The key themes that will be discussed have emerged in response to the following research questions and are supported by the literature informing the study:

1) How do IB classroom teachers in an international school define international mindedness?

2) What are these teachers’ understandings, perceptions, and beliefs about international mindedness?

3) What is the role of international mindedness in these teachers’ planning and practice?

**International Mindedness is Active**

As a starting point of this research study, I asked all participants to provide a definition of international mindedness. As revealed in the findings in Chapter Four, all of the participants (both in coordinator and teacher roles and across programs) described and/or defined international mindedness as something that was a *process* or a *journey*
with educational outcomes. The teachers and coordinators at Nordic International School (NIS) characterized and defined international mindedness as something that was active to them—changing, adaptable, and ongoing. Mary, the MYP coordinator, portrayed this succinctly during her interview when she said, “You are never complete or perfect in anything, you learn everyday, and international mindedness is a set of mind and it is something with a behavior that you adopt, step by step.” This concept of international mindedness as an active journey was present throughout the coordinators’ and teachers’ interviews, lesson plans, and/or classroom observations.

The participants at NIS seemed to have an active relationship to international mindedness. This “active” or living relationship perhaps offers an understanding of how and why international mindedness was so present in their teaching practice. This finding was largely different from earlier studies conducted by Rodway (2008) and Hurley (2005). Rodway found that when teachers were asked about their understandings of international mindedness they felt that they understood the meaning of the term, but did not need to pay attention to it. Rodway also reported that teachers did not accredit much importance to international mindedness and consequently it was not a concern in their teaching or planning. Likewise, Hurley found that her participants understood and were able to articulate what international mindedness and international education were: an education that embraced multiple viewpoints and an exposure to alternative ways of thinking (Hurley, 2005). However, Hurley’s study identified significant gaps in the relationship between school practice and participants’ viewpoints, thus suggesting that her international school lacked approaches to foster international mindedness.
In more recent studies conducted in IB schools, the finding showed similar confusion about how to teach international mindedness, even when teachers understood the term (Cause, 2009; Gigliotti-Labay, 2010; Lai et al., 2014). As I shared in Chapter Two, Gigliotti-Labay’s participants claimed that the IB as an organization has not thoroughly illustrated exactly what international mindedness is or provided tangible examples of what it would look like if effectively implemented in a school. Consistent with this finding, Lai et al. (2014) reported how teachers perceived challenges in translating their understanding of international mindedness into operational competency. Also, Cause’s (2009) study reported that students can develop a sense of international mindedness in the IB PYP classroom, but her data suggested that the IB PYP framework alone did not offer much practical incorporation of international mindedness within lessons.

My case study’s findings do, however, acknowledge previous findings where international mindedness was identified as an active term, a concept that could shift based on the needs of its users (Haywood, 2007; Po-King, 2004). Perhaps the piece that the teachers in previous studies were missing was an understanding that international mindedness is active, that it could possess educational outcomes important to any context as the coordinators and the teachers had viewed within the current study’s site. For example, Hurley’s participants’ definition of international mindedness does not appear to possess the action or process element and/or educational outcomes that the participants at NIS described. These findings from other studies in relation to my own case study have led me to understand the importance of activating a concept and making it alive, and the
importance that actions and the meaning of international mindedness have on the identification of educational outcomes.

**Educational outcomes.** As I stated above, the participants at NIS defined international mindedness as something that involves action, development, or growth. Furthermore, the coordinators and teachers defined it as a type of development with two distinct educational outcomes. Those outcomes for international mindedness were 1) a deeper understanding of others, and 2) a widening of perspective. The participants discussed that international mindedness has a direct tie or relationship to outcomes they had for learners. For example, Jay Jay talked about how international mindedness is when he or his students are able to understand a different perspective. He stated, “It [international mindedness] is when you are able to put yourself in place of others, like how they see the world, and why they are coming from a different place and why they act differently.” Additionally Bill stated simply, “It is a form for understanding.” The coordinators and the teachers described the meaning of the term as something that was alive, a growing state of learning, and would refer back to this concept when discussing it in their practice and some discussed this growing state of learning with regard to their own development.

Comparing this finding to previous research, the participants at NIS seemed to be unique when describing the connection the definition of international mindedness has to learning outcomes. Lai et al. (2014) conducted research with IB DP teachers about their perceptions of international mindedness to better understand the enactment of the term in the classroom. The authors reported that the teachers had positive perceptions about
international mindedness, and believed that it was valuable to students (Lai et al., 2014). However, they also found that the teachers’ interpretations of international mindedness focused more at the basic level of intercultural understanding and social awareness and not as much on the next level of action within the learning context (Lai et al., 2014).

Other recent studies have also acknowledge that international mindedness has developed over time and is a phrase used to describe a set of skills, understanding, mindfulness, and actions assumed to be essential for being a suitable national and international citizen (Harwood & Bailey, 2012; Walker, 2011). These findings led me to better understand that the coordinators and teachers at NIS are perhaps on the next level, toward the idea of action, when it comes to their understanding of international mindedness. Additionally the participants in my case study acknowledge that action related to specific educational outcomes or goals, so international mindedness can be developed in the classroom.

**The search for commonality.** Another important theme that involved international mindedness as an action, was that the participants at NIS defined the term as an active process, or action, that one would use to search for finding commonality or developing understanding with others, instead of merely being something that only pertains to one’s cultural identity or how one might be different from others. As I studied the coordinators’ and teachers’ responses, this finding called me to consider again the definition I had synthesized from other scholars that was originally used to guide my research: international mindedness is an ongoing journey that begins with self-reflection and understanding of one’s own culture and identity. This journey can lead to awareness
of, and respect for, other people, cultures, and nations in order to inform one’s understanding of different perspectives and ways of life (Hill, 2007; Merryfield, 2003; Merryfield, et al., 2008; Skelton et al., 2002).

In my study, the teachers and coordinators at NIS defined the term as a development that involved a philosophical way to approach ideas around sharing our humanity. For example, Michael stated, “It is important that they try and understand the difference and show that they can connect…get them to understand the value of it…when they go into the wider world, they’ll have an appreciation of trying to lookout for one another.” This is connected to an educational outcome that the coordinators and the teachers had identified: which is to help students build an understanding of others and a wider perspective.

