

## Pilot School: Bailey's transcript

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1 A: Interviewer 1 B: Interviewer 2 C: Bailey

2

3 Doreen: So, can you tell us your name?

4

5 Bailey: No comment on that.

6 (Laughter)

7

8 Bailey: My name is Bailey Bridges.

9

10 Doreen: Okay. The number of years that you have been teaching in this school?

11

12 Bailey: This is my second.

13

14 Doreen: Okay, and the grade levels that you teach?

15

16 Bailey: Currently Sec2, Sec3...DP2.

17

18 Doreen: Okay, and a brief description of job responsibilities?

19

20 Bailey: I work for the department for Humanities, which means I have the  
21 responsibilities for History, Geography, Global Perspectives for this school. Teaching,  
22 learning and teachers...um...or parents or something.

23

24 Doreen: That's okay. Please tell us about your teaching background. What you have  
25 taught...Where have you taught? And also maybe what you have taught.

26

27 Bailey: Um...my background is English education ... from the UK. My parents were  
28 both teachers, so it was a thing I really didn't want to do at all. Um...but wanted to  
29 carry on at university so teacher training paid for itself rather than anything else. I  
30 taught for 2 years at a school outside of London... a fairly high quality grammar  
31 school, it's quite selective. Then, I missed the north, so back to Sheffield, I worked for  
32 5 years in Sheffield. Then came abroad 3 years in Beijing, then 2 years in Brazil in  
33 Sao Paolo in a Catholic school. And then I've been here. So 7 years of international, 7  
34 years roughly. Um...in the UK.

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35 Doreen: So, what was the subjects that you've taught in these few years?

36

37 Bailey: Um...I trained as a History and Music teacher. Don't tell anybody that.  
38 (Laughter) Um...I have taught in the UK, History, Religious Studies, and PSHE  
39 which is personal social health education. Um...And then international, I have  
40 taught...um...History and Geography, and Global Perspectives.

41

42 Doreen: Oh, you have talked about this...it is...okay. So would you consider with the  
43 7 years under your belt that you have an international background?

44

45 Bailey: Yes.

46

47 Tracey: Okay, so in what ways do you consider that you have an international  
48 background?

49

50 Bailey: As a teacher, I have the experience of at least three different styles of  
51 educational pedagogy I suppose. Um...Three of these are the English style which are  
52 sort of developed of the years, and to the American style which is a little bit more  
53 prescriptive and content-based. And then the Singaporean style which seems to be a  
54 little bit between moments. The last is a British international school with the Chinese  
55 concept of social personal concept. But, I think, in terms of context, this...for me, the  
56 different structures that I've taught that also the range of students that I've had  
57 exposure to, and there are these, how as are these...in terms of my teaching  
58 exposure...

59

60 Doreen: Okay, so is there any reason why you choose to teach in an international  
61 school rather than a typical school?

62

63 Bailey: Well, that's not to do with education, that was to do with life I've wanted to  
64 see the world. I've been 5 years in Sheffield and um...I didn't want to back home, so,  
65 I didn't want to settle in Sheffield, but somewhere else, and I was on my own so I'd  
66 rather go to Manchester or Liverpool or London, and then I can afford well, I could  
67 get to Europe, I could get to anywhere. And then I enter to Beijing, by accident. So,  
68 it's quite good.

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69

70 Doreen: Okay, so, is there any reason why you choose to teach in SIS?

71

72 Bailey: Again, nothing in terms of SIS particularly, but it was more of Hong Kong.

73 My wife got a job in Hong Kong, so I needed the job. And they were kind enough to

74 give me one. It was truly that. (Laughter)

75

76 Doreen: Okay, so when you hear the phrase, "global education," what comes to your

77 mind?

78

79 Bailey: I have two different perspectives, a bit part of it I feel was the idea of a global

80 education structure, and to me if I think of global education, that's what I think of into,

81 of a wider...you could compare teaching in England to teaching in France, to teaching

82 in Brazil, to teaching in anywhere else. Now, whether I'm supposed to have read your

83 questions, the concept that you guys... is sort of different, and I do understand that

84 context as well in terms of global citizens, in terms of the way that students...I might

85 get starved as well, that the school, civil world try to take my also that, national

86 consciousness as opposed to a slightly more global understanding of it.

87

88 Doreen: So, your original conception before you read the other questions was what

89 you were telling us in the beginning?

90

91 Bailey: Yeah.

92

93 Tracey: Like the system over the world.

94

95 Bailey: Yeah.

96

97 Tracey: Okay, that's... okay. We're gonna try to probe more into your ideas of global

98 education. So, we have some pictures here.

99

100 Doreen: Okay.

101

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102 Tracey: And we're gonna lay these all on the table. There's two parts for this. When I  
103 lay the photos on the table, the first thing I want you to do is just look at them, and  
104 then choose the three photos that you feel best represent what you believe about  
105 global education. (Bailey: Okay.) Okay? That's the first part. Okay? So, what you  
106 believe about global education, or your definition of global education. Sorry, actually  
107 these are...

108

109 Bailey: It's a...

110

111 Tracey: Umm..

112

113 Bailey: You want my original interpretation or do you want the...

114

115 Doreen: What you understand to be global education originally.

116

117 Bailey: Originally.

118

119 Doreen: Yeah.

120

121 Bailey: Not after XX.

122

123 Doreen: Yes. (Laughter)

124

125 Bailey: Okay. Okay.

126 (Silence)

127

128 Bailey: Probably those. (Noise)

129

130 Tracey: Okay. Interesting. Okay, Bailey, could you tell us what you see in each of  
131 these photos? And what they represent to you?

