



INTERCULTURAL UNDERSTANDING

1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, 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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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.

Intercultural Understanding

Going above and beyond the 5 F's (Flags, Festivals, Fashions, Folklore, Food)

Policy Statement:

Sreenidhi International School aims to develop internationally minded global citizens by adhering to the OECD standards of global competencies and requirements of the IB continuum of international education.

Ethos of the school: Integrity, Resilience and Empathy are the core values at Sreenidhi, all stakeholders make an attempt to practice these in their domains towards their roles and responsibilities. All actions can be translated to these core values.

Admission policy: At the core, the school believes in equality of caste, creed, ethnicity, culture and race. Sreenidhi is an inclusive school that caters to the needs of all students that are taking admission. The school would like to grow in its capacity to have more students with differentiated needs, however, we are limited with resources and may be selective in allowing admission to those with needs that require infrastructural changes, specialised investments or subject matter experts in areas of moderate to severe cognitive challenges with candidates.

Inclusion: Sreenidhi International School admits students and is not discriminatory against caste, nationality, gender or race. The selection of students for events is unbiased, with equal and fair opportunity given to all students. In all possible ways, the school celebrates diversity by not just conducting events that mark internationalism but helping students understand perspectives better. Linguistic diversity and mother tongue programs are encouraged. The Staff at Sreenidhi is from diverse backgrounds and nationalities, they are all treated equally and supported where there is a need.

Key Terms

Global Competencies: In the present day scenario students are growing up in diverse communities interacting with students and people from different cultures respecting each other.

Globally competent students understand that the world is a system where the action or decisions have a global impact. To ensure our school is globally competent we have adapted the OECD four dimensions of a globally competent student.

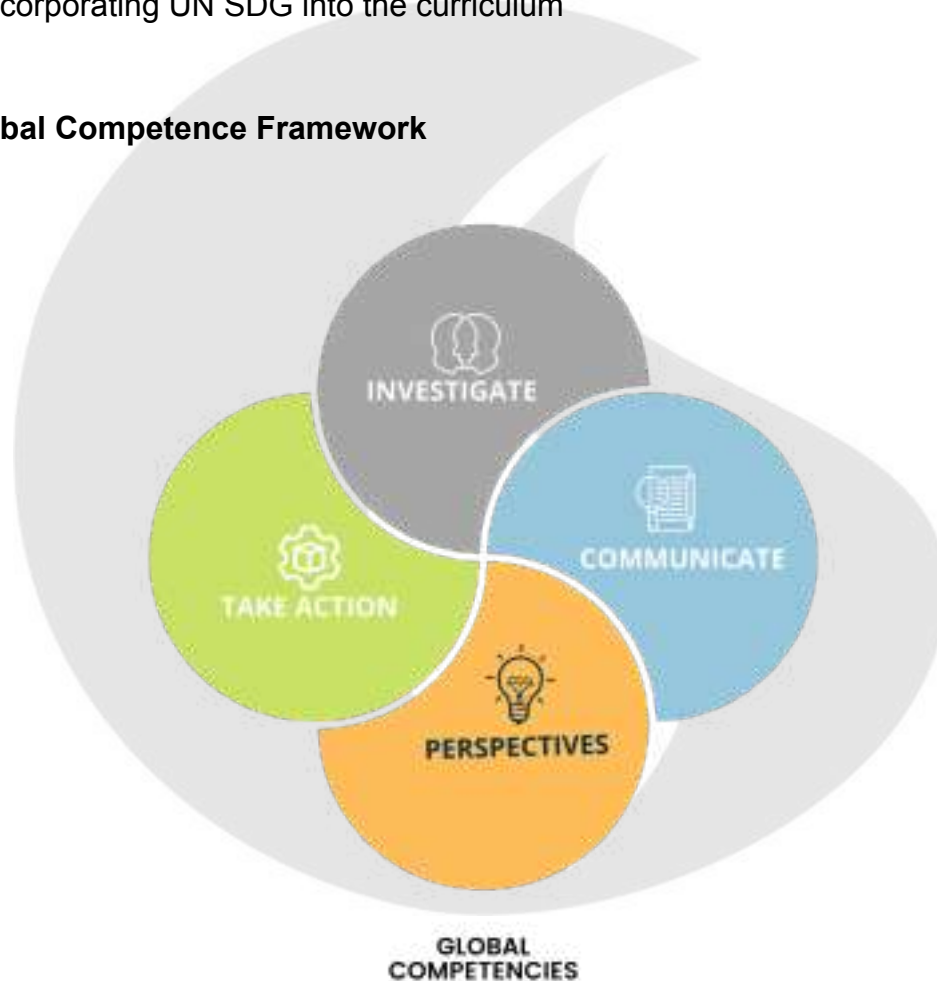
International education at Sreenidhi

- empowers students with Voice, Choice and Ownership of their learning to

acquire skills, knowledge and conceptual understanding that can be applied to local and global contexts in known and unfamiliar situations