This finding is in alignment with Mitchell’s (2014) study about the mindset of teachers within her international school in London. Mitchell found that the teachers shared the understanding that international mindedness was something beyond celebrating differences, and more about the search for commonality (Mitchell, 2014). For her teachers, it was a mindset needed in order for international mindedness to be fostered within the context of that international school (Mitchell, 2014). The findings from both Mitchell and my own study have inspired me to update my previous definition and understanding of international mindedness to include the notion that international mindedness can inform beyond one’s understanding of different perspectives to also inform one’s search for commonality in people’s immediate environment and their adaptability to future environments.
Impacts on International Mindedness

Another key theme that emerged from investigating the second research question was that the coordinators and teachers at NIS believed that education and experiences of and exposure to people and places impact one’s development of international mindedness and that these were valued by them. So, the international setting can make a difference. These findings echoed what has been reported on teachers’ beliefs, that they are impacted by their lived experiences (Belbase, 2012; Handal, 2003; Marx & Moss, 2011). Many studies have shown that teachers’ exposure and experiences with people and places have helped them to understand international mindedness (Duckworth et al., 2008; Mitchell, 2014; Rodway, 2008). Rodway (2008) also reported that an individual's personal background, experience, and characteristics of the local environment were much more influential on participants’ understandings of international mindedness. Rodway interpreted that the most influential aspect of sense making and perceptions in relation to international mindedness seemed to be an individual's personal background and experience. Specifically, travel, family and education experiences appeared to be the greatest effects on sense making of international mindedness (Rodway, 2008). Rodway explained that when the teachers had the opportunity to step outside their regular comfort zone and experience other cultures for longer periods of time, this greatly shaped how they perceive international mindedness because they had an opportunity to reflect on a lived experience that allowed them to connect to the meaning of international mindedness.
Additionally Duckworth et al.’s (2008) study showed that most teachers perceived that international mindedness required flexibility, tolerance and respect toward all cultures, as well as involvement in different cultural locations. Mitchell (2014) also found that her participants believed that having an expatriate perspective was enriching to their role as international schoolteachers, and it helped them to foster international mindedness in their setting because her participants grew from looking at different nationalities and cultures. The findings from these studies closely aligned with the beliefs that the coordinators and teachers at NIS held about the exposures to people and places on the development of international mindedness.

The meaning that the findings from my study and previous research suggest is that a better understanding of internationally minded teaching practice can be gained from identifying these beliefs. Researchers have found that teachers’ beliefs, thoughts, understandings, and perceptions are important parts of what and how educators teach (Clark & Peterson, 1986; Gage, 2009; Pajares, 1992). Research exploring teachers’ beliefs has also suggested that teachers’ experiences shape their perspectives and beliefs, and thus influence classroom actions (Belbase, 2012; Handal, 2003; Marx & Moss, 2011; Olemdo & Harbon, 2010). Specifically, Olemdo and Harbon (2010) found that when teachers were placed in international learning and living situations, and had close interactions and experiences with the host countries (even for a short time), that this impacted their awareness and perspective about global issues and why these aspects were important to include in their teaching practice. In a similar way, the participants at NIS believed that international mindedness was an enriching outcome from education,
experience, and exposure to people and places. They also shared the beliefs (to varying degrees) that this was something that they valued.

These beliefs led me to identify some of the reasons behind why the coordinators and teachers at NIS make room for international mindedness in their planning and teaching. This understanding is supported by Gage’s (2009) assertion that teachers’ understandings affect their choices and instructional decisions in the classroom. He reasoned that if teachers understand something, they would steer the content toward it because they feel confident in their ability to instruct (Gage, 2009). The participants at NIS understood and had their own experiences, education, and exposure that led them to develop their own internationally minded outlook and the valuable process that was gained from that development. For example, Watson stated,

International mindedness has definitely made a difference (in my thinking, learning and teaching)…As far as me and my own learning goes, it has just constantly made me aware again and again of how my own, not only national values, but class values, shape what I see, when I perceive, and has really enriched my understanding of things. It has made me much more empathic as a teacher.

Goodman (1988) also found that teachers were influenced by their beliefs because they served as guiding images from prior experiences that created intuitive screens (frames) for new information to be filtered. These beliefs and the experiences that the coordinators and teachers at NIS valued would provide a frame for their lessons and teaching of international mindedness to varying degrees. Their prior experiences guided
them to filter new information as they made choices about what they would teach. This study further supported the notion that teachers’ beliefs (about international mindedness) impacted their classroom practice by serving as a frame and guide. This aspect will be further discussed in the next section.

However, to conclude this section it is important to mention that international settings do not automatically foster international mindedness or the expansion of perceptions and beliefs about others (Harwood & Baily, 2012). Even if teachers believe in or value the idea of international mindedness, that does not ensure the presence of it in their classroom practice (Hurley, 2005). The findings show that educators at NIS certainly value and understand the term, and additionally they described and incorporated it in their classroom practice. This leads me to wonder, why were these educators able to do this? What I have comprehended through this research and with these participants is that the individuality of teachers and their understandings, in some cases, expanded thinking and application of international mindedness to lesson planning and teaching practice. This research process helped me to see the benefit from an active discussion and visible incorporation of international mindedness across the school.

**International Mindedness is a Guide**

The final research question of this study asked, what is the role of international mindedness in these teachers’ planning and practice? As I mentioned in the section above, understanding how the coordinators and teachers defined international mindedness, and the beliefs about the term, offered implications that addressed the final research question. As I shared in Chapter Two, Fives and Buehl (2012) discussed how
different beliefs might function in three different ways in regard to teaching practice: as filters (for interpretation), frames (for decision making), or guides (for action). The previous research questions and the key themes that emerged from their analysis helped me to infer teachers’ interpretation or filter for the term, and ways that it helped them frame or make decisions about their teaching practice, as I discussed in the previous sections of this chapter. These findings also helped me to understand more specifically the relationship that can exist between the role of international mindedness in these teachers’ planning and their practice because, as Fives and Buehl discussed, it served as a frame and guide for action in their classrooms. In other words, the fact that the participants valued the term, and held beliefs and understandings about how it could be developed, all offered a guide for teaching practice in some ways.

The key theme that emerged when all of this was combined was that the role that international mindedness had on these participants’ planning and practice was as a guide or motivation to utilize students’ perceptions, voice, and experiences in the classroom. The teachers and coordinators at NIS were motivated to make the students feel comfortable in their settings so that they would discuss, ask questions, and share their own experiences and various perspectives with each other, thus resulting in the opportunity for international mindedness to be cultivated. The role international mindedness had in the classroom was applied in various ways and was unique to each teacher’s experiences, views, and beliefs about international mindedness. However, the underlying belief and motivation toward the role, which included the consideration and
incorporation of students varying perspectives, was a common thread among all of the participants in this study.