132

133 Bailey: Okay, so in terms of (noise) and world class standards will be comparative to  
134 education, will be comparing...Um...whether this is different qualifications, whether  
135 it's literacy rights, of course different cultures, um...whether is...which system is

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136 better or not in terms of a global standard of education. From the UK context, there is  
137 a big drive at the moment to copy Singaporean in Hong Kong education which  
138 um...where the common goal is coming from, so he is looking at...in my understand  
139 originally of the term, he's looking at bringing the UK because the system is to a  
140 more global basis. It's about how you do that is for this technology, that's one of the  
141 things that a lot of schools around the world are trying to bring in the use of  
142 technology. Well, that's really...as we do want to bring that to school. Um...or small  
143 things to students, the white board, that sort of stuff, and then this was the sort of  
144 more difficult that nothing else necessarily tie them to my concepts of the biggest, the  
145 very different concept of the olds. (Doreen: Ah ha..) But, this is I guess the kind of  
146 students that we are trying to put together. I guess in terms of a global education  
147 system, every um...national education structures are trying to create their own  
148 identities of their students in terms of the workforce, in terms of any um...structure  
149 that can...

150

**Photo 13: International certificates and world-class standards**



### THE TOP TEN

- Harvard
- Yale
- Cambridge
- Oxford
- California Inst of Tech
- Imperial College London
- University College London
- University of Chicago
- Massachusetts Inst of Tech
- Columbia University



151

152

153

Photo 4: Technology



154

155 Tracey: Can I... can I ask you some... nations are trying to create an identity of a  
156 student in terms of the workforce, you just said that. So, this is not something  
157 introspective, but rather imposed.

158

159 Bailey: Yes, a bit.

160

161 Tracey: Okay.

162

163 Bailey: Because again, when I thought of the term 'global education', (Tracey: Right.)  
164 it is what the world is trying to produce as students.

165

166 Doreen: Okay. Nation, national identity?

167

168 Bailey: No, no, no....

169

170 Doreen: No?

171

172 Bailey: I know from the Singaporean context, (Doreen: Yes.) well, before the UK, it  
173 very much seems to that education is designed to create a workforce that can make  
174 Britain a better country, not creep (Doreen: Okay.), better British people but to,  
175 improve the kind.

176

177 Doreen: Okay.

178

179 Tracey: To make the Britain more competitive in the world.

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180

181 Bailey: Yes, exactly.

182

183 Doreen: Okay.

184

185 Tracey: Okay, can I...okay...because we might go into three tasks, if that's how we

186 approaching, and this is really interesting for me, when you're approaching and that's

187 create...how about the second one? Not...okay...how about if we rephrase the

188 question, what is your purpose when you teach about the world?

189

190 Bailey: Okay, that's different.

191

192 Tracey: Yeah, yeah.

193

194 Bailey: In terms of that, then, if I'm teaching at the world, personally, I'm a historian,

195 in terms of global education, I'm thinking about...things like that. I'm thinking about

196 things like that...and I'm thinking about...Um...maybe...

197

198 Tracey: So, again, tell us what you see in these photos and what they represent to you

199 in terms of your teaching about the world.

200

201 Bailey: Um...Because I was a history teacher, (Tracey: Um) and because that's the

202 person I supposed I look through global education, um...I think things that are

203 significant to students I supposed in terms of thinking about how they view the world,

204 they things that they will see in the news in a regular basis.

205

206 Doreen: Okay, when you say 'significant' to students, is it the student find it

207 significant or the teacher thinks that...

208

209 Bailey: No, I find it significant. (Doreen: Yes.) (Laughter) But I think actually they

210 should find this significant. (Doreen: Okay.) Well, that's not necessarily what we're

211 talking about, it's not the matter. Um...so, um..popular (noise) protests, um...the

212 military aspect, the individual who develops change. Now, there is another side,

213 which would be, bringing in sort of human geography focus in which case you will be

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214 looking these sorts of things (noise)...education...global warming, things like that. So,  
215 you could put it this way as well, but for me, as a historian thinking about a global  
216 curriculum, if I'm gonna put together, curriculum to teach global issues, (Doreen:  
217 Yeah.) I'll frame these as my starting point. But I could just...And I could also, I  
218 could find there is a lot of things which is like being very nasty. (Laughter)

219

220 Tracey: Okay, looking at the photos, you've chosen for how you teach about it, this  
221 seems to be like a political aspect, right? Can you do a comment on that?

222

223 Bailey: I think I'm interested at the moment. And in terms of, I'm interested (Doreen:  
224 But it's got history) possibly history, and also...you know, possible nationals, how's  
225 it's very much the political elements to certain conscience and to react... As I say,  
226 you could pick a range in a book, these to me are the big issues that the world is  
227 facing in terms of structure or something.

228

229 Tracey: Okay, democracy, or mobilization, or action could you...

### Photo 14: Gandhi, Mandela, and MLK



230

231 Bailey: That democracy would that I supposed how the west XXX(14:06) is trying to  
232 get democracy In terms of people who are fighting for democracy suppose. (Doreen:  
233 Right.) Um...yeah.

234

235 Tracey: Okay, I'm interested in this comment you just made about how the west  
236 promoting democracy?

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237

238 Doreen: By fighting for democracy?

239

240 Bailey: Well, in terms of that the pictures in the World War, I'm not figuring out the  
241 way obviously. The development, for example, soft culture, and there're lots of  
242 things...I was trying to link I suppose, how sources necessarily was. But to do that  
243 chunk of three things we went together (Doreen: Yes.) that fit in terms of my  
244 worldview. (14:49-14:51 Inaudible)

245

246 Tracey: Do you think is that a good part of what you, oh yeah, is there a big part of  
247 what you do trying to see how there is a clash I guess, of worldviews, in this issues  
248 that are dominating, I guess? The global stage right now, the political global stage.

249

250 Bailey: I just think that our students are going to be centality isn't it strike for. When I  
251 was attempt, you know, when I came out with the remote, Britain was out of  
252 British...for me global things are supposed were spot, it wasn't this. Maybe  
253 XXX(15:32) when I think about I'm a history teacher, and humanities teacher, these  
254 are some of the things that...that...I would like, the sort of things that I would like  
255 students to tack out that I put together.