- engages students to inquire, explore and create ideas, solutions and innovations to further their understanding of real-world issues, and equip them as lifelong learners to embrace and enact change as needed
- nurtures humanitarian values that build compassionate and empathetic individuals who become socially responsible global citizens
- facilitates cultural awareness and sense of identity through various concepts and across contexts that explore the human condition and its environment worldwide
- promotes international-mindedness to cultivate global citizens who acknowledge cultural diversity and accept differences to live in harmony
- aspires to practice internationally renowned learning and teaching standards and practices through versatile and dynamic strategies
- incorporating UN SDG into the curriculum

The Global Competence Framework



1. Investigating the world: This strand focuses on investigating local, global and intercultural issues that require globally competent individuals to effectively combine knowledge to critically think about the opinions they form about global issues. Those who acquire a mature level of thinking will showcase higher order thinking skills, they will ask relevant and appropriate questions, analyse data and arguments, explain a phenomenon with reasoning. They will develop a position for local, national and global issues.

Some ways in which the strands can be achieved includes:

- Incorporating the UN SDG into the curriculum
- Designing the curriculum that is inclusive, equitable and diverse
- Outdoor education/field trips
- Experiential learning

2. Recognise perspectives: This strand highlights that globally competent individuals consider the perspectives of others, they look at behaviours from multiple viewpoints. Being culturally aware and having understood various communication styles, they understand that their perspectives and behaviours are shaped by multiple influences, one is never fully aware of these influences and that others have views of the world that are profoundly different from their own. In pursuit of knowledge and understanding these individuals value relationships, respect others and value connections (e.g. basic human rights and needs, common experiences) that enable them to bridge differences and create common ground.

Some ways to achieve these

- Support students transition across culture/programme
- Collaborate with schools or communities to enhance learning
- Cultural exchange programmes /partner schools
- Adapting inquiry model of teaching & learning across the school
- Design thinking
- Service learning across programmes
- Case studies in subjects
- Living the IB and mission statement of school

3. Communicate ideas[engage in open, appropriate and effective interactions across cultures]

This strand focuses on how globally competent individuals interact with people from different cultures, how they show sensitivity towards cultural norms, how they adapt themselves and respect the degree of intercultural styles and formalities needed. It emphasises individuals' capacity to interact with others across differences in ways that are open, appropriate and effective.

Some ways to achieve these

- Students practice voice, choice and ownership by displaying leadership skills through student council activities.
- Annual or bi-monthly newsletter (Sreenidhian)
- PYP exhibition, MUN, CAS, TOK
- Having open communication with staff and leadership teams.

4. Take Action- This strand requires individuals to take action for collective well-being and sustainable development, it focuses on individuals readiness to respond to local , global or intercultural issues or situations. Individuals make an effort so that their voices are heard, it may involve simple acts like standing up to support a friend or colleague whose dignity is in jeopardy. Organise debates or talks to save the environment. Globally competent people are engaged to improve living conditions in their own communities and also to build a more just, peaceful, inclusive and environmentally sustainable world.

Some ways to achieve these

- Assembly - Celebrating local and global cultural events
- Service initiatives to cater the needs of neighbouring communities - 'We For Us' -

- A collection of initiatives in line with UN SDG's to take sustainable action
- Organising literary fest, annual fundraiser, cultural fest
 - Exemplifying the learning outcomes of Action, SA and CAS and exhibiting the skills developed.

Incorporating global competencies framework into the curriculum:

IB programmes have been promoting global competencies since their inception. The concept of international-mindedness, an overarching construct related to intercultural understanding, global engagement and multilingualism has been part of the IB program models and at Sreenidhi this has become part of the school culture.

Through the PYP, MYP, DP and CP programmes students develop an understanding of global challenges, they showcase their responsibility by taking action. Students are encouraged to establish practical connections between the taught curriculum and the real-world applications. The aim of the programmes is to develop individuals who are empathic and empowered to inquire into a range of issues that are significant locally, nationally and globally.

PYP: The PYP framework outlines the knowledge and concepts that are to be taught over a period of time and the subject specific skills are developed across the curriculum. With an inquiry approach students explore different subjects under one theme. The PYP themes cover issues that have local and global significance.