The role that international mindedness served at NIS—as a motivation or guide for educators to utilize students’ perceptions, voice and experiences in the classroom—is similar to other examples of internationally minded teaching practice in other studies. Mitchell (2014) found that her teachers believed that an important part of being an international educator was the willingness to adapt their curriculum and teaching in order to connect with an international student population. She noted that the teachers embraced the rich and diverse cultures within their school and made efforts to incorporate students’ cultural knowledge into their lesson and how they taught (Mitchell, 2014). Also Ross and Izzard (2014) stated that international students have “international minds” already due to their international and intercultural experiences (Ross & Izzard, 2014, p. 13). They found that students in international schools shared their experiences and enhanced international and cultural comprehension cooperatively with students and teachers in their varying environments. These scholars advised that international schoolteachers should consider that international mindedness is not something they have to create within the context of their learning spaces; instead it is present already in the knowledgeable minds of their students and educators can learn from and utilize this information (Ross & Izzard, 2014). Finally Lockhart (2013) pointed out that some of the greatest opportunities that arose to help students evolve their international thinking came from the teacher and students’ willingness and flexibility to incorporate or share their international stories with one another. She
believed that the opportunities for students to learn about different perspectives and actively question each other about their different cultures and backgrounds led to the cultivation of international mindedness (Lockhart, 2013).

The meaning that these findings from my own study, as well as those from previous research, suggest is that international mindedness is both highly relevant to students’ learning and needed for incorporation in teaching and learning at a conscious level within an international school because the teacher believes that the students themselves and their backgrounds are resources to that development (Lockhart, 2013). For example, Elizabeth said, “I think one of the best gifts you can give a child is a language outside of your mother tongue and global perspective. I think that the children that I teach in this international environment have such gifts.” Elizabeth was aware of what her students possessed and through the research process involved in this study, I came to understand that her beliefs and understanding of international mindedness motivated and guided her to share those gifts in her classroom. Elizabeth was not alone in this aim at NIS. All of the teachers and coordinators expressed an acknowledgement of these gifts or discussed opportunities that these international students had, and were equally conscious about the need to be flexible in teaching practice in order for it to be included. While some uniqueness existed toward how the coordinators and teachers included students’ perspectives, the overall motivation of doing so was mutually discussed and acknowledged by all the participants in this study. My findings and previous research points to the importance for international mindedness to be visible, a
conscious part of teachers’ planning and classroom practice. This will be further discussed in the conclusion section of this chapter.

**Implication and Areas for Future Research**

Insights gained from this study could contribute to a wider understanding of the practical implications for NIS and the IB programmes. In this section I will discuss the implications that my case study has for the IB and future research in the domestic and international school classroom based on the findings and the limitations of this case study.

**NIS Implication and Future Research Agenda**

The findings from this case study could offer implications for the research site and suggestions for future research. For example, the coordinators and teachers at NIS are perhaps on the next level, toward the idea of action, when it comes to their understanding of international mindedness. The participants in my case study acknowledged that the actions that related to their definition of international mindedness contained specific educational outcomes or goals, which helped ensure the development of international mindedness in the classroom. The question remains, what lead the participants at NIS to this next level of understanding international mindedness? What is unique about the setting or the teachers that has caused them to understand the international mindedness is a growing state of learning?

Additionally, the teachers at NIS seemed to be unique from some of the teachers’ discussed within previous research. For example, Gigliotti-Labay’s (2010) study showed that teachers were not being held accountable at their school level for incorporating
international mindedness into their curriculum and as a result those teachers were less likely to personally invest themselves into actually implementing the teaching of international mindedness. The teachers at NIS very little mention of how international mindedness was accounted for on the administrative level. I wonder, why are these educators willing to personally invest in implementing international mindedness when there seems to be a lack of accountability on the administrative level? I suggest that future research be conducted that looks at how the teachers came to this understanding.

Additionally, previous research reported that IB teachers in their settings lacked approaches and practical strategies for the teaching of international mindedness (Cause, 2007; Lai et al., 2012; Hurley, 2005). Largely, the teachers at NIS discussed and demonstrated many practical approaches. Again, a question remains—why is NIS unique from other IB schools? Was training or education about the international mindedness offered from the IB or the school administration that led to this successful incorporation of international mindedness in the classroom? Important implications for teacher education about how to improve international teaching and training could be gleaned from this investigation.

**IB Implication and Future Research Agenda**

The goal of this study was to learn from IB teachers in the international school classroom. This section will discuss key findings that pertained to the IB through this case study. Additionally, the implications of those findings will be connected to an understanding of IB programmes and their underpinning philosophies and future research.
**Domestic schools.** This case study focused on operational methods of international schoolteachers that teach the IB programmes. A boundary of this study is that domestic or national schoolteachers’ perspectives were not included in this research. The IB has helped redefine the ideas around international education by having an escalating influence on domestic and national systems of education as they work toward internationalize local curriculum (Halicioglu, 2008; Hill, 2012). International education programs usually are considered to take place “overseas” but the IB offers a framework that can become an innate part of the prescribed curriculum anywhere in the world, including in local home countries or public schools (Hill, 2007, p. 32). The IB objectives are designed to be adaptable to any local or domestic school district and flexible enough to consider alternate ways school systems implement international mindedness within their environment and curriculum (IBO, 2008).

The IB makes international mindedness more accessible to students, regardless of whether they leave their home country or not. As I discussed in Chapter Two, this claim was also supported by Halicioglu’s (2008) quantitative study among all the national IB DP teachers in Turkey. Her study asked over 150 national teachers about their perceptions of the IB DP and 75% of the teachers agreed that the IB DP gave their students an opportunity to receive an international education, regardless of whether those students attend a school comprised of only one nation represented in the student population (Turkish) or if the students will ever travel outside of Turkey (Halicioglu, 2008).
My case study investigated international mindedness within an international school in the Nordic area. Many of the findings refer to how international mindedness is developed among the students because of their international experience. Although, it is important to mention that all international schools do not automatically provide the development of international mindedness simply because the students are surrounded by peers from multiple nations, the teachers in this study acknowledge that this peer setting is an advantage toward that development. This leads me to wonder what domestic teachers believe about international mindedness and to what degree is the term considered or activated in their classroom practice. Considering the way the IB is spreading to domestic/national school systems, research that examines the shape international mindedness takes in those constructs and within the minds of domestics teachers and students would be a valuable investigation to better understand the robustness that the IB philosophy could offer schools.

**Supportive environment.** In Chapter Two I discussed Hurley’s (2005) study that revealed the stakeholders’ perceptions of the IB programme clashed with, and also challenged, the IB mission to promote international mindedness. Her stakeholders did not agree that the IB offered an internationally minded education (Hurley, 2005). The teachers in my study suggested something different. In fact, many of the teachers at HIS believed that international mindedness was imbedded or included in their IB curriculum, unlike Hurley’s study that reported that the international aspect of the IB DP did not seem to be significant or influential within the programme delivery. Implication for future research and work in the IB could be considered based on this this contrast. One of the
findings in this case study indicated that the leadership at NIS strongly supported international mindedness in the classroom and many of the coordinators and teachers mentioned in their interviews that the principal and Head of School at NIS supported its development and offered autonomy in order for it to happen. The IB acknowledged that international mindedness could be achieved if the school environment is supportive (IBO, 2009). While this study looked at the IB coordinators in the first phase of data collection to better understand the leadership prospective within the case, I did not include the principals because they do not teach students in the classroom. A suggestion for future research is to investigate school leaders’ beliefs about international mindedness, and its importance in the classroom. Also, future research could examine school leaders’ vision in relation to international mindedness. This could contribute to a better understanding of international mindedness in international schools.