256

257 Tracey: Okay. Just for the record, it's photo...what is that (Doreen: 9) okay, 9. It's  
258 really interesting that the pictures you chose to represent what you think the systemic  
259 global education so different from your personal understanding, or you know, what  
260 you prioritized in terms of global education.

261

Photo 9: Religions



262

263 Doreen: Because your second question was about global issues.

264

265 Tracey: Yeah.

266

267 Doreen: So, we think global issues I think then he's more...

268

269 Tracey: Okay, in this school, where...what photo would represent global education as  
270 conceptualized by your school right now?

271

272 Doreen: Which three?

273

274 Bailey: Um...XXX 16:55

275 In terms of our school, in terms of SIS.

276

277 Doreen: Why you think SIS, which you choose this school like?

278

279 Bailey: Because I think the only real specific focus that the school has on global  
280 issues encouraging a global citizen through global perspective, to be honest, the focus  
281 of how we teach global perspective, seems to have been consistent to our environment,  
282 like global warming, and it comes to the Geography a little bit, through disparity...  
283 XX 14:42 and they we do again for such that we do, such that the teaching strategy,  
284 but we would XX(17:49) in Hong Kong. Um...I don't, honestly, I don't think but the

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285 school really has a focus on global education, that I think through global perspectives,  
286 I think there is no attempt to... and I think the way that, again, the courses have to  
287 structure to group project. Um...it doesn't bring in maybe it's about why there is issue.

288

289 Tracey: Alright. Would the central picture tell us more about that? Is it because they  
290 want...do you think that the school puts emphasis on projects that they can be  
291 involved in, campaigns that are already existing, or...?

292

293 Bailey: Again, I'm going to distinguish the school between global perspective  
294 department. I don't think the school actually puts emphasis on that. (Tracey: Okay.) In  
295 terms of the global perspective department, I think yes, there is um... pre-existing  
296 relationships with NGOs that I think...

297

298 Doreen: I think it's because of the subject, which that's are GP teachers. He has  
299 context.

300

301 Bailey: Well, (Inaudible 18:55-19:00) he has specific context, so NGOs comes out.  
302 I'm not sure what sort of global perspective to be like...I'm not sure they would...

303

304 Doreen: Okay.

305

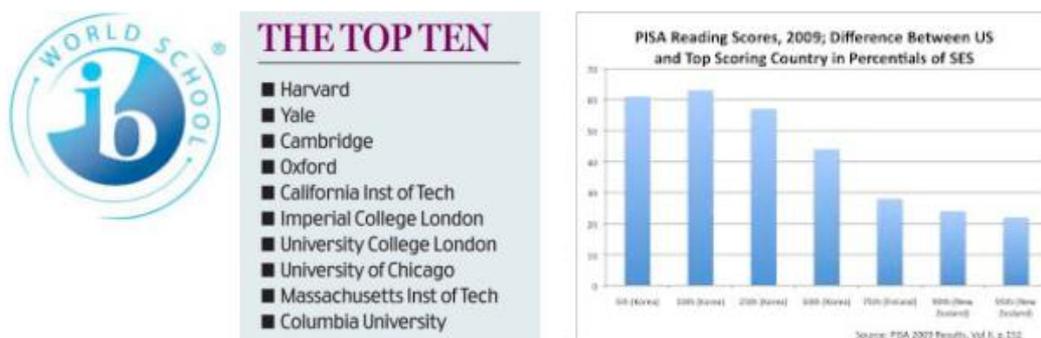
306 Tracey: I'm interested in...that you...not including this, in what you feel in global  
307 education conceptualized in this school? Because it's an IB school, right? And it also  
308 follows the...what's the other one, (Doreen: IGCSE) the IGCSE diploma. Is this  
309 something that influences how global....

310

311 Bailey: No, it should be, but I don't think it does in this school too. I don't think it has  
312 any...I don't think it's the international myths of the course and qualification  
313 something that they have done. So I do the course qualification. I think the world  
314 class standard, if I was talking the world class standard, I would agree. But, if we are  
315 talking about an international, I don't think we subscribe to it usually does, about  
316 personal. Other teachers may disagree me, but I really don't.

317

Photo 13: International certificates and world-class standards



318

319

320 Tracey: So, it's more like of like an issue-centred perspective?

321

322 Bailey: What I'm saying is the school may well say, we are an International  
323 Baccalaureate school, and we subscribe to the IGCSE and that makes it international,  
324 I would disagree with that, 'cause I think, this is...if the school says they're  
325 international, I think they're wrong. This sounds nothing to do with this. Okay. It  
326 might happen...I don't think we do it necessarily because we are an international  
327 school. I don't think we prescribe to this thing because we want to be international. I  
328 think...no...I didn't prefer this was a good course. It's wrong.

329

330 Doreen: Yeah...that was not...I'm going to ask you, do you...do you have any  
331 understanding of the background to why GP was chosen as one of the IGCSE  
332 subjects?

333

334 Bailey: Um...Not much. I have a little bit in terms of it, in terms of know who was  
335 wanting I think to bring a course that all students could, and it's initial phase at least I  
336 think, that all students could...could take part in...and I think he was involved, and  
337 then what was the initial planning for the course I think. Um...I don't know  
338 whether...I don't think it was really a Singaporean course necessarily, (Doreen: No,  
339 Singapore doesn't have...doesn't have global perspective) no, it would be in Hong  
340 Kong course. I think that this in schools in Hong Kong that actually brought  
341 it...maybe came from that...but I mean it's...we...I think I certainly have moved  
342 away from...it was no putting it. And I think no himself, might do a little bit he put at

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343 the beginning 'cause it went to being a course for all the students, to them being g a  
344 course for high-achievement students to now.

