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Chapter 10:
**Learning to Teach International Mindedness: *Being and Becoming* Teachers in
Communities of Practice**

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“[I]nternational mindedness [is] being an aware and accepting global citizen who is willing to engage and take action... Students need to understand the world around them and what is occurring in the current world, but also they need to understand what they can do to learn more or help with the situation” (Marie¹, teacher candidate, personal communication, February 26, 2016).

This chapter examines Sequence 6 of the Teaching, Learning and Leading with Schools and Communities (TLLSC) teacher education program at Loyola University Chicago’s School of Education. A core purpose of Sequence 6 is to provide an extended engagement with an experienced, cooperating teacher. By applying a field-based, apprenticeship model (Rogoff, 1994; Ryan, Ensminger, Heineke, Kennedy, Prasse, & Smetana, 2014a), candidates, cooperating teachers, and instructors work together in curriculum planning and instruction in the teacher

¹ All the names of participants appearing in this chapter are pseudonyms with the exception of the six authors.

candidate's grade level and/or content area specialization. It also serves as the capstone field experience for candidates earning the International Baccalaureate (IB) Certificate in Teaching and Learning. The six authors of this chapter, comprised of three instructors, two IB coordinators, and a founding faculty member of TLLSC, illustrate the principles, perspectives, and practices of Sequence 6 grounded in teaching international mindedness. Marie's interpretation of international mindedness in the above excerpt briefly shows how candidates develop their approaches to international mindedness. They simultaneously study, observe, teach, and reflect on teaching and learning in IB schools. Marie explored international mindedness with the use of IB's inquiry-action-reflection cycle while she was placed in an IB Primary Years Programme (PYP) at a Chicago public school.

Like Marie, all candidates earning the IB educator certificate take Sequence 6 in IB Schools in the Chicago metropolitan area. As with all TLLSC sequences, candidates engage in communities of practice (CoP), emphasizing an ongoing learning community with shared expertise and professionalism (Lave & Wenger, 1991). They learn to teach international mindedness within an authentic space that is situated for learning to apprentice into the teaching profession and specifically into the role of an IB teacher (Rogoff, 1994; Ryan, Heineke, & Steindam, 2014b). As they become teachers, and in this case IB educators, they support current IB teachers and act as teachers. In this way, candidates, like Marie, not only experience the process of *becoming* a teacher but also *serve as* a teacher in an IB school while interacting with children, stakeholders, and ultimately enacting IB curriculum. TLLSC allows candidates the opportunity of both *being* and *becoming* teachers across their program.

Sequence 6, entitled *Integrating Content, Cultures, and Communities*, involves two modules of TLSC 340 and TLSC 350 and is designed for candidates to apply their learning from

Sequence 1 through 5. *TLSC 340: Teaching and Learning in an Area of Specialization* is taught during the first four weeks and focuses on curriculum planning using Understanding by Design (UbD) (Wiggins & McTighe, 2005) and Universal Design for Learning (UDL) (Hall, Meyer, & Rose, 2012). In later iterations of the unit, faculty have added the WIDA English Language Development Standards to ensure that candidates are addressing the needs of ELs. The module also has candidates co-teach the unit with their cooperating teacher. The second eight-week module, *TLSC 350: Teaching and Learning with a Global Framework*, prepares candidates to teach in IB classrooms. It asks candidates to work with K-12 IB teachers to develop and implement a transdisciplinary curriculum unit for PYP or an interdisciplinary curriculum unit for the Middle Years Programme (MYP). The unit must also focus on the candidate's area of concentration focusing on a local issue of equity with international connections. The summative assessment for Sequence 6 is a year-long curriculum unit plan. Once successfully completed, candidates move on to Sequence 7 and 8, a one-year internship.

TLLSC is a field-based, apprenticeship model of teacher preparation designed to assess candidates at various times directly related to 17 candidate dispositions and the program's 11 enduring understandings. The dispositions and enduring understandings have a deep connection to the IB's teaching and learning values and its commitment to reflective practice and international mindedness. This was a major reason TLLSC integrated the IB Teaching and Learning Certificate into TLLSC when Loyola redesigned the teacher education program. Table 10.1 illustrates how TLLSC and IB complement one another.

[Insert Table 10.1 around here.]

