

Bayview: Fred's transcript

1 Speaker : Fred, Tracey, Marty

2

3 [Audio Begins]

4 [0:00:00]

5

6 Tracey: First of all, thank you so much Rob for agreeing to participate in this interview. I need
7 to read some standard ...

8

9 Fred: Sure yeah okay.

10

11 Tracey: ...statement out loud okay?

12

13 Fred: Go for it.

14

15 Tracey: This interview is being conducted as part of a study of teacher's conceptions and
16 practice related to global education. The information collected from the interview will we, will
17 be recorded and analyzed. Your identity will be kept confidential. There are no direct benefits
18 to participating in this study but the process may help you reflect upon your pedagogical beliefs
19 relating to teaching about the world. It is your prerogative to refuse to answer any questions and
20 you may also choose to withdraw from the study at any time. Do you agree to participate in this
21 study?

22

23 Fred: I agree to participate in this study.

24

25 Tracey: Fantastic, okay. Could you please tell me your name?

26

27 Fred: Fred.

28

29 Tracey: F-R-E-D.

30

31 Fred: F-E

Bayview: Fred's transcript

32

33 Tracey: Ferren, okay. So you've been here 10 years.

34

35 Fred: I have.

36

37 Tracey: And what grade levels do you teach?

38

39 Fred: Nine, 10, 11, 12, high school level.

40

41 Tracey: Nine to 12. What subjects do you teach?

42

43 Fred: A variety, humanity is one in action is my typical core course I've been teaching nine
44 years now. I've taught humanities two...

45

46 Marty: You teach it the first, oh you missed one.

47

48 Fred: ...oh yeah, dropped one year to teach humanities two which is the sophomore course,
49 similar to this just about service learning.

50

51 Tracey: Right.

52

53 Fred: A different approach. And I teach lot of the world religion courses. I have taught intro to
54 psychology.

55

56 Tracey: Oh.

57

58 Fred: And more recently, course called spiritual practices of the east.

59

60 Tracey: Oh. Is that a new one?

61

62 Fred: Relatively.

Bayview: Fred's transcript

63
64 Tracey: So can you give me a brief description of your job responsibilities aside from those?
65
66 Fred: That's mostly it. All teachers are expected to be involved in some clubs...
67
68 Tracey: Right.
69
70 Fred: ...into schools so I do with chess club.
71
72 Tracey: Nice.
73
74 Fred: Also a favorite of mine in the past surfing club. And then I'm also one of the, one of four
75 department head facilitators.
76
77 Tracey: Yeah.
78
79 Fred: It just help, you know, lives with the main office and the administration just take care of
80 some other administrative duties within the department.
81
82 Tracey: Okay. Cool. So could you please tell me, tell us about your teaching background and
83 where you've taught before, before coming to HKIS.
84
85 Fred: Yeah. This is my third place that I have taught. I first taught in Indonesia for one year
86 high school calls, Sekolah Pelita Harapan and then I taught at a smaller school in California, in
87 Simi Valley just in Ventura.
88
89 Tracey: Right.
90
91 Fred: I'm called good shepherd, Lutheran school and then here.
92
93 Tracey: Okay. And what led you to become a teacher?

Bayview: Fred's transcript

94

95 Fred: What led me become a teacher? I found when I had a chance to do it in university that I
96 really enjoyed it...

97

98 [Cross Talk]

99 Fred: ...level. I also really like, just the, the process of continually learning and interacting with
100 students. I like the, the global mobility and freedom that education offers in this prema-child's
101 security since I worked with musical teachers. I've been waiting for people to call me I can just,
102 but where I want to go and find a job there. I really appreciate that.

103

104 Marty: You feel secure in there?

105

106 Tracey: Well, I don't feel secure in my job but I can see, you know, I can see where you're
107 coming from. And you sound like you have a very international background. So I mean, what
108 led you to teach overseas?

109

110 Fred: That is more recent, I, was raised in Southern California and I had a fortunate but I
111 thought unfortunate experience in going to School of Nebraska. First year of university and it is
112 really cold and...