**IB Learner Profile.** The IB Learner Profile is central to the IB definition of what it means to be internationally minded and is used as a focus for learning in all of the IB programmes (IBO, 2008). The IB believes that the characteristics described in the Learner Profile are appropriate and achievable by all IB students across all IB programmes. Because the IB calls teachers to interpret these Learner Profile characteristics in a “manner appropriate to the age and development of the student,” I considered this to be an important criterion to give a robust understanding of classroom practice within my case (IBO, 2008, p. 3). In recent years, the IB has written several papers about the Learner Profile in order to help teachers understand ways that these attributes could be manifested in practice (Bullock, 2012; IBO, 2009; IBO, 2012).
However, I found that after data collection and analysis of this study, no teachers mentioned the Learner Profile when describing what international mindedness meant, and only the two teachers in the PYP program made mention of the Learner Profile when describing how they planned. This was additionally surprising because NIS discussed on their school website that the Learner Profile is important to the school because they believe that the characteristics it outlines describe the qualities that inspire and motivate the work of teachers, students, and the entire school community (Source not identified due to confidentiality).

Overall, many of the teachers in this case study made no mention of the Learner Profile at any time, and it was not found in their lesson plans or made mention of during their teaching. These findings could offer implications about the value and intentions of the Learner Profile in relation to its implementation of internationally minded teaching in similar contexts. There seemed to be a disconnection between the IB’s vision of the Learner Profile to the individual teachers’ understanding, definition, and beliefs about international mindedness and how it relates to their actual teaching within my case. Almost every teacher in this study had a clear understanding and could provide a definition of international mindedness, while the Learner Profile was not at all mentioned or tied to how teachers in this case study understood the term. It was only present in the PYP teachers’ interviews, when they shared how they thought about it as a tool for planning with international mindedness in mind. This finding led me to understand that more investigation and research should take place around the Learner Profile in the context of teaching practice. These findings offer implication for the IB to consider how
to better relate the Learner Profile to teachers’ content and understandings of international mindedness. Additionally, the findings in this case study could suggest that the Learner Profile was not a clear guide or present in the teachers planning or consideration of international minded teaching, even though international mindedness was present and valued in their teaching practice. This perhaps implies that the Learner Profile could be unimportant or even ineffective in some cases in the classroom context. Investigating the beliefs, assumptions, and presence of the Learner Profile could offer a deeper understanding of the visible application of this major tenant of the IB programmes.

**Inquiry.** In this study, the teachers shared a common approach to teaching that involves student-led inquiry. As I shared in Chapter Four, every teacher discussed aspects of student led inquiry in their teaching and planning, however some did and did not relate it back to that relationship to internationally minded practice. The IB mentioned that sustained inquiry forms the core of the written, taught and assessed curriculum in IB programmes (IBO, 2015). The publication from the IB explained, IB programmes feature structured inquiry both into established bodies of knowledge and into complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students’ own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant. (IBO, 2015, p. 4).

Inquiry is a key component of an IB education, and a key structure of the constructivist model of learning that composes much of the IB philosophy (IBO, 2015). I believe that in
my case study, many teachers were able to make a connection between the use of inquiry and the development of international mindedness. The inquiry modeled and implemented in the programmes builds from the students’ experiences, prior knowledge and curiosity. Because the international school classroom is full of culturally rich and diverse students, the curiosities and experiences that are drawn from in order to form the inquiry investigations would also be diverse culturally. Therefore, when teachers are using inquiry, asking students to discuss and discover the questions they want to answer, the students are—as a result—sharing parts of their perspective, thinking about what interests them, and tying in their own culturally diverse and rich experiences into the content and the questions that they are asking. At NIS, many teachers were aware that this could be a tool for the development of international mindedness. This finding echoed Cause’s (2009) findings in the PYP classroom, that all student were using inquiry to guide their learning, work, and approaches to problems that were relevant to their world. Cause’s (2009) data suggested that this use of student-led inquiry approach had many positive implications for each student development of international mindedness. Therefore, future areas of research should entail examining this link in order to better understand how and if student-led inquiry can lead to successful international minded teaching and learning.

**Conclusion**

The objective of my research is to investigate how IB classroom teachers defined and perceived international mindedness and explore what the implications of those definitions has on teachers’ classroom practice. From this study I have drawn two major conclusions about teaching practice within the context of the IB classroom. The first
conclusion I offer is a list of strategies that I found were present in the coordinators and teachers enactment of international mindedness as well as outside studies on this topic. The second conclusion explains how international mindedness is a term that can add value to teachers’ practice when they took part in the individual exploration and declaration of its active meaning. These concluding ideas contribute new findings to the existing body of research and theory on internationally minded teaching and learning.

An investigation of international mindedness was valuable at NIS because, as many scholars have discussed, the diversity within the community of any international school enriches and enhances the possible constructions of international mindedness (Harwood & Bailey, 2012; Haywood, 2007; Hurley, 2005). Teachers’ understanding and definition of international mindedness can alter and grow as they are exposed to different international experiences and perspectives within the international school setting, so it is valuable to revisit the term’s meaning and think about how it has altered from existing or former contexts. My own understanding and definition has altered as a result of the learning that I gained from this case study. This new definition will be provided at the closing of this chapter.

**Strategies for Internationally Minded Teaching**

Insights gained from this study contribute to a wider understanding of internationally minded teaching practice, one of the goals of this research. The research presented in this study and other recent work has lead me to the conclusion that international mindedness is both relevant and needed at a conscious and visible level for teaching and learning within an international school because the teachers believe that the
students themselves and their backgrounds are resources to that development (Lockhart, 2013; Ross & Izzard, 2014). Ross and Izzard (2014) stated, “International mindedness… is not something schools and teachers can or should create. The students and their creative, international and culturally knowledgeable minds are already mindful and equipped. It is up to us, as educators, to catch up” (p. 13). As the understanding of international mindedness becomes clearer to educators, new ground can be covered about how that understanding can relate to the practical application that its’ meaning.

Haywood (2007) asserted that educators could ask individual schools to develop their own strategy for their community and identify how explicit strategies support education for international mindedness. From this exploration, schools can identify international minded outcomes and assessment approaches for students of all ages within their own schools (Haywood, 2007). These practical strategies from my dissertation research serve as conclusion for international teaching practice. The understandings gleaned from this case study offer deeper understandings to better develop practical strategies for educators to “catch up” (Ross & Izzard, 2014, p. 13).