This chapter examines the theoretical and pedagogical underpinnings of Sequence 6 with an emphasis on the module that prepares candidates for teaching in IB World Schools. We

review the literature on teaching international mindedness in teacher education and analyze the philosophy of the IB and its emphasis on international mindedness. Our research questions for this study are the following:

- How did TLLSC Sequence 6 instructors, site partners, and candidates shape the curriculum as they implemented it?
- How did Sequence 6 promote the IB's concept of international mindedness?

We analyze data sources from the implementation of Sequence 6 over the last three years (2015-2017) to assess the interpretation and application of international mindedness. These sources include syllabi, IB and UbD unit plans, summative assessments, and reflections of the candidates. We also employ self-study to consider the perspectives of the authors who are school-based IB coordinators and university instructors. We provide exemplary lesson and unit plans that candidates created during Sequence 6, which provide cases of implementing IB and global frameworks in their teaching and learning. Finally, we offer three suggestions on the value of incorporating international mindedness into teaching for social justice, as well as the implications for teacher education programs and educators.

Theories and Practices on Teaching International Mindedness

The second module of Sequence 6, *Teaching and Learning with a Global Framework*, utilizes a targeted approach that prioritizes both general and specific knowledge of IB principles, theory, and practice across all IB programs (Ryan et al., 2014b). The IB is committed to providing a high-quality education based on principles of intercultural understanding and international mindedness. The mission statement of International Baccalaureate (2013) is as follows:

[The IB] aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. 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.

The IB emphasizes international mindedness throughout its mission statement and it is embedded as an essential philosophical underpinning throughout all IB programs. Hill (2012), a former director of the IB, defines international mindedness as the product of successful international education referring to it as a value proposition: "...it is about putting the knowledge and skills to work in order to make the world a better place through empathy, compassion, and openness – to the variety of ways of thinking which enrich and complicate our planet" (p. 246). The PYP and MYP encourage the development of international mindedness through the tenets of the IB Learner Profile. Thus, the IB Learner Profile is the IB's mission statement in action, which describes specific attributes for education for international mindedness.

During the redesign and subsequent creation of Sequence 6, the IB principles were mapped onto the existing 10 understandings and the 14 foundational dispositions where knowledge, skills, or dispositions correlated with the foundational principals of IB (see Table 10.1). International mindedness is embedded throughout this sequence as a theoretical underpinning and evidenced through the summative assessment. Ryan et al. (2014b) elaborate the goal of Sequence 6 assessment:

The [inquiry] assessment builds on our program's emphasis on social justice (Enduring Understanding 1) and the IB's emphasis on international mindedness, which includes three core attributes from the Learner Profile: being (1) a competent communicator, (2) open-minded, and (3) knowledgeable (Singh & Qi, 2013, p. viii). International-mindedness also promotes multilingualism, intercultural understanding, and global engagement (p. 46).

Candidates begin to develop an understanding of international mindedness and must demonstrate the link between theoretical understanding and practical application of international mindedness with the creation of their curricular units. By virtue of developing an IB curriculum that aims to promote international mindedness, candidates develop and grapple with their own theoretical understanding of the concept.

Our intention to promote international mindedness through Sequence 6 aligns with an urgent need in teacher education. Darling-Hammond (2010) called on schools to better prepare 21st century citizens and their teachers to be socially-just minded. She offered that schools must develop standards, curricula, and assessments focused on 21st-century learning goals, which prioritize critical thinking over transmission-oriented learning. However, while globalization affects societies in complex and challenging ways, teacher education often inadequately addresses these changes within classrooms (Apple, 2011). Scholars have also been calling for more internationally minded teachers. Notably, Colón- Muñiz, SooHoo, and Brignoni (2010) found that experiencing cultural and linguistic immersion powerfully prepared intercultural educators. They relied on Diaz Rico and Weed's (2009) definition of an intercultural teacher as one who assesses the emotional needs, knowledge capital, family settings, and cultural and linguistic development of students and who uses those assessments to inform instructional

decisions. In order to produce these internationally minded teachers, education must become more international in nature (Shaklee & Baily, 2012).

While scholars request an internationally minded teaching force, few studies specifically examined how to cultivate this mindset in teachers or candidates. Of those conducted, most explored how international experiences influenced candidates. For example, Cushner (2007) considered how the international student teaching experience affected intercultural sensitive and ethno-relative orientations. He found that candidates who participated in a student-teacher study-abroad program returned from international experiences having developed what Hanvey termed perspective consciousness (as cited in Cushner, 2007). Many student teachers in the study were then able to integrate their new perspectives into their frames of reference about developing along a continuum of intercultural sensitivity. Furthermore, they reported a deeper understanding of the importance of multicultural education after the experience.