113

114 Tracey: Which university?

115

116 Fred: Nebras, Concordia.

117

118 Tracey: Okay. Yeah. Okay

119

120 [Crosstalk]

121

122 Marty: We all graduate from there.

123

Bayview: Fred's transcript

124 Fred: And so, yeah so I've, I wasn't sure if I wanted to live there or what, I finally had some
125 study abroads and so I apply and accept the a study brought in Indian. That's basically my first
126 time out the country.

127

128 Tracey: Oh wow.

129

130 Fred: Outside of Mexico and Canada, a little bit. And so, yeah, at 19 I went to go study in India
131 for six months, first semester. In Southern India it was really...

132

133 Tracey: Was it also for a Lutheran mission or?

134

135 Fred: Wouldn't call it a mission and I went to the American school in Nagercoil, and then a little
136 bit at the Concordia Seminary down there but I was mostly studying world religions.

137

138 Tracey: Right.

139

140 Fred: Was down there actually Indian religions. And then in Eastern philosophy and then there's
141 some bio courses. The place is called Pondicherry, Uganda.

142

143 Tracey: Right. That's the French settlement.

144

145 Fred: Southeast yeah, down there, and then some independent studies. Then just going to travel
146 on India for a month. I'm just kind of doing what we wanted to do, just three other students and I.
147 So I've really opened it up as far as like this is the pretty interesting world and there's more than
148 just the states and on the way back, was traveling with one young lady, her name Faith, Faith
149 Fisher and her dad was a teacher at the school until he decide to stop in Hong Kong for a week.
150 That's kind of when I kind of realize, "Oh, the school is associated with the university I go to and
151 this could a place where I eventually I end up at."

152

153 Tracey: Yeah.

154

Bayview: Fred's transcript

155 Fred: This kind of started to formulate like, you know, the picture the future for myself. So at
156 that time I went from graphic art design major into education.

157

158 Tracey: So the Fishers, that connection is what brought you to HKIS?

159

160 Fred: Loosely, yeah. Just, I think that's what introduced me to the existence of the school.

161

162 Tracey: Right.

163

164 Fred: And I found out that I knew some other people here. I almost started looking into it and
165 since that I've crossed paths with other teachers that would come out with HKIS so it just kind of
166 became more reinforced that's a good school. Most people have really positive things say about
167 it from educational stand points.

168

169 Tracey: Yeah.

170

171 Fred: I really enjoyed my time in Hong Kong, it's only a week but I've really become interested
172 in the city.

173

174 Tracey: Cool. Wow. And that was 10 years ago?

175

176 Fred: No, that was about 20 years ago. I was a '96, '97.

177

178 Tracey: Okay, wow. So was there any, aside from the reputation and the Fishers, was there any
179 other reason that led you teach in HKIS in particular?

180

181 Fred: Well it is, it is one of few blue print schools and so when I graduated from Concordia,
182 their initial way of getting you a job is through this process where you put your name in a hat and
183 then the various leaders of the church schools go through a process in which they call you, so
184 when you are applying for the job. And so that was my, sort of has, kind of how I got my first
185 job when I went to Indonesia...

Bayview: Fred's transcript

186

187 Tracey: Right.

188

189 Fred: ...loosely speaking. And then I just kept on thinking about this place and coming back
190 here and then when I was teaching at that school in Simi Valley, a guy named Bob McKinney[ph]
191 was doing some work with the church that he's associated with, and so he just kept on, yeah,
192 talking about the school and his family really like that they're in so I just, kind of kept an eye.

193

194 Marty: Thinking about McKinney here.

195

196 Tracey: I think so.

197

198 [Crosstalk]

199

200 Tracey: Probably, sounds familiar. I knew the Fishers, I knew the Fishers.

201

202 Marty: And the Fishers.

203

204 Fred: And the regions were also, on if you knew that.

205

206 Tracey: Yeah.

207

208 Fred: Friends of my family apparently back in the day. My parents are really close with Chuck
209 Doll [ph] ...

210

211 Tracey: Yeah. Yeah. I, Chuck Doll was the head of school when I was here. I think it was
212 David Reeder and then it became...

