This qualitative research study investigates music education in an international school, and asks: (1) What are the stories of principle, practice and mindset that foster internationally-minded teaching and learning in an international school's music program? and (2) How might these stories inform the practices of music and other educators in culturally diverse domestic schools? Data collection uses a trifold conceptual framework: (1) document analysis to examine principles such as intercultural competency and internationally-minded teaching and learning; (2) classroom observations to identify elements of internationally-minded music education; and (3) individual interviews to address the mindset of music educators and other education professionals within the international school. The data collected from 25 documents, 60 hours of classroom observations, and eight individual interviews were analyzed using Guo and Jamal's (2007) trifold conceptual framework of principle, practice and mindset, Fowler's (2006) orbitals of narrative analysis, and the I.B. Learner Profile (2006). Findings (1) demonstrate that the experiences of music educators in an international school may assist music and other educators in domestic schools to enhance the learning experiences of culturally diverse students; (2) indicate a complex interconnectedness between stories of principle, practice, and mindset in the international school context; and (3) highlight the significant role that the creative professionalism of a teacher plays in enhancing internationally-minded approaches to teaching and learning in diverse educational contexts.