Predominant studies in teacher education support Cushner's (2007) assertion that international experiences contribute to internationally minded teachers by providing outsider experiences such as study abroad programs (Malewski, Sharma, & Phillion, 2012; Merryfield, 2000). However, it is important to note that few US candidates complete their student teaching abroad, and multiple approaches to teaching international mindedness are crucial in teacher education (Cushner, 2007). Fortunately, some research has been conducted regarding the development of international mindedness within domestic programs. James and Davis (2000) examined teacher educators' understanding of, and commitment to, international mindedness within a teacher preparation program that includes IB certification. Their self-study of Kent University's journey to incorporate PYP found that internationally minded educators must work to cultivate particular values and commitments, understand and teach certain bodies of

knowledge, and take particular courses of action. Whereas this study explored the perspective of teacher educators within a teacher preparation program, we argue that more research is needed to further unpack how to foster international mindedness within candidates, especially from multiple perspectives. This chapter begins to fill that gap by examining the concept of international mindedness from the perspectives of candidates, university instructors, site partners, and school stakeholders.

The Landscapes of Learning to Teach International Mindedness

In this section, we provide multiple approaches to teaching international mindedness drawing from diverse perspectives of three instructors (Seungho Moon, Kathleen Castillo-Clark, and Katie Lee), IB coordinators (Taneal Sanders and Jillian Estanich), and selected candidates. Over the past three years, the syllabi have evolved reflecting on instructors' expertise in IB and teaching international mindedness. Additionally, the needs of school sites and partners have shifted the ways in which instructors collaborate with partners and modified teaching and learning strategies. Despite the varied roles played by the different professionals in Sequence 6, instructors, IB coordinators, and cooperating teachers all shared the common goal of working with candidates who were both *being* and *becoming* teachers. The multiple voices in this section depict the ways in which this paradoxical existence of candidates—both as *being* and *becoming* teachers—is embodied in various interpretations of Sequence 6 in an authentic teaching and learning context.

Instructors' Teaching Philosophy and Perspectives

The three instructors in this study have similar yet diverse philosophies and methods for teaching international mindedness. Additionally, these instructors modified teaching and learning strategies during Sequence 6 depending on their expertise in teaching IB and efficient ways to

promote candidates' learning. Furthermore, by considering candidates' needs during Sequence 6, all instructors adopted more of a workshop model that allowed them to write curriculum during the time together. As an instructor, Moon emphasized six transdisciplinary themes of IB enhancing candidates' understanding of international mindedness. In developing IB units and advancing the understanding of transdisciplinary themes, Moon collaborated with cultural institutions in Chicago and maximized the teaching and learning resources supported by these institutions. Notably, Moon underscored power operations in the discourse of global awareness and international mindedness. Drawing from his teaching and research experience in multiple K-12 settings both in Korea and the United States, he analyzed frames dividing the mainstream culture and those of the *other*. Candidates were challenged to analyze the frame of including and excluding a certain group of people into a set of norms. Moon encouraged candidates to investigate how power operates in ways of knowing, ways of perceiving, and ways of constructing our knowledge about international mindedness.

Another instructor, Castillo-Clark, underlined the instructional and theoretical aspects of teaching PYP drawing from her teaching experience in IB schools. She created a workshop model where candidates researched, discussed, and ultimately planned an IB unit mirroring the method that PYP teachers in practice collaborate on transdisciplinary units. In Castillo-Clark's class, candidates constructed their own definitions of international mindedness while incorporating practical applications observed in the field experiences. Lee, another instructor, approached IB instruction with a pragmatic viewpoint given her dual role of a TLLSC instructor and instructional coach in a K-12 setting. In teaching international mindedness within an IB MYP setting, Lee asked candidates to critically consider how to define international mindedness and differentiate IB instruction from the status quo. She also emphasized the application of this

concept by considering what concrete actions teachers may take to foster international mindedness in the classroom. As a result, Lee encouraged candidates to incorporate their field experiences into discussions on IB education whenever possible.