345

346 Doreen: Yeah, we are hoping it up to... but not compulsory...it used to be  
347 compulsory.

348

349 Bailey: I think only for one year.

350

351 Doreen: Only for one year...yeah...

352

353 Bailey: I think...

354

355 Tracey: Well, I'm a bit...I just need some clarification (Bailey: Yeah...). You said  
356 that...an international...okay...how would you...okay...how would the school define  
357 an international education? It wouldn't be through this one, through being an IB real  
358 school.

359

360 Bailey: I think the school would define it...I think as the school, it has to say, how are  
361 we international school, I think they would say, we're international school because  
362 we...um...how international curriculum we have arranged, international teacher, we  
363 have not just Singaporean students, I think that's what they would say. I don't think  
364 actually that is true. (Tracey: Okay.) That's kind of the part I think the school would  
365 say that, but I think if it came to put evidence on the table, I think it's scratching  
366 around for things...I think some teachers are doing things...I think some departments  
367 are doing things...but I don't think it is something that's being um...suggested from  
368 the management and administration that we want to have an international school.  
369 Every school, I know for example, would act the very least put the IB with the profile  
370 in every single course, we don't even do that. There're obvious things that we should  
371 do in international schools to be done, 'cause I don't think we are international  
372 schools and we really don't. And again, just me, okay, I have an issue.

373

374 Tracey: I'm...you've just mentioned that, you know, individual teachers are the ones  
375 who are actually doing something that would be like this one...like action and issues,  
376 okay? How many more else do we have left?

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377

378 Doreen: What time is your class, Bailey?

379

380 Bailey: Uh...ten-two.

381

382 Doreen: Ten-two. So, about 15 minutes more.

383

384 Tracey: Wow, aside from these photos, are there any ideas about global education that  
385 you'd like to share with us?

386

387 Doreen: That you have not shared.

388

389 Tracey: That you have not shared so far.

390

391 Bailey: To clarify ideas...? What do you mean?

392

393 Tracey: Well, any other thoughts that you'd like to share about what you feel global  
394 education is.

395

396 Bailey: Okay. No, I've kind of explained. (Laughter) Um...

397

398 Tracey: Okay. With the global education do you understand it, the way you've  
399 defined it, do you think that it should be more of our key component in the curriculum  
400 of fewer school?

401

402 Bailey: The way I understand it and I've defined it...that's two different things.

403 (Doreen: Yeah.) The way I defined, I don't think it's relevant to the curriculum at our  
404 school at all. But the way I perhaps understand it, the things that we're talking about,  
405 yes, I do, I think it should be.

406

407 Tracey: Um...when you chose, when you chose these, this and something  
408 else...(Bailey: That one.) Yes...the Ghadi one. When you chose these, do you think  
409 that this should be more of a key component in your school?

410

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411 Bailey: Yep. And I also think that learning about the cultures should be accomplished  
412 as well. (Doreen: Yeah...) I think lots of these things should be...you know, I think  
413 there should be strong assembly programme that focuses on. (Inaudible 24:58-25:05)  
414 in the timetable, and there is not so many subjects that we can do. And, unfortunately,  
415 I think to be honest, our parents, perhaps this relevant, you know, parents care for  
416 students coming to our school, with the global education if they're collaborating out,  
417 become out of the box, isn't it?

418

419 Doreen: Yeah, that's all what it is.

420

421 Tracey: So...

422

423 Bailey: Not all parents, to be fair. And I think, you know, I started in young grade last  
424 year, and we got a core good students whose parents aren't bored who want to do well,  
425 Singaporean and not Singaporean and those grades, but there always be a perception  
426 that why you waste your time teaching about the united nation, once the child when  
427 you could be doing extra XXX 25:52.

428

429 Doreen: They've actually...you know...some...ideas they expect...

430

431 Tracey: Okay. Alright, I think you've already answered some of these next questions  
432 (Doreen: the next few), but, just briefly. (Bailey: Yeah.) So, would you consider your  
433 school to have a "global focus"?

434

435 Bailey: Nope.

436

437 Tracey: Okay. Looking at your school program, in what ways does it attend to global  
438 awareness?

439

440 Bailey: I would say, specifically three global perspectives which is an optional course  
441 that is chosen among XX 26:23 and Geography.

442

443 Tracey: What's the proportion of students who sign up for global perspectives?

444

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445 Doreen: About one-third or less...  
446  
447 Bailey: But there's one-third in one year group.  
448  
449 Doreen: That's why I said one-third or less.  
450  
451 Tracey: Okay.  
452  
453 Bailey: It's often to Sec 3 and Sec 4 IGCSE cohort, and that of those students is out  
454 third or a quarter...something around that?  
455  
456 Doreen: Yeah.  
457  
458 Tracey: Do you think that your school places importance on teaching about global  
459 issues?  
460  
461 Bailey: No.  
462  
463 Tracey: Umm...What makes you say this?  
464  
465 Bailey: Because their emphasis is on academic standard. You know, the...we have  
466 had discussions about the extent to which curriculum time should be lost for taking  
467 students to have wider experiences and things like that. And many members stop for  
468 the issue because you're missing teaching time.  
469  
470 Tracey: Okay, how about elicitation task 2, I'll look for a pen, maybe it'll be easier  
471 for him to (noise). So, you could read elicitation task 2.  
472  
473 Bailey: Please read the following expectations and rate them according to the level of  
474 importance to global education in this school, with 4 most important and 1 least  
475 important. So...4 most important...I am expected to...Expected by who?  
476  
477 Tracey: By your school.  
478

