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AN IDEAL CLASSROOM IN AN IDEAL SCHOOL:
Leaping Across Boundaries – Creating International Mindedness through Holistic Education

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1 INTRODUCTION

World Bank has reported that seven out of ten of the globe's children reside in developing countries (World Bank, 2010). This 70% of the world's population are the leaders of tomorrow, but continue to face weakening education experience in their countries. Significant policy related issues arise as a consequence to this situation and a revolutionary change is needed to remedy it. Today, we see the education patterns and school climate of developing countries confined to their own cultures and norms; students and citizens resulting as a product of such education, lack

the "skills" that are needed to survive and progress in this culturally diverse and pluralistic society. There is a need to develop an education system that encompasses the essence of global-mindedness and holism.

2 THE ROOT OF THE DISEASE IN DEVELOPING COUNTRIES

To examine the root of the problem, we start by quoting some facts and statistics in terms of the educational situation in the developing countries. According to (Global Monitoring Report, 2011), in order to accommodate the children that are presently not in school, there is a need for 4 million new classrooms, where the children in school are not receiving quality education. According to (Hanushek, 1996), investigations have found that long term student achievement is linked to two major things viz. educational resources including curriculum and study material and secondly, the education level of the teacher/ instructor.

Developing countries are facing a number of challenges that have led to the current state of education and teaching. Under-qualified teachers, who are paid below average and are not involved in the regular decision making within schools, prevail in these countries (Buchmann & Hannum., 2001). Little or no interest is paid to the character building of students and international education is not paid attention to, either. This is where my ideal classroom within the perception my ideal school steps in and the concept would provide means to better the aforementioned situation.

3 INCORPORATION OF INTERNATIONAL MINDEDNESS

The world has become a global village and for the children of today to survive in this fast paced world, they need skills and education that embody the needs of the globe. Being confined to their old trodden norms results in stagnancy, which in turn leads to regression. A

global and international approach is needed within schools and classrooms to provide the necessary skills to students so that they can progress worldwide. Gellar (2002) very rightly quotes Thomas in his study that '*international education is uniquely placed to provide lasting solutions to the major problems facing world society, problems which transcend political borders.*' The incorporation of international mindedness into the education of today has become key to a better future for students. There have been defined a number of typologies regarding IM by Haywood (2007) where he argues that international mindedness can be expressed in varied ways amid different multi-cultural people

3.1 Distinction between International School' and 'International Minded ness within a school:

Here, we need to identify the difference between an 'International School' and 'International Minded ness within a school'. Conventionally, international schools were formed to enroll immigrants (émigré) from a different country, working offshore (Baker, 2005). Such schools were formed so as to provide curriculum in accordance with nationalities, however, during the last decade private schools have taken grasp of international curriculum in order to strengthen the local student strength.The ideal school that I am proposing follows the latter and aims to provide skills and teachings that would prepare students for the world of tomorrow. I substantiate (Allan, 2002) and (Waterson & Hayden, 1999) who believe that it is the curriculum that defines the international mindedness of the school and not the nationality of the faculty or students.

4   HOLISTIC APPROACH TOWARDS EDUCATION:

In my ideal classroom within an ideal school, after having establishes an international curriculum, teaching methods would be improved. The role that a teacher plays in as complex as it is imperative; it needs flexibility and change in accordance to the changes taking place – both globally or locally, be it within a classroom setting or during an informal conversation with a student (Ben-Peretz, 2009). As mentioned earlier, the nucleus of both my ideal school and the classroom within it, is to adapt to the progressing and changing global environment. Holistic approach towards education entails this viewpoint as it believes in '*connection*'. A holistic approach would teach students to view things more critically and approach them with a wider frame of reference. This would develop skills in students to connect and interact on a global level (Hare, 2010).

5   LEANING TOWARD POSITIVE EDUCATION:

Positive education can be defined as educational brilliance realized by means of excellent teaching skills and persistent fortitude; and at the same time, penetrating into the realm of '*character virtue*', helping other and '*the pursuit of happiness*'. The greatest strength of positive education is the 'academics + character' approach it embodies and hence, teaches students to not only be academically good but also the attainment of bliss.

6   POSITIVE HOLISM HELPING IN DEVELOPMENT OF INTERNATIONAL-MINDEDNESS:

In order for the children of today to be responsible citizens of tomorrow in this global village, which is immersed in various diverse social and cultural environments that are changing at an accelerating rate, holism needs to be kept in perspective within the walls of a

learning institution (Huitt, 2011). Holistic teaching means guiding the student through his or her own mental, physical, spiritual development in such a way that connections between self and the world – between "I" and the "other" are fostered and strengthened. Teaching methods in the developing countries are limited – restricted to a set of instructions that are being used since ages. This has led to students spending millions to flee abroad so that they can get education that will help them participate in the race towards progress globally. But why? Why do these children need to leave their home country? This needs to be sorted out. Teachers and school administration needs to bring about a review in the education scheme and connect themselves with global needs. Here, the concept of holism comes in view; *"holistic teaching means reaching through the student, beyond into the community, engendering a reciprocal relationship that meets the needs of both our students and the world in which we live* (Shelton-Colangelo, et al., 2007, p. 106)."

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