Grounded in this overarching teaching philosophy of Sequence 6, instructors put forth an effort to integrate international mindedness into the curriculum. Moon was concerned about the fact that teaching international mindedness is often limited to surface-level understandings about different cultures, foods, and festivals. To push the discussion further, he introduced readings about power operations and critical consciousness in teaching for social justice and international mindedness, such as the work of Paulo Freire and Maxine Greene. For instance, Marie applied Greene's (2001) aesthetic theory in extending her notion of international mindedness. By referring Greene, Marie mentioned, "One should be accepting of what may be occurring within the artwork, while being aware of the new aspects one could be encountering...From our small group portion at the [Art] Institute [Chicago], I realized that many of the pieces of art I may have just walked right by could hold much more value than I originally expected" (Personal communication, February 26, 2016). In providing feedback on candidates' initial unit plans/lesson plans on diversity, taking a risk, and community change units, Moon encouraged candidates to examine international mindedness drawing from urgent, timely events around the world (e.g., the Syrian Refugees, Malala Yousafzai's life story) and to explore power circulations among nation-states.

Castillo-Clark spent time defining international mindedness and asking candidates to generate their own definitions and examples. She started the module using one of the eight Thinking Maps, the circle map. The circle map is used to define, brainstorm, identify, and list information about a topic in context (Thinking Maps, 2015). This visual map is a re-creation of

the larger, chart paper circle map that was used throughout the eight-week module. This example illustrated in Figure 10.1. was created based on the instructor's notes and student work products and is the representative of student-generated ideas and definitions.

[Insert Figure 10.1 around here]

Castillo-Clark began the first class with the circle map and wrote the words *international mindedness* in the middle. Each week, the candidates used a different color marker and added to the circle map their own definition or descriptors of international mindedness. At the onset of the module, these definitions were theoretical. However, by the end of the module, candidates included specific examples of international mindedness observed in classrooms. In addition, Castillo-Clark encouraged candidates to look at the school holistically, trying to identify components of IB, looking at teacher behaviors, identifying the learner profile, and discussing ways to integrate the learner profile into lesson plans.

In a similar vein, Lee spent time discussing what international mindedness does or should look like in the classroom and ways to foster this among students. She also had candidates examine examples of curricular units and consider whose voices were being prioritized in the content. They proposed changes to the curriculum and were pushed to move beyond superficial additions to *check a box*. This prepared candidates to tackle the component of the IB unit assignment that asked candidates to transform a more *traditional* unit into one which fostered international mindedness. She also found that candidates benefited from time to debrief their experiences in the classroom and to consider how theory and IB education were implemented on the ground. To do so, Lee included readings based on local issues such as the expansion of IB programs in Chicago (Coca, Johnson & Kelley-Kemple, 2011; Steiner & Berner, 2015).

IB Coordinators' Roles and Perspectives

IB coordinators play a crucial role in the partnership of TLLSC. Traditionally, IB schools seek out such community partnerships to continuously build the IB community at large. Two IB coordinators contend that the partnership created between Loyola and the partnering IB schools was mutually beneficial. Estanich was the MYP Coordinator at Helen C. Peirce School of International Studies from 2012-2015. Prior to this, she spent eight years developing and implementing science curriculum in the middle grade years. Sanders was the PYP Coordinator at The Ogden International School of Chicago from 2014-2016. Before coordinating the K-5 program at the school, she spent twelve years developing and teaching IB units of inquiry as a classroom teacher in multiple elementary grade levels.

As IB Coordinators, both Estanich and Sanders worked with Loyola over the course of multiple years. They found it refreshing to work with a local university that had reflected on its teacher preparation program and made changes in order to include social justice and international mindedness as major components, which are shared values of the IB. Further, Estanich and Sanders found that Sequence 6 provided the IB coordinators with the opportunity to welcome candidates into established IB classrooms. They helped support the development of candidates and inspire them to teach in IB schools in the near future; in that way, supporting their development towards *becoming* teachers. At the same time, IB coordinators appreciated candidates' immediate contribution to their schools. While actively working with cooperating teachers and students, candidates are truly *being* teachers.

During Sequence 6, IB coordinators connected IB teachers and candidates. Coordinators worked closely with candidates and instructors throughout the sequence. Coordinators provided workshops to introduce the principles and practices of IB and communicated with instructors and candidates to develop deeper understandings of teaching and learning within the IB framework.

In addition to understanding the planning and preparation, they also guided candidates while working with experienced IB teachers to recognize and understand how the classroom environment plays a role in teaching and learning within the IB framework.

Following the apprenticeship model, candidates worked in collaboration with experienced IB teachers to construct IB units. While creating their own units, candidates also had the opportunity to simultaneously teach lessons within schools' exemplar IB units, further solidifying their understanding of the framework components. Candidates used the IB Learner Profile and IB Approaches to Learning to establish positive learning environments (International Baccalaureate, 2009). They utilized a structured approach to planning that incorporates both social justice and international mindedness within the unit planners and learning environment. IB teachers and IB coordinators provide additional resources and constructive feedback as candidates complete the Sequence 6 summative IB unit plan.