Based on the findings reported in this case study and prior research on this topic, I suggest the following four strategies to any international educator that aims to develop international mindedness. This list offers practical approaches for educators to consider and apply in their learning environments. This list was compiled largely based on the findings and reoccurring themes from this case study and other theoretical and practical studies that involved international mindedness. There are four strategies which international educators could adopt to support the development of international
mindedness: 1) Be flexible; 2) Incorporate international students’ perspectives; 3) Be creative to build connections; and 4) Be reflective. If and when all of these strategies are employable in the international classroom, international mindedness can be fostered.

**Exploration and Declaration of International Mindedness**

What I have gleaned in terms of learning about internationally minded teaching practice is that this requires a conscious desire to support international mindedness. Lockhart (2013) advised teachers, “The key to teaching in a way that develops international mindedness is being open to the opportunities that arise and being flexible in your approach so that you can seize those teachable moments” (p. 79). She also asserted that it is equally important to be flexible as it is to be conscious about the choice to incorporate international mindedness because otherwise it would be left up to chance. This aligned with Maurette’s advice that international mindedness had to be taught, not caught, in the 1948 visionary pamphlet, *International Mindedness* (Walker, 2011). I assert that educators first need to be aware or conscious about their own beliefs and definition of international mindedness. This conscious support of international mindedness could help them seize those teachable moments.

Based on the findings and definitions about international mindedness in this study, I better understand how international mindedness is a term that can add value to teachers’ practice when they take part in the individual exploration, declaration, and development of its meaning. This realization is supported by other research studies that investigated international mindedness. As I mentioned above, the concept of international mindedness could shift over time and based on the needs of its users (Po-
Additionally, Hurley (2005) asserted that international mindedness “both replicated and changed as it fit into existing schemes and contexts” during her study at an international school in Egypt (p. 4). By asking coordinators and teachers to discuss their individual meaning of international mindedness, it helped to uncover its deeper meaning and educators’ beliefs about key themes related to teaching within an international school. Also, this process combatted against ideas that international mindedness is only a box checking or labeling exercise in teachers’ practice. Finally, the findings from this study supported Muller’s (2012) acknowledgment that understanding international mindedness in international schools could help stakeholders develop a more sophisticated view of what is needed in order to support the process within the classroom.

**A new definition.** Educators’ understanding and definition of international mindedness can experience change and development along the continuum of their teaching, so it is valuable to for individuals and schools revisit the term’s meaning and think about how it has altered from former to existing contexts. Based on what I learned during this case study, to conclude this chapter I offer an updated understanding and definition of international mindedness. I have found that my understanding and use of the term has also shifted as I learned more about teaching practice related to the term and the value it offers for my work with students in the classroom. I have used italics to pinpoint how and where my definition has shifted or altered based on my new understanding from this dissertation research. The following definition emerges from the findings of this study and advances our understanding to now include an active stance.
Thus, international mindedness is a *learning* journey that begins with self-reflection and understanding of one’s own culture and identity. This journey leads to awareness of, and respect for, *multiple* people, cultures, and nations in order to inform one’s understanding of *multiple* perspectives, ways of life and *learning*, and the search for commonality (Hill, 2007; Merryfield, 2003; Merryfield, et al., 2008; Skelton et al., 2002). I added the word *learning* to this definition because this research helped me to better understand the components and focus that learning, both inside and outside the classroom, has on the development of international mindedness. I also replaced the word *different* with *multiple* because the word *different* can set a boundary that implies that someone needs to cross it or change to become more like someone else. Now, I understand that international mindedness should include more inclusive descriptions that bring attention to the search for commonality. Overall, this dissertation research taught me more deeply about the elements that pertain to the authentic development of international mindedness.

As a concluding thought, I now understand the important relationship international mindedness has on the learning journey that I try to plan and guide students towards as a teacher. I know now that during that journey, I am traveling and learning alongside my students—as we search for common ground together and develop new understandings and a broader prospective. As IB educators, we must also take part in the continual exploration, declaration, and development of how international mindedness impacts our practice, guides our work with students, and provides a compass to better understand key features of an international education.
Appendix A

IRB Forms

DATE: May 5, 2015
TO: Rebecca Fox, PhD
FROM: George Mason University IRB
Project Title: [705810-1] Teachers Definitions and Understandings of International Mindedness
SUBMISSION TYPE: New Project
ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: May 5, 2015
REVIEW CATEGORY: Exemption category #1 & 2

Thank you for your submission of New Project materials for this project. The Office of Research Integrity & Assurance (ORIA) has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

Please remember that all research must be conducted as described in the submitted materials.

Please note that any revision to previously approved materials must be submitted to the ORIA prior to initiation. Please use the appropriate revision forms for this procedure.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within George Mason University IRB’s records.

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INFORMED CONSENT FORM

Study Title: Teachers’ Definitions and Understandings of International Mindedness

RESEARCH PROCEDURES
This research is being conducted to explore and gain knowledge on how International Baccalaureate classroom teachers at an international school in Helsinki, Finland define and perceive international mindedness and the implications of those definitions for teachers’ classroom practice. The research involves the following procedures.

1) The researcher will conduct semi-structured interviews with each participant about their definition, perceptions, and beliefs of international mindedness. Each interview will take 60 to 75 minutes to complete. After transcribing the interviews and coding the data, the researcher will decide whether follow-up interviews are required.

2) Based on the data gleaned from the interview, the researcher plans to analyze two teachers’ lesson plans. The teacher will select and provide the lesson plans to the researcher. This will require no time commitment from the participant, after the lesson plan has been selected and given to the researcher.

3) Next the researcher will set up two appointment times to observe the participant teach a 75 minute lesson in his or her classroom. The observations will only involve the teacher. Only the teacher’s identity—not the student's—will be recorded, and only as a pseudonym.

4) After the data has been reviewed and finalized, it will be shared with the participant if the participant would like to view the tape.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no benefits to you as a participant other than to further research in the field of international education and teachers’ classroom practice.

CONFIDENTIALITY
The data gathered in this study will be confidential. Chandra Michael is the only researcher who will know the identity of the participants in this study. During the collection of data, the information will be stored on a password protected computer, and
transfer to a disk, and later stored in a locked safe on George Mason’s campus for 10 years. All information collected will be identified only in terms of a coded identification number or pseudonym, as well as, reported as combined data and therefore not identifiable to any individual. The pseudonym will be used when transcribing the audio-recorded interviews, reviewing the videotaped lessons, analyzing lesson plans, and while taking field notes during the classroom observations. After 10 years, all data that was collected solely for the purposes of this study will be destroyed and erased. Names or other identifiers will not be featured on any kind of research data.