213

214 Marty: Reetman. Reetman.

215

Bayview: Fred's transcript

216 Tracey: Reetman, David Reetman and then you know. So our study is about global education.
217 And that's a very broad umbrella term that loosely refers to how teachers, schools, increase
218 students' awareness about the world and there are many different approaches to teaching about
219 the world. And I was drawn to HKIS because in my speaking with Marty, there seems to be a
220 value here of educating students holistically. And I really want to get to know more...

221

222 Fred: Okay.

223

224 Tracey: ...about that type of, you know, teaching the world, teaching students about the world
225 and also their own place in the world. So, I've asked people who we've interviewed...

226

227 Fred: Yeah.

228

229 Tracey: ...to do this exercise. And I'm going to spread out twelve photo arrays on the table.

230

231 Fred: Okay.

232

233 Interviewer: And what I'd like you to do is pick out three pictures that represents your belief
234 about teaching about the world, about global education. What would be important to you? Okay.
235 So take your time. I know this is a lot and...

236

237 Fred: Sure.

238

239 Tracey: We should really kind of.

240

241 Fred: So what's best represent my belief about global...

242

243 Marty: Teaching global.

244

245 Tracey: Yeah.

246

Bayview: Fred's transcript

247 Fred: Just pick any three?

248

249 Tracey: And take your time.

250

251 Fred: I want to go the other way first by elimination.

252

253 Tracey: Okay.

254

255 Fred: Just three. What stuff I want? Definitely there's two now. From these three, it's the
256 second tier. Yeah I think this kind of fold these two in some ways, outside those three.

257

258 Tracey: Okay. Okay. So let's talk about these photos that you've chosen.

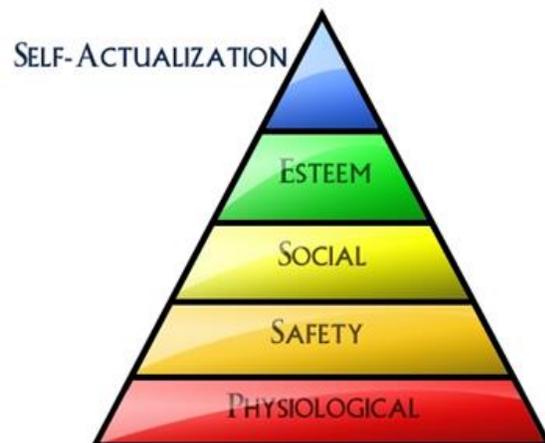
259

260 Fred: Yep.

261

262 Tracey: The first one is identity and self actualization. Why do you say that that kind of
263 represents your beliefs?

Photo 8: Identity, self-actualization



264

265

Bayview: Fred's transcript

266 Fred: Because I think a lot of the other things that you can learn about externally are only made
267 sense if you have deeper sense of your internal self.

268

269 Tracey: Right

270

271 Fred: And so, like the first year that we through is like what's your world here, but that's not just
272 like an abstraction, that's a very concrete thing for, for students who really discover how they
273 view the world where it came from. That's where, what their lances on how they can change or
274 modify it, but like one of the influences that, that help some understand between right or wrong,
275 how they're going to approach things like justice or what is exactly is inequality? And so since
276 those aren't always definite and concrete I think, held, at, helping students form their identity and
277 become more self actualize is very important first step. Really, is be introduced to the concepts.
278 And I found it would be very, very helpful on the class I'm teaching to take that approach first.

279

280 Tracey: As opposed to taking an issue and then starting from an external issue let's say?

281

282 Fred: Yeah.

283

284 Tracey: Okay.

285

286 Fred: Yeah, absolutely. And I think that's the whole process of, you know, life is claiming more
287 and more self actualizing. So helping students to embark on that path and what it looks like,
288 what are the right questions that they can be asking out themselves first and foremost. And since,
289 yeah, all ideas are base and says are very action is a thought. But a lot of those thoughts are, you
290 know, about who they are, what is right and wrong with the world and their place in it which is,
291 what I believe to be self actualization. I just think, the most important core of thing for people to
292 engage and embark upon.