MYP: The use of global context is the highlight of the program, students are engaged and inspired to become internationally-minded while making learning meaningful and relevant. Learning outside of context limits students' understanding. Interdisciplinary learning brings concepts, knowledge, skills and methods from various subject groups in order to help students develop an understanding that is wholesome and develops perspectives on complex issues.

CP/DP: The CP/DP curriculum focuses on International mindedness through the core components. Intercultural understanding is fostered through studying the TOK ways of knowing and areas of knowledge. TOK teachers gave "language as a way of knowing" as an example that helps students have a view into different cultures. The TOK students also look at controversial issues in different areas of knowledge. This develops perspectives and the ability to understand other cultures. PPS can have a similar impact in the CP. CAS and service gives real-time opportunities to students to look beyond the borders. Students are involved in global engagement projects that deal with local or global problems such as environmental problems, gender inequality, refugee problems, disabled or disadvantaged people and so on, which reinforced social responsibility and knowledge necessary for global engagement. The RP/EE gives the opportunity to students to research in-depth and hence gain knowledge that is beyond their local context, writing RP/EE in most of the subjects help students to gain a global perspective.

Examples of Global citizenship showcase at Sreenidhi

Teachers are challenged to ensure that the curriculum incorporates skills, knowledge and understanding, but also the competencies for global citizenship. How is this achieved at Sreenidhi?

The written and taught curriculum demands an inquiry-based approach and the use of content and case studies that address global and local issues. If these issues can be carefully planned to potentially incorporate an action or service, then global engagement is addressed and often achieved through service, action or CAS.

Inquiry is key. Sreenidhi students inquire into a range of closed and open-ended questions that demand the skills and attributes for global citizenship. Teachers design inquiry that could take us in multiple directions, is collaborative in nature and requires us to ask difficult questions that require creative responses. There are many types of inquiry that can support this planning, from structured to open-ended and student-initiated.

The pedagogical approach must be through inquiry, but how do we choose content that is relevant, engaging, elicit the skills and attributes and promotes understanding of our own identity and culture, and those of others? It is important to view any mandated content and to consider global issues and how they can connect to that prescribed content. For example, if the class is learning geographical or historical concepts, a compare and contrast exercise from different eras or geographical regions enables students to gain new perspectives. Incorporating the UN Sustainable Development Goals (SDGs) is a great way to use global issues as a context for interdisciplinary learning, which links to real-world issues and frequently to an action.

Assessment during or after a unit can elicit responses that allow students to show how their skills have developed and how attitudes and values may have changed. This can be achieved by using assessment styles beyond traditional tests and essays and incorporating presentations, real-life scenarios and design challenges.

Examples of ways in which global citizenship is developed at Sreenidhi are summarised in this chart.

Roles and responsibilities

Leadership & Staff

- To ensure that cultural diversity and identity is part of the school's vision.
- To establish this framework of intercultural understanding
- To oversee that intercultural understanding and inclusion are part of the academic practises and curriculum.
- Develop intercultural leadership skills and strategically craft the development of global citizenship in the school.
- Promote intercultural understanding within the staff community.
- Ensure the provision of learning environments that are

non-discriminatory, safe and peaceful.

- Leadership ensure there is continuous professional development with regards to global competencies
- Adopting open recruitment policy that is non-discriminatory
- To willingly adhere to the school's ethos of open-mindedness.
- To build upon the diverse systems of knowledge and experiences of learners within the school community.
- To incorporate a variety of local and international histories, knowledge and technologies, value systems and further social, economic and cultural aspirations; part knowledge about the history, traditions, language and culture of existing minorities.
- To encourage and support cultural self-awareness.
- To aim at eliminating prejudices about culturally distinct population groups through the celebration of cultural diversity in the classroom.
- To involve various cultural systems through the presentation of knowledge from different cultural perspectives.

Parents and guardians

- To willingly adhere to the school's ethos of open-mindedness, international mindedness and global citizenship.
- To value and support the school's guiding statements and language policy by supporting language programmes in school.
- To contribute to the school's promotion of intercultural understanding in the school community (e.g. school events such as international day).

Students

- To willingly adhere to the school's approach to open-mindedness, international-mindedness and global citizenship.
- To initiate programs that develop a strong sense of their own history and culture.
- To value systems, local and international history, knowledge, modern technologies.
- To value the traditions, language and culture of existing minorities.
- To readily refer to the Learner Profile to further their intercultural competences and reflect on their own learning.
- To aspire to be socially responsible global citizens ready to challenge bias and stereotyping in and out of the school community.

References

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