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479 Bailey: Rather than myself?  
480  
481 Tracey: Yeah.  
482  
483 Doreen: Because it's as a teacher in this international school.  
484  
485 Bailey: Rather than just as a teacher.  
486  
487 Dorren: Umm.  
488  
489 Tracey: It's about your school and what are the expectations.  
490  
491 Bailey: Right. Am I expected to help my students gain self-confidence...not  
492 really...Am I expected to strengthen self-awareness, not really...Do well in  
493 tests...yup. succeed in their chosen career...it sounds like what you mean by their  
494 chosen career...(Doreen: their parents..)(Laughter) Uh...national identity...I'm  
495 expected to strengthen most students' Singaporean identity, I'm not expected to  
496 strengthen my students' non-Singaporean national identity...so I think...perhaps  
497 this... respect people from different cultures and backgrounds...Yes. I think so.  
498 Different worldviews...am I expected to? I am, I think, just because of my course.  
499 Commonalities that can be found across different cultures, groups, or nations...again,  
500 in my course, yes I am. Yes...something in my course...I am. Innovative...Ooo...  
501 Now, as a teacher in this international school, (Doreen: Yes.) no. (Doreen: Okay.) I  
502 think myself, yes. But I think as a teacher in this international school, no.  
503 Environmental issues...am I expected to ...no. Investigate issues that they feel are  
504 important...yes. Skills to act on problems...I think it's a bit yes...social  
505 justice...human rights...That's the post under the department of teaching GP. So,  
506 therefore as a GP teacher, I can kindly be expected to do that. I would question why  
507 the...a Maths teacher expected to do all of these things. (Doreen: Right.) So, I  
508 think...if that changes what you look at, I think if you spoke to Maths teachers,  
509 Science teachers, English teachers, I don't think you would necessarily get the same  
510 results.  
511  
512 (Doreen: Right.)

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513

514 Tracey: Okay.

515

516 Doreen: So, would you pick the top three, from this list? Which do you  
517 think...(Tracey: for you this time) most important goals of a global education...of any  
518 global education programme?

519

520 Bailey: Different worldviews...this one I think it's important...Uh...

521 (Silence)

522

523 Bailey: If you're talking about my original understanding of it, I think I will talk  
524 about um...(Doreen: the one you've marked with asterisk?) yeah...just  
525 because...again, I think I think depends whether you are talking my original  
526 understanding or actually my understanding I've talked to you about that a little.

527

528 Doreen: Okay.

529

530 Bailey: If that makes any difference...

531

532 Doreen: Yes, it does.

533

534 Tracey: It does.

535 (Laughter)

536

537 Tracey: It's really interesting actually.

538

539 Doreen: Yeah.

540

541 Tracey: Exposing students to different worldviews...assisting students to investing  
542 issues that they feel are important.

543

544 Doreen: And building awareness of entrenched inequalities in society.

545

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546 Tracey: So, very consistent (Doreen: Yeah.) with your photo on...the selection of the  
547 photo.

548 (Laughter)

549

550 Tracey: Alright, it seems that exposing your students to...you know, different  
551 perspectives, having them act on this issues are really important to you. Um... is there  
552 anything in your personal experience that have shaped you perceptions of global  
553 education?

554

555 Bailey: I think like going abroad. I think living in Brazil, which the first time I live  
556 abroad, the first time I ....32:40. And...taking students to places like that, you know,  
557 and the UK trips to Paris. You don't really see these in the courses, but if you go to  
558 Mongolia, you do. If you get to um...to see different education, you know, we took  
559 students to meet you know..33 living Brazil...and so I think...you then  
560 come...coming to the world and think about that there are some mind tricks in politics,  
561 mind tricks in history, mind tricks in all the world, travelling and seeing different  
562 countries and going to Egypt and then seeing the revolution happening three  
563 afterwards... that changes my perception about what I would like to do with my skills,  
564 which I supposed is education and that for what how can I help the students. I guess  
565 that's what some of these come out.

566

567 Doreen: So, then you would see that because you became an international teacher,  
568 that was what change your views about how, and what you like to teach.

569

570 Bailey: Yes. I think that would be fine. Being a um...English History teacher, you  
571 have a very...particular thing that you teach, you're teaching about...(Doreen:  
572 because of the British syllabus?) I...because of what I was taught. So, I supposed I  
573 was to tell a little about World War II, (Inaudible 34:08-34:10), which is interesting,  
574 and that's what I taught because that's what I was trying to teach. (Doreen: Yes.)  
575 Whereas, I was never trained to teach, and if this, I suppose. So, how did I learn that I  
576 was going to be the thing? Partly you go to international schools, have a range of  
577 students, that's no point to teach students about it, 'cause I have never interest in it.  
578 There's no point teaching Singaporean history to kids in Hong Kong, 'cause it's not I  
579 think. Um...and if you don't put them growing as a person, saying all different ways

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580 or all words, and then put all that to get different teachers, if they get from teacher,  
581 you should get a different source, if that teacher is responsible, 'cause that's an  
582 important, I guess being a head of the department, I am responsible about but for  
583 teaching rather being a slave to international curriculum.

584

585 Tracey: So, do you feel that working in this school makes it easy for you to achieve  
586 those particular goals?

587

588 Bailey: Not at all.

589

590 Doreen: Not at all?

591

592 Bailey: Why not? 'Cause this happened independently one teacher, two teachers,  
593 three teachers at a time, it's not a consistent...I don't...I think it might be very easy to  
594 do it on my own, because nobody's actually in my classroom, so what you teach,  
595 nobody cares, nobody else cares the Singaporean history, well, I can tell, 'cause there  
596 is no one really checking. Um...(Inaudible 35:35-35:37) that really seems to be what  
597 they are talking about. What else, when you look at, you know, a system that is trying  
598 to something into place whatever it is, if a system wants to put a place at academic  
599 results, so check everyone's results, so we have examination structure and  
600 examination system and I'll do it. Now, that's what we do at this school...(Doreen:  
601 Right.) which is why we have, you know, half an hour in one's day morning to go  
602 through exam preparation things and scare the students, which is what we do for  
603 purposes.

604

605 Doreen: So, is that what has happened this morning?

606

607 Bailey: Yeah.

608

609 Doreen: Okay.

610

611 Bailey: Yeah, it was supposed that all students sit in line watching our powerpoint...I  
612 mean she did a really good job.