PARTICIPATION
Your participation in this research study is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or another party.

CONSENT
I have read this form, all of my questions have been answered by the research staff, and I agree to participate in the study.

☐ I agree to be audio recorded/video recorded for the interview and classroom observation.

☐ I do not agree to be audio recorded/video recorded for the interview and classroom observation.

____________________________
Name

____________________________
Date of Signature

IRB: For Official Use Only

Project Number: 705810-1

Office of Research Integrity & Assurance

Page 2 of 2
### Appendix B

#### Research Design Matrix

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Q1. How do IB classroom teachers in an international school define international mindedness?</th>
<th>Q2. What are these teachers’ understandings, perceptions, and beliefs about international mindedness?</th>
<th>Q3. What is the role of international mindedness in these teachers’ planning and practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td>1.1 To identify as starting point around the participants understanding of how international mindedness is activated</td>
<td>2.1 To understand the importance teachers attribute to international mindedness within my site</td>
<td>3.1 To understand how IB teachers connect international mindedness and instructional practices</td>
</tr>
<tr>
<td></td>
<td>1.2 To identify approaches and outcomes to international mindedness within my site</td>
<td>2.2 To understand how these beliefs are connected to a larger belief system</td>
<td>3.2 To identify possible areas of tension between teachers beliefs about international mindedness and classroom practices they use</td>
</tr>
<tr>
<td>Who/Where?</td>
<td>Two DP teacher, one MYP teacher, and one PYP Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind of data</td>
<td>Qualitative Interviews, document analysis of lesson plans, field notes from observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>To provide a starting point of the research investigation with each teacher.</td>
<td>Possible identification of purpose, use, importance, types, activities related to international mindedness in classroom planning and practices</td>
<td>Identify relationships or connections between teachers’ stated beliefs about international mindedness to their classroom practice</td>
</tr>
<tr>
<td>Lesson Plan Analysis</td>
<td>Identify relationship between the definition of international mindedness to lesson planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Notes from observations</td>
<td>Identify relationship between the definitions of international mindedness to classroom practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

Emergent Design and Analysis

Research Questions

1) How do IB classroom teachers in an international school define international mindedness?
2) What are these teachers’ understandings, perceptions, and beliefs about international mindedness?
3) What is the role of international mindedness in these teachers’ planning and practice?

First stage: Interview

Second Stage: Lesson Plan Review

How do teachers talk about the IB?

How do their definitions of IM impact their lesson plans?

Where does their definition and understandings of IM show in their planning?

What themes emerge from this analysis?

Second Stage: Lesson Plan Review

How do lesson plans intend to include IM?

What do their lesson plans show about their understanding of IM?

Third Stage: Classroom observations

How do teachers talk about IM?

What do classroom interactions show about their understandings of IM?

What themes emerge from this analysis?
Appendix D

Interview Guide

1. Tell me a little bit about your teaching history and your current position at NIS.

2. How do you define international mindedness?

3. Would you consider yourself to be internationally minded?

4. Do you think international mindedness is valuable for students? For teachers to consider? And why?

5. Do you think that the international mindedness has made a difference in your thinking, your learning or your teaching? If so in what ways?

6. What impacts your understanding of international mindedness?

7. Tell me about how you go about constructing your lessons as an IB teacher.

8. When designing lessons, what is your priority?

9. How do you determine if and when international mindedness should be fused into your instruction?

10. Do you believe you foster a sense of international mindedness in your classroom? If so, how?

11. Do you feel that fostering international mindedness is valuable or relevant? Why?

12. What priority do you place on international mindedness in your classroom instruction and planning?

13. What factors constrain your teaching of international mindedness?

14. What factors support your teaching of international mindedness?

15. What questions or concerns about fostering a sense of international mindedness do you have at this time?

16. Given your experiences with IB and international minded education, how would you advise me (or others) to improve my instruction?
Appendix E

The IB Learner Profile

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**: They explore concepts, ideas and issues that have local and global significance.
In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. (IBO, 2009, p. 5)
Appendix F

Thematic Networks

Mary’s thematic network for research question two. Data is drawn from interview, lesson plans and classroom observation.

Mary’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.
Bill’s thematic network for research question one. Data is drawn from interview.

- How you understand (others)
- Feelings about the world
- How you look at other cultures

Bill’s thematic network for research question two. Data is drawn from interview, lesson plans and classroom observation.

- Travel
- Seek out others (new experiences)
- Try to develop understanding
- Personal impact

- Ways of life
- Understanding

- How you understand (others)
- Feelings about the world
- How you look at other cultures

- Travel
- Different forms and points of view
- International experiences increase your IM

- Family history
- Experiences
- Superiority

- Come a long way
- Experienced different views
- Has more to learn
- Essential for teachers

- Desire to learn
- Desire to travel
- Desire to see the world

Personal criteria/connections that develop international mindedness
Bill’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.

Watson’s thematic network for research question one. Data is drawn from interview.
Watson’s thematic network for research question two. Data is drawn from interview, lesson plans and classroom observation.

**Limits or Boundaries**
- languages you speak
- being vulnerable
- national identity
- friendships
- education

**View of "truth"**
- Not "truth" but a filter for knowing
- stereotypes/bias
- examine knowledge
- disagree and seeing differently

**Many elements that impact your starting point and development of international mindedness**

**Community views**
- Parent gap
- misunderstanding of IM
- Staff and students understand IM

**IB includes IM**
- Assessments include IM focus
- Curriculum seeks to push toward IM development

**International Resources**
- Use or select different national examples of content
- Identify specific cultural references
- analyze stereotypes

**Student Voice and Space**
- Start safe/build comfort
- disagree vs seeing difference
- cultural identity
- use inquiry
- Ask student to contribute their experiences
- value students languages

**Lead Learner**
- present different perspectives
- be vulnerable and model
- strengthen your own IM/cultural neutrality
- confront your own IM/bias

Watson’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.

**Motivation to approach teaching practice with international mindedness in mind.**
Violet’s thematic network for research question one. Data is drawn from interview.

**Value**
- Meets the needs of international students
- Culture
- Not wrong, but different

**Search for similarity**
- Cultural and nationality
- Build awareness

**Differences**
- Does not equal wrong
- See it
- Understand culture

**International mindedness is a Process/Action**

Violet’s thematic networks for research question two. Data is drawn from interview, lesson plans and classroom observation.

**Lack of knowledge about international mindedness**
- Doesn’t know how to define it
- Very broad topic
- Unclear of description from IB
- Unclear of description from NIS

**Experiences**
- International teaching posts encourage international development
- Working with international students builds international mindedness

**Impacts that shape the development of international mindedness**

**Humanities includes international mindedness**
- Core part of topics
- Part of research process
- Embedded in subject
- Exists in the curriculum and assessment
- Needed skills in professions that involve humanities

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Violet’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.