IB schools and collaborating teachers within those schools have had positive experiences with candidates. IB teachers served as mentors and they coached candidates through designing IB units, teaching lessons, and learning classroom management. This relationship has been mutually beneficial and has helped IB teachers grow in their own practice. For instance, after co-teaching a unit with the candidates, several collaborating teachers reflected on and modified their unit to incorporate new ideas offered by the candidates. In another example, an MYP Language and Literature collaborating teacher altered a unit to incorporate a global context based on the insight offered by the teacher candidate. The students in IB schools also benefited from having multiple adults in the classroom to help teach, facilitate groups, and offer multiple perspectives. Indeed, candidates are already *teachers* in the classroom by taking crucial roles during their internship year.

Overall, Sanders and Estanich agreed that this collaborative reflection provided the coordinators an opportunity to gather data about what was happening in the classrooms, which enabled them to better support teachers in the building. They recognized this partnership as an asset to IB schools, as the IB schools recruited candidates for the one-year internship and increased the potential for positions at their schools. By recruiting candidates who already have IB certification, IB schools can save time and money on IB training. The partnership allowed IB coordinators to reflect on the teaching and learning within their schools and help develop the next generation of teachers who value social justice and international mindedness.

Teacher Candidates' Interpretations and Perspectives on International Mindedness

Teaching international mindedness is embedded throughout teaching Sequence 6 as a whole. In particular, PYP instructors collected reflection papers to comprehend candidates' current understanding of international mindedness and new directions of underscoring international mindedness in their teaching practices in IB schools. Candidates used the IB Learner Profile to articulate their understanding of international mindedness and actual curriculum implementation. Among the IB Learner Profile, candidates highlighted two learner profiles of *open-mindedness* and *risk-takers* as the most crucial elements in teaching international mindedness. During a focus-group interview, five candidates volunteered to reflect on their learning experience during Sequence 6. They articulated why they view open-mindedness as a crucial outcome of the learner profile in understanding and practicing international mindedness. Clara said, "I think about international mindedness as going off the open-mindedness idea: Exposing yourself to all different types of people and cultures from around the world." Another candidate, Marie, also connected international mindedness with open-mindedness. She mentioned, "International mindedness is taking all this knowledge that

you've gained, seeing where you fit in as a global citizen in the world, and seeing what responsibilities you have and kind of where your place is then.”

In conceptualizing open-mindedness, candidates underscored specific tenets of implementing international mindedness in teaching and learning, such as embracing multiple perspectives and being flexible, being open to new cultures and perspectives, increasing global awareness, and breaking one's cultural bubbles and being reflective. During the unit plan and implementation, candidates showed several outstanding lessons of promoting international mindedness. Some candidates introduced public figures to teaching international mindedness and risk-taking, such as Malala Yousafzai, Sally Ride, and James Banning. Another group used *CNN-Kids* to show how international affairs can connect with their own lives in the US. Some candidates used paintings and sculpture in the museums to enhance multiple perspectives about the same object or painting.

Similarly, candidates in MYP offered perspectives on international mindedness as they crafted unit and lesson plans. In reflecting on their 8th grade poetry unit, Ivy and Jessica explored how international mindedness could be developed by working for change within local communities. Their four-week unit incorporated various types of poetry with themes and messages they found relevant to student experiences, such as strained relationships. While they analyzed poetry, students were asked to make connections with their own lives. “With these connections,” Ivy and Jessica said, “students [constructed] meaning by being able to take these themes and focus on the bigger picture outside of the classroom walls, an important skill for students to develop especially in a global society.” Here, candidates recognized that connecting in-school learning to their out-of-school lives helped form the basis for developing empathy. When students connected the perspective of a poet to their own experiences, they realized their

own struggles are not unique. Taking this a step further, the subsequent lesson asked students to write lyrics to someone with whom they have a strained relationship and may hope to reconcile. Students were encouraged to give these lyrics to the intended person “in order to improve their relationship and for the betterment of humanity at large,” according to Jessica and Ivy. If students were not ready to address their personal conflicts, they posted their lyrics anonymously on the *Hopes for Humanity* wall with the hope that students will find the courage to take initiative and improve their lives, as well as the lives of others. This lesson turned students into active participants and helped them see how art connects people and catalyzes change. “This [encouraging empathy] will help build students’ characters, which will allow them to actively and positively benefit society after they leave the classroom,” the candidates argued. These examples demonstrate how international mindedness is not just about other cultures; it can also be developed by having students think beyond themselves within their own communities.

