

Education for an Inclusive Future (The IB Learner profile in practice)

Education is not just the practice of obtaining or giving systematic instruction, especially at a school or university. Neither is it just the act of imparting knowledge to others and the act of receiving knowledge from someone else. As some have rightly put it, it is the harmonious development of mind, body and soul (English for 2Day). In other words, it involves the growth and transformation of the human person who lives in a society and not in isolation as if he were some Hellenic god or beast. Therefore, Aristotle (384 BC - 322 BC) makes it clear that “he who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a god.”

In Kazakhstan, as in many other parts of the world where IB World schools exist, there is no doubt that the enlargement of the mental horizon *vis a vis* ‘international mindedness’ is one of the prime objects of education. Otherwise, how can educators prepare their wards for the reality of brain drain in Kazakhstan? How can IB world school learners in Kazakhstan be prepared to face the world beyond their borders and have inclusive education? Keeping in mind that students dedicate their lives to the acquisition of knowledge which is akin to being a member of a society, it is apt that education, at all times and levels should be inclusive (international minded). There ought not to be an alternative otherwise, whatever is delivered in the form of education would be improper.

This paper seeks to address the following questions. How do educators achieve inclusive education? Is there a useful and readymade approach? Can a combination of elements be used to achieve inclusive education – international mindedness? These are some of the points of consideration as we show an existing good practice that any educator can borrow from especially as having the operational base in IB World schools.



Mark Nwaefido is an experienced and well-qualified Native Speaker at the International School of Almaty, Kazakhstan. He studied M.A. in TESOL at the Eton University, Delaware, USA and has a Professional Certificate in Leadership and Management in Education from the University of Newcastle, Callaghan, Australia. He is a success oriented and dynamic professional with 7 years of solid career foundation in International English Language Teaching (ELT). He had worked with Webster University where he does what he loves doing – Language Education. Mark flourishes in dynamic environments and loves nothing better than a new challenge where he can utilize all his skills to make significant contributions. He is an excellent

communicator, and he is highly dedicated to acquiring new knowledge. Hence, he is currently rounding up my Doctorate in Education (D.Ed).

Over the years, his achievements range from attending over 25 professional development courses, attending the TESOL 2021 International Convention & English Language EXPO, delivering seminars and talks in the fields of education within the Kazakhstani education sector, journal publications and being a project facilitator for English for Media Literacy (EML) with Bilim Barine Foundation and Regional English Language Office (RELO), US Embassy, Nursultan, Kazakhstan.

As a firm believer of Benjamin Franklins' quote "Tell me and I forget, teach me and I remember, involve me and I learn," Mark is well versed with a variety of teaching methods and his key approach is to be student-centered and always consider the benefit of the student first. Thereby, humanizing and customizing his teaching strategies. Mark curates and facilitates knowledge acquisition and application. In his spare time, Mark loves watching movies especially TV series. He also spends his leisure time in sports like volleyball, badminton, and table tennis and walking his Yorkshire terrier.