- Students pick how they show what they know
- Provides purpose of task and lets students choose method of learning
- Student select and study topics that most interest them

Elizabeth’s thematic network for research question one. Data is drawn from interview.

- Inquiry questions
- Ethical considerations
- Generalization to other cultures

- Aware of limitations
- Challenge stereotypes
- Lack of knowledge

- To address students’ needs
- Gives choice
- Actions
- Experiences

- International mindedness is a comfortable environment built on understanding and respect

- Respect

- Comfort

- Teachers Experiences

- Different resources motivate the development of international mindedness

- International mindedness is embedded

- Students pick how they show what they know
- Provides purpose of task and lets students choose method of learning
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- Actions
- Experiences

- International mindedness is a comfortable environment built on understanding and respect

- Respect

- Comfort
Elizabeth’s thematic network for research question two. Data is drawn from interview, lesson plans and classroom observation.

- Students are internationally minded
- Lucky
- Students are gifted
- Rich experiences

Admires the students

- Teachers need a baseline of international mindedness
- Students possess it already
- Natural aim
- Build perceptions

Demand of the environment

International mindedness is an important part of the school life

- Makes things (school, classroom, teaching) better
- MYP offers valuable connections
- Personally more accepting and stronger sense of self

Improves teaching and learning

Elizabeth’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.

- Teachers need a baseline of international mindedness
- Students possess it already
- Natural aim
- Build perceptions

Link to bigger perspectives

- Use students to do this
- Deeper connection to content
- Valuable use of MYP

Knowledgeable

- Be intentional
- Learn from international students
- Confront ignorance
- Show interests in students

International mindedness motivates her teaching approach

Supportive

- Loud and proud
- Communicate
- Praise
- Students input

Respond/Flexibility

- Be mindful of other cultures
- Highlight aspects that connect to students
- Be flexible based on needs of students
- Be aware of cultural needs
Jay Jay’s thematic network for research question one. Data is drawn from interview.

Active Learning
- About culture
- From exposure to others
- Learning from international students and staff

Multiple Viewpoints
- View of the world
- Respect of your own country
- Ways to see the world
- Ways to describe yourself

International Mindedness is the active development of perspective

Respect
- Action to develop
- Of your own background or country

Movement
- Put yourself in the place of others
- Active/Activate your curiosity
- Put yourself in the place of others

Jay Jay’s thematic network for research question two. Data is drawn from interview, lesson plans and classroom observation.

Students are valuable
- Knowing other languages
- Students are internationally minded
- Mindful of others

Setting and exposure influence international mindedness

Opinions
- Are not equal
- Justify

Location
- International schools have an advantage
- Non international schools have a disadvantage
  - It is easier “here”

Teachers need international minded outlook
- “It is impossible not to be”
- The MYP requires/incorporates it
Jay Jay’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.

How/Ways to Promote
- Justify your ideas
- Opinions are not equal
- Actions to incorporate different viewpoints
- Flexible to share experiences (class discussions)
- Variety of news sources
- Push out of comfort zone

Students are a resource
- Trust
- Grouping
- Experiences
- To include different points of view
- Class discussion

Embedded in content
- Overarching
- Apart of units/inquiry learning

Comfortable with Change
- Okay to change mind
- Teaches this skill
- Sharing ideas with colleagues
- Eye opening (different perspectives)

International Mindedness is a response/guide to planning and practice

Monikari’s thematic network for research question one. Data is drawn from interview.

Enriches outlook
- Able to see others
- Ways to see culture links
- Ways to see and know difference
- Seeing background

Curiosity
- Cultivate in students
- Cultivated in teachers of international students
- Asking questions
- Inquiry based learning/teaching

International mindedness is the actions and application (of art)

Awareness of
- Practical work
- Ways to see art
- Gaining another perspectives

Perspective
- Deepen understanding of own culture
- Deepen understanding of other cultures
Monikari’s thematic network for research question two. Data is drawn from interview, lesson plans and classroom observation.

Apart of Education
- Gives meaning
- Learner Profile shows how
- Students are aware of it
- Gives purpose

Exposure
- Uplifts your knowledge
- "I am learning something too!"
- Students are a resource
- Inspiration
- Culture shock

International mindedness offers a richness to learning

Limit/Challenge
- Not enough time
- "Bomb"

Brings more to art
- Gives a point of reference
- Allows students to bring in own items
- "There is so much"

Monikari’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.

Adaptable
- Priority varies
- Depends on students needs/interests
- Students contribute (resources)
- "Sometimes it comes, sometimes it doesn’t"

Learn from Students
- Inspirational
- Guides
- Mood
- Emphasize
- Real life connections / listen to input

International mindedness motivates the inclusions of certain attributes and behaviors

Meaningful Connection
- Student led inquiry
- Shows examples of art from other cultures
- Feeling/mood
- "What is the feeling in this culture?"

Students as Resources
- Expressing self
- Students are international mindedness
- Explain feelings
- Products
Michael’s thematic network for research question one. Data is drawn from interview.

- Students are internationally minded
- Listen and learning from others
- Respect

**Appreciation**

**Awareness**

- Journey to personal development
- Knowing self better
- Growth

**International mindedness is a journey to personal growth / philosophy of life**

**Acceptance**

Michael’s thematic network for research question two. Data is drawn from interview, lesson plans and classroom observation.

**Teachers should be internationally minded**

- Lack of knowledge is a constraint
- Enriches personal and professional experience
- Fear can get in way
- Learn from students

**Students are Lucky**

- Students are internationally minded
- Students are resource
- “Where did you learn that?”

**International mindedness offers a richness to educational community**

**Helps Connections**

- People can connect
- Fluidity
- Acceptance
- Harmony
- Promotes peace

**Can be developed**

- Should be included in teaching and learning
- Flexible to allow it
- Educational outcome
Michael’s thematic network for research question three. Data is drawn from interview, lesson plans and classroom observation.

**Inquiry**
- Gives choice
- Gives students voice
- Based on interests and desire to learn

**Learn from Each Other**
- Create harmony
- Build perspective
- Teachers and students learn together
- Connect

**Fight Assumptions**
- Be open
- Don't judge
- Don't have preconcieved notions

**Adaptable**
- Capture teachable moments
- Student inquiry
- Learner Profile
- Students background
- Embrace environment

**International mindedness motivates him to look for connections**
Appendix G

Classroom Observation Field Notes

Classroom observation field notes (both descriptive and reflective) were taken to supplement the videotaped lessons.