293

294 Tracey: When you think of self actualization, I mean, that term itself.

295

296 Fred: Yeah

Bayview: Fred's transcript

297

298 Tracey: What does that mean to you exactly? Can you say more about that?

299

300 Fred: I think, I guess I would making up, this ups I go along so I might modify as I hear myself
301 say it.

302

303 Tracey: Oh that's fine.

304

305 Fred: I would say a lot of it is discovering and understanding how their mind works and so just
306 being really familiar with why they have certain emotions and certain thought, where they come
307 from, and to what do they need engaging, what don't they need to engaging and just
308 understanding that not every, thought that they have is even true. And so, just being able to
309 separate their, their actions and their words from the thoughts that are in their head and so that's
310 the first level I think of self awareness. So I'm not sure if it's exactly same as self actualization.
311 Once they have a deep sense of self awareness then they can start to enact their own story
312 independent of more external influences that aren't really personally relevant to them but then,
313 be a lot of times or the students have a lot times adopts and put on to create their personality...

314

315 Tracey: Right

316

317 Fred: ...which may not always be in sync with who they really, truly want to be. And so...

318

319 Tracey: So it's very much tied to this idea of identity then.

320

321 Fred: Yeah. I think so

322

323 Tracey: Being, knowing who you are and being true to who you are.

324

325 Fred: Yeah. And then just establish what your core values are.

326

327 Tracey: Okay.

Bayview: Fred's transcript

328

329 Fred: And then it fills things that you want to keep like the ones your parents are extend you in
330 education, extend you in the society may be religious foundation, if those are really the ones you
331 want to keep. But you do so intentionally on purpose and not just because you haven't thought
332 about it.

333

334 Tracey: And, why do you think, okay, well never mind. Let's go to the second picture. I think
335 next, the next phases I will ask you, what brought you to these beliefs? Okay so, poverty and
336 inequality...

337

338 Fred: Yeah.

339

340 Tracey: That's photo three.

Photo 3: Poverty, inequality



341

342

343 Fred: Yeah.

344

345 Tracey: Why do you choose that one?

346

347 Fred: I chose that one because it's such a prominent and very clear element of this world and it's
348 also completely unnecessary one. So I think, it's something that's specially our students need to

Bayview: Fred's transcript

349 be aware of. And so, I think as far as global education, you know, the global world is very
350 divided when it comes to resource management and what not.

351

352 Tracey: Yeah.

353

354 Fred: And so as we train especially, you know, these more elite wealthy schools, students to be
355 aware of these things and to realize that there's different ways of operating this world that does
356 not exacerbate the situation when they still live a very good life and they still have full access to
357 many, many resources but they don't have to participate and weigh that kind of triads that wedge
358 further and further apart and that they can create a different sort of mentality and story where,
359 where, you know, the resources are spread a little bit more evenly. And that they, you know, not
360 sort of just mentality, if I need to get as much for myself as quick as possible or else someone
361 else will take it, which a lot of times I think games in society encourages like just accumulate for
362 accumulation's sake rather than thinking about how much do you actually need to work and the
363 rest of it go. And so.

364

365 Tracey: I'm intrigued. I mean, I'm just going to approve this one. What makes you in your, do
366 you think that your experiences have made you more aware or made you care for these types of
367 issues?

368

369 Fred: Yes. I would say so. I think, yeah, I think that's what exactly what is it, it's experience
370 that we really care for, you know, it wasn't reading about it, wasn't look in newspapers because it,
371 you know, eventually becomes tri-bushes interacting with the human faces behind that and
372 knowing, you know, the actual stories in people that exist in poverty it's not because they're lazy
373 or anything but just by due to circumstance or where they are. That makes it much more real and
374 much more, you know, wildly unnecessary.