Teaching International Mindedness in PYP and MYP

During Sequence 6, candidates applied their understanding of international mindedness in unit plans, lesson plans, and summative assessments by playing dual roles of *becoming* teachers and *being* teachers. With the IB transdisciplinary theme of “where we are in time and place,” a group of candidates focused on Malala’s story and taking a risk. In MYP, candidates designed interdisciplinary units that fosters international mindedness. They transformed a Western-centric poetry unit for 8th graders into an opportunity to connect to both current events and themes they are concurrently exploring in social studies. For example, students wrote poems exploring themes like racism, sexism, poverty, innocence or power that they had previously explored in another context.

Taking a Risk and Enacting Social Justice: Examples of Teaching International Mindedness in PYP

Teaching international mindedness is embedded in Sequence 6 and PYP has many places to emphasize it. In this section, we introduce how candidates endeavor to implement international mindedness, underlining the central theme of taking a risk and explore major historical and contemporary figures who took actions with risks for social change. In selecting and introducing risk takers, candidates intentionally paid attention to unheard of, unknown figures. By criticizing Eurocentric, patriarchal narratives in world history, candidates emphasized other countries' contributions to the field. These narratives included Japanese internment camps in the United States, the Trail of Tears with Native Americans, and James Banning who was an African American pilot not often included in American curricula.

With the support of their IB teacher and Loyola instructor, Nora and Clara co-developed a PYP unit for 2nd graders addressing multiple perspectives locally and globally, exploring the contributions of individuals and communities. Under the IB transdisciplinary theme, "Where we are in time and place," Nora and Clara introduced salient historical figures who took a risk, including Malala Yousafzai, Sally Ride, Frida Kahlo, and Rosa Parks. The central idea of this unit was, "People take risks in many ways. We can learn from risk takers!" As part of this unit, Nora and Clara developed and implemented a lesson plan introducing Malala Yousafzai and her contribution to equal educational rights regardless of gender and other cultural backgrounds.

During the class, Nora and Clara asked inquiry questions such as "Why is education important? What would life be like without school? Can you imagine if girls were not allowed to go to school?" These questions became a launching pad to introduce a story about a risk-taker who advocates for girls education. They showed video clips of a couple of Malala's diary entries

via YouTube (e.g. <https://www.youtube.com/watch?v=NIqOhxQ0-H8>). Then, Nora and Clara had students write diary entries about risks they take in their daily lives. They introduced the evolution of co-designing this unit and children's reactions about the lesson during a focus group interview and reflection papers. Clara said, "Malala...was one of our first thoughts when we were thinking about risk takers...someone who is like more relatable at their age." In studying risk-takers, Nora and Clara sought out a public figure that 2nd graders could make a close personal connection to. As a Noble Peace Prize winner, Malala was an important person to study and to learn from. The cooperating teacher supported the candidates, highlighting that 2nd graders should know what is happening in the world, particularly in an IB school, underscoring that international mindedness encompasses understanding unpleasant realities happening in the world and teachers should introduce the concepts carefully.

Nora and Clara reflected on their teaching and highlighted the value of introducing Malala for 2nd graders: "Malala was very positively perceived and the students were very inspired by her. Notably, Malala's story elicited an emotional response from 2nd graders and some girls actively shared unequal treatment towards them at schools and communities." A student shared her experience within her own school that boys think they are better than girls. Clara said, "[At] such a young age students are already realizing it and she was standing up for it and a lot of other girls jumped in as well." In this way, Malala's story in Pakistan is directly connected with girls' lived experience in the United States. In teaching this unit, Nora and Clara introduced gender equity to 2nd graders relevantly and extended the notion of equity at a global level.