Mary: French Lesson

- Started with showing media and asked if they could start formulating ideas
- Students asked classmate if she understood the second picture, Mary jumped in to help clarify the advertisement.
- Media used to tie in concepts related to history and cultural knowledge about France.
- Asked students to find media examples, students found examples, and asked Mary to see if it was appropriate to share with the rest of the class (safe classroom atmosphere)
- Other students found different perspectives of things in media, showing how the world looks from the eyes of an American or an Asian, etc.
- Students asked questions to clarify as they tried to read media (in French).
- Asked students for their opinion or reaction to media
- Students laughed because map was funny and asked Mary questions to better understand the joke.
- Mary asked several questions, including specific understandings of different perspectives: Ex. “How does America view Finland?”
- Students brought in a map (their choice of a resource to analyze) about how Finns view Europe with lots of stereotypes and racist assumptions. Mary showed it to class on board and asked students to explain in French.
- Students’ reactions said it was biased, funny, asked more questions about why, and Mary also asked why people thought this way.
- From discussion, Mary pulled vocabulary from it to discuss a talk about grammar and conjugation.
- Discussed funny reinterpretations of words if pronounced incorrectly.
- Discussed headlines and focused on what was said in the forefront/the focus, asked questions.
- Asked students to look at the type of conflict
- Asked what we learned from the media
• Discussed negative reactions to a radio/politics that impacted perspective.

Bill: Math Studies Lesson

• Offered and discussed a flexible review for the End of Year test.
• Asked student to tell him what they remember as far as topics for the year.
• Goes over the IB exam structure with students, tying back the reasons why he structures his test as it is.
• Students were comfortable sharing out what they learned throughout the year and topics covered.
• Very flexible on time with what students need to address. Discussed conditional probability, and how they need to remember the formula from the book for that.
• Asked recall questions during the review about the different types of math they covered and the notation that they have seen in different schools and different countries.
• Writes on the board, prompts questions along about the review.
• Asks recall questions, asks to look at patterns of numbers and what happens.
• Students are engaged and comfortable.
• There is a natural flow to the class… gave 40 minutes to students to pick what topic they wanted to review.

Watson: English Lesson

• Flexible with what students brought into share for the lesson
• Asked about values that were promoted from video
• Paraphrases students understandings (several times)
• Asks more questions
• Ask specific references to culture, asked Russian student about his perspective
• Stereotypes are focused on and analyzed
• “Looks do not matter – is that a cultural value?”
• “Is that a value that we hold in our culture?”
• PPT – Representation
• Asked students for examples
• Asked questions, walked around the room to see what the students were typing on laptops
• “Interesting” (to respond to students ideas)
• “Culture added complexity to symbolism in a situation”

Violet: Psychology Lesson

• Students had free choice to present the activity (Student led inquiry)
• Student had free choice of materials used to present the activity
• Discussed assessment feedback with students
• Covered expectations for the assignment
• Asked questions about students experiences
• Commented about how the students switched between languages to explain something “Genius collaboration”
• Very positive and encouraged students. Gave lots of prompting and compliments
• “Great minds behind this creative genius in this room”
• Questioned some of the male stereotypes, “Why is that not manly?”

Elizabeth: PE Lesson

• Shared unit objective: Through understanding each others strengths and weaknesses we improve the quality of execution as a team.
• Lesson Objective: Possession
• Students did some off the ball fitness to warm up
• Completed line up and pass drills
• Gave repeated praise and feedback
• Encouraged students to “push just a touch outside of comfort zone”
• Discussed the focus (communication and short passes, reinforcing possession.)
• Taught the students a drill called “Clean your bedroom” (tied situation into real life situation that they all related with)
• Asked student to plan and present their warm-ups to the group.
• Emphasized community and different abilities
• Talked about “Fitness as one”: soccer/football is fitness we do this as a group, as a team, reminded students to push themselves even under circumstances of fatigue to dig deep and support verbally their teammates during fitness.
• Workout some real game situations, where the girls played each other.
• Reminded student that the objective of this game situation is which team was able to have the most possession, and reinforcing that success comes from identifying each others strengths and weaknesses on the field.
• Allow freedom and flexibility for students to put themselves in positions that feel best.
• Closed the activity with “Loud and Proud” when students and Elizabeth shared someone that impressed them during the lesson or outside of the class

Jay Jay: Humanities Lesson

• Started the lesson with a review of the unit questions and progress within the unit so far.
• Related research question to the unit question that the students wrote
• Allowed for flexibility and random groups
• “I have full and complete trust in all of you….”
• “References make your work stronger”
• Told them to think about their own experiences, the local students can be expertise here
• Helped students get working on their project
• Answered specific questions about rubric
• Gave choice on how material was presented and area that would be research in the city.
• Pointed out how things outside of the lesson and grow and develop over time

Monikari: Art Lesson

• Started the lesson gauging students’ inquiry and experiences with shadow.
• “How does the lights and shadow make you feel?
• “Tell me about your experiences around the world with shadow!”
• As students experienced the art examples on the screen, Monikari would watch their reactions to it and smile at them. She allowed them to comment out loud and share reactions to the art and about what comes to mind as they watch.
• Showed three examples of shadow puppets
• “Now we will fly to Japan”
• “Could the violin give us a kind of feeling?”
• Discussed feelings related to the music in the video (of shadow puppets)
• Compared Japanese example to the Chinese example
• Asked the questions about the students design
• “Really nice” (Gave lots of praise for work and ideas)
• “What are the feelings of the hunter?”
• “Is a Japanese person telling this story?”
• “I am learning something too!!!”
• At the end she asked students to reflect on the lesson. “What was challenging?”
• Allowed and encouraged students to bring things from home to include in their shadow puppet performance next week.
• “Any toys, costumes, whatever helps you tell your story, bring it from home!”

Michael: Grade Two Math Lesson

• Started the lesson with circle time.
• Very organized with how students sat.
• “Show me your respectful to your friends”
• “Look how much she has learned (English language), not just from me, but from your help!”
• “Be a good friend”
• “This is the way we learned to form number three. Where did you learn that from?”
• Use humor several times “My brain is getting old! How did you do that? I forgot!”
• Very physical, lots of prompting and gesturing to explain the math.
• Used lots of praise and smiling. Very positive with students. Praised them for doing well.
• Student worked in small groups on the math lesson.
• Students used manipulates
• Students were moved into stations, used different technologies to investigate place value.
• Teacher walked around the room and helped different groups
• At the end, Michael asked the students how they felt about the lesson and learning.
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Biography

Chandra Michael McGowan grew up in Ohio. She attended the Wilmington College of Ohio, where she received her Bachelor of Arts in Middle Childhood Education in 2004. She went on to receive her Master of Arts in Teaching from George Mason University in 2008. She then received her Doctorate in Education, with a specialization in International Education from George Mason University in 2016. She currently teaches the International Baccalaureate Middle Years and Diploma Programme Mathematics at an international school in a Nordic Country.