375

376 Tracey: Right.

377

378 Fred: There's nothing that demands that this massive equality exist.

379

Bayview: Fred's transcript

380 Tracey: Where did you see this, like, you said something like it's not really their fault.
381 Circumstances just sometimes make it so that people are, I guess, left with the lower end of the
382 resources.

383
384 Fred: We're coming out the, you know, American system that's generally narrative where there's
385 a psyching pull yourself by your bootstraps...

386
387 Tracey: Right.

388
389 Fred: ...everybody can succeed.

390
391 Tracey: Yeah.

392
393 Fred: There's nothing standing in your way. So that's really like the narrative events on the
394 warden in which is growing up in the states. But then when you start trying to look around you,
395 and like that's not exactly true. Because there's a very large obstacles that many people face.
396 And a lot of them are, they're fabricated, they're fake, they're impose upon them, you know,
397 against their will. Either because the way their environment has been treated or because of the
398 way, the politics of the situation exist all that kind of stuff. And so, that's where it'd say their
399 origin came from.

400
401 Tracey: Did you see this in the U.S. or in India or Indonesia or.

402
403 Fred: I'm sure I saw it in the U.S. but it just, you know, when you grow up there you don't really
404 look for it closely.

405
406 Tracey: Yeah.

407
408 Fred: And as critically as what you're on to and honestly, composedly, there's so much more
409 prominent in India like this a very new face sort of place especially when you come suburb
410 Nebraska or California.

Bayview: Fred's transcript

411
412 Tracey: Yeah.
413
414 Fred: And so, yeah, it's something that you have to confront your mind in India like you can't
415 avoid it, when the states is too easy to void. And so, that, I think where at least became a part of
416 the working thoughts where I had to really think about what this means if anything to how I live
417 or what I want to do.
418
419 Tracey: Okay.
420
421 Marty: Do you remember any moment of disorientation yourself?
422
423 Fred: Oh yeah, like whole, almost, most of being into this is very disorientating. Part of it was
424 working at the place Jayce [ph] went back to, Phra Nang.
425
426 Marty: Oh.
427
428 Fred: And that's where there's a much more intimate connection with the people there. Like
429 physical, like as in touching, bathing, you know, helping get to the medical center or helping the
430 medical people hold them down, you know. So there's a little bit more, and you spend time there
431 you would spend, you know, half a day. And you get to talk to them and just kind of get to know
432 that care throughout than just kind of seeing it as you pass by, but now, they're spending day
433 after day after day there, it became more, yeah, just more human.
434
435 Marty: And what did that disorientation cause you to do or?
436
437 Fred: Yeah it would. It start, made me to think. I guess, it is like, it wasn't immediate effect, it
438 wasn't like a huge, you know, massive transformation is more than going back to the states that
439 it made me think about how I actually wanted to move forward and in what manner, again it
440 wasn't a massive transition just I sort of value something to a little bit less, sort of value other
441 things a little bit more or things a little bit less and like just connecting and just traveling, having

Bayview: Fred's transcript

442 more experiences like that more. So then it just started favor, things that felt more genuine. You
443 know I couldn't articulate that really to have a guide at this time or like a mentor to help me talk
444 to these things a whole lot and most people that you go back to and you try to articulate it have
445 no reference points, you don't blame whoever it is, whether it's your pastor your parents or your
446 friends for not being able to go through that with you just conversationally or from a mentor
447 position. But, so I think it's a little bit slower in its momentum and or gaining significance that it
448 could have been you know just kind of felt like care a little bit less about pop culture for example,
449 you know it's like key measure of things and like so it wasn't massive and immediate still very
450 good American consumer for quite a while so I try to be, is make sure on Christmas but you
451 know it just doesn't you know just get caught up in less and less and I had started looking more
452 towards trying to find similar types of experiences because probably initially it just felt good. It
453 just felt like a nice thing to do, it felt more genuine than other things.

454

455 Marty: Do you think you got with that disorientation through you know through a social logical
456 lens or a psychological lens or a spiritual lens like you know, can you remember or is it all just
457 kind of amorphous and [indiscernible 0:21:38].