Interdisciplinary Approaches to Social Inequity: Examples of Teaching International Mindedness in MYP

Interdisciplinary curriculum design is a crucial way to embed international mindedness in the MYP. After being introduced to the fundamentals of unit planning using UbD, MYP candidates redesigned units for use in IB schools. They considered how to ground units with key concepts, related concepts, and global contexts, and focused on embedding interdisciplinary learning within the unit. Ivy and Jessica crafted an 8th grade reading unit titled “Ballads, Sonnets, and Lyric Poems, Oh My!” This unit focused on the key concepts of form, connections and perspectives and the related concepts of purpose, structure and style. Thus, while students examined poetry more formally by attending to its structure and style, they also were pushed to consider the perspective of the writer and to make connections between points of view that may appear disparate at first. In their reflection on the unit, Ivy and Jessica said, “While all of this planning was extremely crucial, the most important thing for us was that this unit allowed students to take away more than just the ability to analyze three different poem structures.” In that way, learning extended beyond the technical confines of reading class. A diverse selection of poems allowed for the global contexts of personal and cultural expression as well as identities and relationships to be explored. While the unit used some poems typically included in the Western canon such as “Anabel Lee” by Edgar Allan Poe, 8th graders explored other perspectives, such as that of Farah Gabdon in “This Poem is All Woman.” Ensuring students considered a variety of perspectives was a step towards developing the trait of open-mindedness.

This unit also offered ample opportunities for interdisciplinary learning. In their reflection, Ivy and Jessica wrote, “At first, we thought creating a poetry unit was a little limiting in terms of how we could incorporate interdisciplinary connections in our lessons without making it seem like the connections were forced.” However, after some reflection, the candidates found ways to incorporate multiple disciplines into the unit, which they felt “ultimately

enhance[d] students' global mindedness." For example, Jessica and Ivy incorporated artwork into a lesson on poetic devices and asked groups of students to use dance to represent a poem that they wrote. It also included a lesson where students examined themes of racism, sexism, poverty, and power that they had explored in their previous units on *The House on Mango Street*, *Maus*, or *To Kill a Mockingbird*. During this lesson, students were tasked with creating a poem from the point of view of one of the characters. "By taking the point of view of one of the characters," Ivy and Jessica wrote, "students are able to more deeply understand that these societal issues are not as distant as they seem, but truly pervade everyday society locally, nationally, or globally." In this way, interdisciplinary teaching helped develop international mindedness in that students and teachers alike worked to make connections between ideas. The more we made connections between ideas that at first appear disparate, the more we developed a sense of interdependence.

Ultimately, Jessica and Ivy felt that using the IB framework allowed them to "make the lessons much more authentic and relatable for [MYP] students by incorporating a more interdisciplinary lens and the elements of action, inquiry, and reflection allowed them to connect the material to their realities." They also expressed that inquiry-action-reflection approach in MYP deepened student learning in real life settings. This approach made the unit "ultimately relevant to students and their lives outside of the walls of the classroom. We now feel like our students are learning much more than just the differing characteristics between various poem structures." In requiring units to be interdisciplinary, the IB framework encouraged candidates to think beyond the narrow confines of a particular subject and make connections in ways that model real-life learning.

Discussion and Implication: *Being and Becoming* Teachers in Sequence 6

In this chapter, we examined how Sequence 6 instructors, site partners, and candidates shaped the curriculum as they implemented it, particularly focused on IB's notion of international mindedness. From the inception of the program, teacher educators of TLLSC have explored the positive impact of this partnership for candidates, teacher educators, and community partners (Ryan et al., 2014a). Candidates are engaged in authentic practices requiring them to experience and embrace the complexity of teaching in process (Ryan et al., 2014a). By implementing this field-based, apprenticeship model over three years, university instructors, school partners, and community members in this study have attempted to implement *flexible* and *responsive* curriculum. We avoided a conventional, top-down approach to curriculum imposing ready-made, universalized curriculum where candidates learn from experts.

Out of our experience during Sequence 6, all instructors, site partners, and candidates understood curriculum and teaching from the philosophy in which people involved in educating children are both teachers and teachers in-the-making. While implementing Sequence 6, we learned that TLLSC operated both as a way of *being* teachers and a way of *becoming* teachers. Conventionally, a preservice teacher is considered as a *not-yet* teacher in that he or she prepares for becoming a teacher after graduation. In this study, we have constructed a different ontology that a partnership site is a space and place of *being* and *becoming* teachers in order to advocate for P-12 students and their optimal learning experience. As articulated earlier by one of the IB coordinators, candidates highly influenced a cooperating teacher's teaching practice and student learning actively via this partnership.

Two teaching examples in the previous section also showed how candidates performed the dual roles of *becoming* teachers and *being* teachers in the classroom. Additionally, teacher educators expressed great interest in developing an innovative teacher education program

promoting candidates' global awareness through local and global experiences. We described the ways in which IB's international mindedness advanced candidates' understanding of global issues, and allowed them to implement innovative transdisciplinary and interdisciplinary units. We learned that candidates interwove the value of international mindedness with their passion for teaching for social justice. Drawing from our experiences through Sequence 6, we highlight important values that other teacher educators may consider in restructuring and revisiting their teacher education programs, even though they may not directly work with IB schools.