613

## Pilot School: Bailey's transcript

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614 Tracey: Seriously?

615

616 Doreen: I thought she was just wanna did...like something that with the teachers that  
617 they just tell them what the things was.

618

619 Bailey: Yeah, but...

620

621 Doreen: It was exam preparation.

622

623 Bailey: I can't take it seriously. (Doreen: Okay) We won't.

624

625 Doreen: The students don't. The students won't, because our students are like that.

626

627 Tracey: Okay, we are looking...the next task is looking about that the institutional  
628 culture of the school versus your beliefs. So, these are lists of potential constraints that  
629 teachers face when teaching about the world. Okay? Keep in mind again, what you  
630 believe about global education, what's important to you. Which of these are  
631 constraints? Which do you agree are constraints? One would be strongly disagree and  
632 then four would be strongly agree.

633

634 Bailey: Okay. Um...a constraint...now, just because these are constraints that doesn't  
635 mean that it is impossible to do it, (Doreen: Right.) it just makes I more difficult. I  
636 think students' age makes it more difficult because I think if they mature then reserves  
637 a global awareness and comes form what who you are and I would say the same with  
638 maturity. Socio-economic background, I think it's less important although the issues  
639 are... but I think in some ways that students from...(Doreen: the literacy level is not  
640 so bad.) Exactly. But um... you know there are some students who come from  
641 different economic background, some of them are rich students, some of them are not  
642 really rich students. (Doreen: Oh yeah.) And that was the difference in cultural  
643 backgrounds. And the language ability kind of fit together...relevant...

644

645 Tracey: Question. (Bailey: Yeah.) So, which economic background, it's also...is there  
646 such a big disparity between the social justice issues that you want to teach versus  
647 maybe the privilege background of some students?

## Pilot School: Bailey's transcript

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648

649 Bailey: I don't see it here, I saw in Brazil.

650

651 Tracey: Okay.

652

653 Bailey: I don't see here much, just because I don't think our students have that  
654 perspective?

655

656 DOREEN: They basically don't mix...(Bailey: Yeah.) and it's not so open and out  
657 there. (Bailey: Yeah.) yeah.

658

659 Tracey: Okay.

660

661 Bailey: I don't think our students have apathy, so I don't that's necessarily relevant.  
662 So, I don't think it is a constraint to my teaching. Um...limited curriculum  
663 materials...I disagree, you could pretty much get all you want. Limited collaboration  
664 among colleagues, certainly. Limited curriculum time, certainly. Narrow focus,  
665 certainly. Lack of support from school administration, certainly, parents, certainly.  
666 Teachers' lack of knowledge, not so much. Expected role in the classroom, certainly.  
667 Beliefs, not so much. Examination, certainly. Global awareness in the local  
668 community...Limited global awareness in the local community...is that count as  
669 constraint in my teaching...yes, it is. I think.

670

671 Tracey: Say more about that. What do you understand about that? I don't even sure  
672 why.

673

674 Doreen: What do you understand about that in...

675 (Laughter)

676

677 Bailey: I would argue that...well...in local community, I'm going to take that as  
678 meaning that it is the Singaporean element taught in the community I think. There...I  
679 think...and then maybe in Hong Kong as well. (Doreen: Yeah, and maybe the  
680 parents'.) And actually this is not different to counsel school in Sheffield, there're the  
681 same arguments, that I think any school that is not multi-cultural in that aspect, 'cause

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682 I don't think we are. (Tracey: Okay. Doreen: Yeah.) I think it means, there isn't a  
683 global awareness in the community, it's in the south, maybe Asian as she is, but it's  
684 certainly Singapore issues or Hong Kong issues, we're not cross-politic. I don't think  
685 Hong Kong students have known one Singaporean issue, I don't think Singaporean  
686 students have known one of the Hong Kong issues. But I think they all have known  
687 when and what's happening in China and they have answers of what's happening in  
688 Japan, for example. But, do they have an awareness of what's happening in America,  
689 no. Or Britain, or France, they don't, because that is part of the (noise) or as if you  
690 have from students they are English students, comes out that they maybe (inaudible  
691 40:35-40:42)

692

693 Doreen: Yeah. Basically two main ones. (Tracey: Okay.) Singapore and Hong Kong.

694

695 Tracey: Right. Five minutes remaining.

696

697 Bailey: Cool.

698

699 Tracey: So, looking at these constraints again, are there any policies that are  
700 implemented in this school to try and overcome these constraints?

701 (Laughter)

702

703 Bailey: No, and the reason I say no because I think there are problems of  
704 implementing that actually cause the constraints.

705

706 Tracey: Can you give an example?

707

708 Bailey: Well, I think the emphasis on assessment, the emphasis on  
709 examinations...(Doreen: Right, okay.) the emphasis on um...preciousness of  
710 curriculum time. I think they are all policies that the school is all happy to implement  
711 all of these just they're willing to um...fight against.

712

713 Doreen: Yeah...because, I mean like the ease and attempt to ask whether people agree  
714 at the school's executive council, and then when the majority don't agree, the leader  
715 said, okay, you know.

## Pilot School: Bailey's transcript

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716

717 Bailey: But I think most of the...there's a...there's a little bit of a sense that...there  
718 are battles that can be won and there are battles that can't be won. And the essential  
719 will be holding to our parents, will be holding to the end resort, which is getting  
720 students into university. And, I don't know if you know Kiki, (Doreen: Yeah.) but  
721 Kiki Chan who got into the...her perfect school because she took a strong academic  
722 focus but she also did a lot of things, and the school gave her a...a...microphone I  
723 suppose, but they didn't really do much more for that. They gave her a map places  
724 that we got to the human traffic in 24 hours and things like that. But, how's it really  
725 then move through the school consistently, yet...

726

727 Doreen: It just a small group that...

728

729 Tracey: Right. Right. So, Bailey, aside from you, do you consider yourself an  
730 advocate for this type of global education that you feel as important?

731

732 Bailey: No.

733

734 Tracey: No? Who are the advocates of this type of global education (Doreen: in this  
735 school) in this school?

736

737 Bailey: (43:06-43:09 Inaudible)

738

739 Doreen: Who speaks out for it? On behalf of it?

740

741 Bailey: I think these are different things. I don't think people speak out. I don't think  
742 there's a culture speaking out, (Tracey: Okay.) which is why I don't actually see  
743 myself...it's not that I don't teach in my own classroom, global education, it's the  
744 thing that I do. But I don't think I...I guess I'm trying a little bit in terms of putting  
745 XXX43:25 back together. But, I don't see anybody who is going to management  
746 actually and saying this is not right when it is to be social things. I see people in  
747 meetings maybe saying, maybe in that case, yes I am. But, I don't think the majority  
748 of...

749

## Pilot School: Bailey's transcript

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750 Tracey: How about among administrators themselves, is there anybody who is,  
751 (Bailey: No.) who has this kind of viewpoint about...

752

753 Bailey: Well, again, in terms of what we call administrator, I supposed we're  
754 administrator, but I don't actually classified myself as an administrator. (Doreen: You  
755 are actually in the middle management. Yeah.) Yeah. In terms of the administrators,  
756 you'll talk to Mr. Pek, you'll talk to Ms Ma, you're talking XXX44:00, a lot of things.  
757 (Tracey: Okay.) Because absolutely, they are constraint by policies condemned to  
758 them.

759

760 Tracey: Okay. Well, this one would be an easy question for you then. Would you say  
761 that the overall institutional culture of this school is supportive of the type of global  
762 education your school wants to promote?

763

764 Bailey: and I think that was a fooled question.

765 (Laughter)

766

767 Tracey: Okay.

768

769 Bailey: Because I don't think our school wants to...

770

771 Doreen: To promote.

772

773 Tracey: Okay. Um...being located in Hong Kong, does that...your school's location  
774 support the type of global education your school wants to promote?

775

776 Bailey: those being in Hong Kong support the type of global education that our school  
777 wants to promote...if we're saying most of us want perhaps some sorts of global  
778 education, and being in Hong Kong does not help this. Um...It could rather get those.

779

780 Tracey: Okay.

781

782 Bailey: That makes sense.

783

## Pilot School: Bailey's transcript

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784 Doreen: Okay, so why do you see...okay...I mean being in...okay. I mean assuming  
785 that the school wants to promote, so you said being in Hong Kong could promote.  
786 Why do you say it could promote?

787

788 Bailey: Because I think there is a XX(45:17) a lot of different...whether it's NGOs, or  
789 it's different schools or there's different experiences that students could take part and  
790 could do more things with, I think they could you know, go to see foreign films that  
791 they could go about, but they'd being located in Hong Kong, the social situation thing,  
792 and the social huge you know, and play the piano, and play badminton and do the hob,  
793 and do everything that else on top of your studies, and you know, you got to sleep til  
794 the morning and get up at 6, actually in school they're just sleeping rather than, and  
795 that's a generalization obviously, but, Hong Kong does seem to be about that.  
796 (Tracey: Right.) The focus of Hong Kong seems to be academic excellence a little bit,  
797 probably because...um...maybe (Tracey: Okay.) But I...look at the XX(46:06)  
798 schools, for example, and they seem to do that.

799

800 Tracey: Really?

801

802 Bailey: To me, I've never worked in one but, and this obviously side in terms of  
803 speaking to people and got into certain schools, (Doreen: Yeah.) But they don't seem  
804 to have a thought, broader thoughts. 'Cause I think is...I think is that...it's the eager  
805 of the school. (Doreen: Yeah.) Being, you know, what do you think about being  
806 narrow in terms of education or broad, and I think we're narrow and I think there're  
807 schools' broader.

808

809 Tracey: Okay, what about this, I think this really works toward the same... There's a  
810 perception among the general public that international schools offer a means for  
811 students to attain prestigious diplomas and ultimately, help them gain access to high-  
812 paying jobs. Do you think this is a fair characterization of your school? Why or why  
813 not?

814

815 Bailey: (46:56-46:58 Inaudible) 'cause I think there is a perception that if you want to  
816 go study in America, for example, even not American then being from international  
817 school with the IB diploma of good point to get you to scholarships and things like

## Pilot School: Bailey's transcript

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818 that, I have a unsubstantiated opinion that maybe getting into Hong Kong University  
819 is more difficult, because it was still not actually academically driven enough  
820 compared to maybe some local schools, I don't know. (Doreen: Okay.) In Singapore,  
821 I don't know how many actually go back to Singapore to universities. Doesn't seem  
822 to be many though. A lot of them go back to national service. (Doreen: The boys.) But  
823 then, it seems...this is...one of the problems that we have two years ago...

824

825 Doreen: Yeah. That...this is our second...our DP2 is our second IB batch.

826

827 Tracey: Okay.

828

829 Doreen: The first batch, a lot of them go to UK, right?

830

831 Bailey: Not a lot to UK, certain batch go to....sort of 50-50 UK and Hong Kong, it  
832 seems to be. Not so many Singaporean.

833

834 Doreen: So, there's another perception that some international schools are too  
835 Western-centric in the type of knowledge that they present through textbooks and  
836 teaching. Do you think the school falls into this category?

837

838 Bailey: No.

839

840 Doreen: Why?

841

842 Bailey: Because I don't think we're Western-centric. Because we make History,  
843 Geography, English, GP, certainly make a concerted effort to focus on Asian issues,  
844 not Western issues, or perhaps, I don't know that's what you mean to me, Western  
845 would be America, British, that sort of stuff. Um... I think if you go to XX 48:50, for  
846 example, if you go to XX, if you go to that kind of school, yes, I'm sure, because they  
847 teach in English national XXXX48:55 that sort of things we've done. Um...But I  
848 think because our focus is Singapore, our focus is Asia, I don't think it's...I think it's  
849 Eastern-centric.