Teacher Education as a Place and Space of Communities of Practice

TLLSC disrupts existing borders between the university and schools/communities by implementing a field-based, apprenticeship model. Teacher education happens in the *real* world where a division of university and learning communities becomes blurred. Communities of practice (CoP) are created in this blurred, authentic space where situated learning takes shape (Lave & Wenger, 1991). This chapter shows a case study where candidates are immersed in CoP with schools. Candidates make meaning of their modules as they see and practice theory in action. We suggest teacher educators consider the value of creating their own versions of communities of practices, comprised of university teacher educators, community partners, and professionals in teaching and learning. In TLLSC, this landscape of teaching and learning changes the very meaning of “teacher educators”—embracing community partners and stakeholders—transformed university-community-school partnership as the core foundation of teacher education. This partnership model allowed candidates to have conversations about how challenging IB teaching can be while designing and teaching several lessons with the support of cooperating teachers and professors. TLLSC enabled candidates to connect between theories and practices about IB and provided them with the opportunity to think about how they would,

should, and could handle *real* world challenges. As seen in Sequence 6, curriculum is beyond individual planning. Rather, curriculum is collaborative work with professionals in the community. How to sustain communities of practice within a supportive learning environment is a key element of successful teacher education, and other teacher educators can actively work with professionals in the community, such as literacy coaches, math coaches, and community partners to replicate this model. A wide range of collaboration with these professionals will encourage candidates to be more familiar with working with local P-12 schools and actively immersed in the *real* world challenges and hopes.

Flexibility and Responsiveness in Teacher Education

We suggest teacher educators contemplate on the importance of flexibility and responsiveness to students, schools, and communities. Openness to curriculum, school sites, and partners is a key to promote and sustain TLLSC. All partners and educators in Sequence 6 believe that teaching and learning is always in-the-making rather than existing as ready-made curriculum. We put P-12 students and candidates at the center of teacher education and every teacher candidate and teacher educator make their own curriculum responding to diverse cultures and immediate student need. We value risk-taking and abandoning existing curriculum as a means of being responsive to the needs of students and candidates. For example, in the development of Sequence 6 over the three years, some instructors invented a workshop model to provide space for candidates to respond to the diverse needs of students and cooperating teachers, while still meeting the standards of the curriculum. Candidates maximized some of the class meeting hours in developing ideas about IB unit planning with the support of instructor, peers, and cooperating teachers. In addition, with the use of the workshop model, candidates reflected on what they have observed and taught in the classroom. The flexibility of teaching and

learning in Sequence 6 created an open-ended space where candidates re-conceptualized the meaning of curriculum—curriculum that is responsive to children’s lived experience, their diverse needs, and the inquiry-action-reflection practices in IB schools.

Teaching for Social Justice: The Value of Incorporating International Mindedness in Teacher Education

TLLSC was founded on advancing candidates’ sense of urgency in teaching for social justice. Through Sequence 6, candidates analyze social justice issues both in a local and global framework. It is our hope that teacher educators learn the possibilities of incorporating the spirit of international mindedness in teaching for social justice. As social justice-oriented teacher educators, instructors and partners organically explore social justice and equity issues throughout Sequence 6, which precedes the one-year internship. Active roles of teacher educators are invaluable in encouraging candidates to incorporate social justice issues in teaching. The instructors and cooperating teachers provided constructive feedback to advance social justice through teaching, and it indeed encouraged candidates to take a risk themselves in teaching challenging, sensitive issues for children. Candidates also implicitly discussed the importance of international mindedness and social justice throughout the sequence. Candidates generated a list of possible ideas from a social justice framework and made connections to the IB curriculum.

Overall, this chapter shows the practices and hopes of *being* teachers and *becoming* teachers. The TLLSC model is always in progress by embracing the philosophy of partnership, flexibility and responsiveness, and prompting social justice in teacher education. Grounded in the structural support of TLLSC, candidates foster international mindedness actively by incorporating social justice issues into their IB units and teaching. This field-based apprenticeship model of teacher education provides incredible and challenging lessons in teacher

education: how to restructure philosophy and practice of university-school-community partnership, how to embrace the theory and practice of curriculum in-the-making, and how to recognize social justice as the central goal of teacher education.

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