850

851 Tracey: Okay.

## Pilot School: Bailey's transcript

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852

853 Bailey: By choice.

854

855 Tracey: How are we on time?

856

857 Doreen: It's supposed to be there in like...it's supposed we have gone to class 5

858 minutes ago, right?

859

860 Tracey: Okay. There's one task but that's alright.

861

862 Doreen: Maybe you can write on it. Maybe you can write...

863

864 Tracey: Maybe you can just...

865

866 Doreen: Write...

867

868 Tracey: Write about the last task, it's about teaching, how would you define?

869

870 Doreen: (Noise) And give it back to us.

871

872 Bailey: Sure, okay.

873 (Noise)

874

875 Doreen: Thank you very much.

876

877 Tracey: You're helpful anyway.

878 (Laughter)

879

880 Doreen: Helpful to you.

881

882 Tracey: To you.

883 (Laughter)

884

885 Bailey: Help me...(noise)

## Pilot School: Bailey's transcript

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886

887 Tracey: Thanks, Bailey. Okay.

888

889 Doreen: I've taken down the photos that he has chosen and I'm going to save it and

890 I'm going to put their photos chosen.

891

892 Tracey: Let's record our initial thoughts. (Okay.) How did you think...what struck  
893 you?

894

895 Doreen: About?

896

897 Tracey: About the interview, anything that he shared.

898

899 Doreen: Umm...

900

901 Tracey: I'll share mine. (Doreen: Okay.) For me, I was struck by Bailey's perception  
902 that it's two different types of global education going on. The first one being what he  
903 called the systematic or the systemic global education, and he pointed to photo 13  
904 about standards and testing and making the nation competitive in the global market.  
905 And then there seems to be more idealistic...

906

907 Doreen: Yes, his idealistic mind was based on after he read the questions, (Tracey:  
908 Yeah.) then he read us all, his perception may not be our perception, that's why he  
909 had a second said based on his new learning, from reading our interview questions.

910

911 Tracey: Okay.

912

913 Doreen: Yeah. That is what I get. So, but it was quite interesting the way he did it. So,  
914 that's why sometimes we have a set of questions, right? Which we think that the  
915 teachers would...because the teachers' answers were different from what we expect  
916 them to have. Some of the questions in the end become irrelevant.

917

918 Tracey: Yeah, it's like redundant.

919

## Pilot School: Bailey's transcript

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920 Doreen: Yes. It becomes, yeah, redundant.  
921  
922 Tracey: Okay. But I also, I was also struck by what he said that, okay, if there is a  
923 systemic or let's say, academically oriented intention and um...he said that there  
924 are...there are individual teachers who care more about (Doreen: global) a critical  
925 approach (Doreen: Yes.) to global education. And it's like pockets of teachers who  
926 are trying to do this. (Doreen: Yeah.) I really found that interesting.  
927  
928 Doreen: Okay, I don't...I don't find it surprising, alright? (Tracey: Okay.) Because  
929 having taught in many schools, it's always the keys. And it's...I mean in the  
930 Singapore context, it's always the...and I wouldn't even say all the humanities  
931 teachers, some...a lot of the humanities just about I have to teach this, I teach the text,  
932 and they don't explore the issues, alright? But there will be some humanities teachers  
933 who will go beyond the text, okay, who would explore issues beyond the text. You  
934 know, so yes, I agree with him, so I'm not surprised by that, by what he says.  
935  
936 Tracey: Okay. How do you think his responses jelled with our continuum, the way  
937 we...I thought he represented a lot...you know, the two ways he...the systemic one,  
938 (Doreen: Yeah.) on one extreme...and then..  
939  
940 Doreen: Yeah, because that was his...he...didn't see global education as the way  
941 global education is supposed to be. (Tracey: Right.) He just alright as, you know, you  
942 know you have education across the world. So, I don't even think that it is a systemic  
943 kind of a thing. It may not even be within the continuum if we only go back and have  
944 a look at...what I'll go back...  
945  
946 Tracey: I thought that a lot of what he said actually are affected by its terminology.  
947  
948 Doreen: His beliefs?  
949  
950 Tracey: No, no. The way he, the way he described how nations are preparing students  
951 for the workforce. (Doreen: Yes.) That's exactly what the new liberal.  
952  
953 Doreen: Okay, okay. 'Cause I look that as a nationalism.

## Pilot School: Bailey's transcript

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954

955 Tracey: No.

956

957 Doreen: No...

958

959 Tracey: A little bit of nationalism that comes to the Singaporean, but with the new  
960 liberal.

961

962 Doreen: Okay, okay.

963

964 Tracey: Okay? That's exactly what they were saying. But his own beliefs were more  
965 like the critical...

966

967 Doreen: Yeah, because when you changed the word to global issues, then he...his  
968 perception changed. So, we need to...if we are going to be doing the presentation, we  
969 need to be able to see if there is any difference between global education and global  
970 issues. We need to be able to clarify that, you know?

971

972 Tracey: Actually, okay. Alright. Maybe one idea would be when we do our  
973 presentation, let's focus on the process of our thinking, (Doreen: Yeah.) okay? If  
974 we're not able to get as much to ask as we can. (Doreen: Yeah.) Our presentation  
975 could also be about the process of (Doreen: Yes, process) interviewing them and how  
976 we were finding our things.

977

978 Doreen: Yes...the things... and when we go along, because we um...sometimes when  
979 you interview teachers, I mean from my own experience, and I was doing it for my  
980 PhD research is that you thought you're gonna get this and you're not getting this, and  
981 then you end up having to re-look what you have to do, you know?

982

983 Tracey: Okay. I hope it was helpful too. I'm gonna stop this now.

984

985 Doreen: Yeah.

986