458

459 Fred: I think it's mostly the language I had at that time would have put me mostly through a
460 spiritual religious lens and I do separate this to the probably religious for a spiritual site. I
461 remember even thinking about at that day there really wasn't a good religious spiritual aspect
462 and the Christian story for that kind of stuff, you know at least it wasn't ...

463

464 Marty: Not in our background.

465

466 Fred: No, yeah, yeah. Particularly not in our background so it's quite unpalatable to understand
467 that way.

468

469 Marty: And what was the question do you think you're trying to answer?

470

471 Fred: Well one or things like this.

472

Bayview: Fred's transcript

473 Marty: Okay.

474

475 [Crosstalk]

476

477 Fred: Exactly yeah. Yeah what makes this ...

478

479 Marty: Poverty?

480

481 Fred: Yeah that's part of it and especially I'm going to do a bit of a religious unsettling I think, I
482 mean of [indiscernible 0:22:28] you know just because I had encountered other religions at that
483 time.

484

485 FeMarty: Right.

486

487 Fred: I hadn't studied them in any meaningful sense and I found a lot of really fantastic ideas,
488 studying like Islam and Buddhism and Hinduism, just actually fascinating so I became kind of
489 enraptured in the world of religious ideas. I had, you know I didn't, I had in Christianity by any
490 means but I certainly found a lot more value and a little less about Christianity, definitely 100%
491 unequivocally right as I've been taught it and therefore all of those are also wrong like seeing it
492 in a dualistic light like they're in competition with each other rather than just a global
493 compliment of the different fabric of the spiritual ideas.

494

495 Tracey: You also, it seems to me that you've, you've been on this search for your own identify.
496 And so, has that also informed how you teach about the world?

497

498 Fred: Yeah, I'd say so. But I'm not explicit about like that ...

499

500 Tracey: Yeah.

501

502 Fred: ... I think yeah. Or maybe I am sometimes, it depends on the class I guess. World
503 religions I'm a little bit more articulate about it just sort of what I've gone through and why I

Bayview: Fred's transcript

504 teach that class, I want to enjoy teaching it like keep on going back to it, little lessons I'm in the
505 classes but yeah, I think you know we're continually, hopefully challenging our own sense of
506 identity and trying to compliment it and sort of elevate ourselves, different ideas and different
507 viewpoints. Adapting and changing.

508

509 Tracey: What about this last photo? Number four.

510

511 Fred: Transnational issues and action.

Photo 4: Transnational Issues and Action



512

513 Tracey: Yes.

514

515 Fred: That would seem to be a pretty good umbrella for a lot of these. Yeah is it okay if we
516 interrupt.

517

518 Marty: What's up?

519

520 Fred: [Indiscernible 0:24:13]

521

522 [Crosstalk]

523

Bayview: Fred's transcript

524 Marty: Just say the role, we need a shorter skirt though.

525

526 Tracey: That is so sexist.

527

528 Marty: Sorry you scratch that.

529

530 [Crosstalk]

531

532 Tracey: Okay transnational action.

533

534 Fred: Yeah as I was saying, yeah this one I just seen as umbrella for all those other ones I
535 wanted to maybe include, like human rights and democracy is a transnational issue. And so a lot
536 of these other ones that I didn't keep in here just because I kind of saw it under this one. But just,
537 like I said or I've been trying to articulate that a lot of my own self awareness came from
538 experiencing a multinational perspective right? And then I think it's important then to take
539 action on it and so just getting involved like that, just leaving the thought as a thought that okay
540 now, I have a thought was, what can I do if anything because of that right? And not just leave
541 the academic study purely in the role of academics.

542

543 Tracey: Right.

544

545 Fred: And so that, mostly that and action part that attract me to this. You could have put many
546 things there.

547

548 Tracey: Yeah. Okay, so let's take note of that.

549

550 Fred: Yeah.

551

552 Tracey: What's this again? Photo?

553

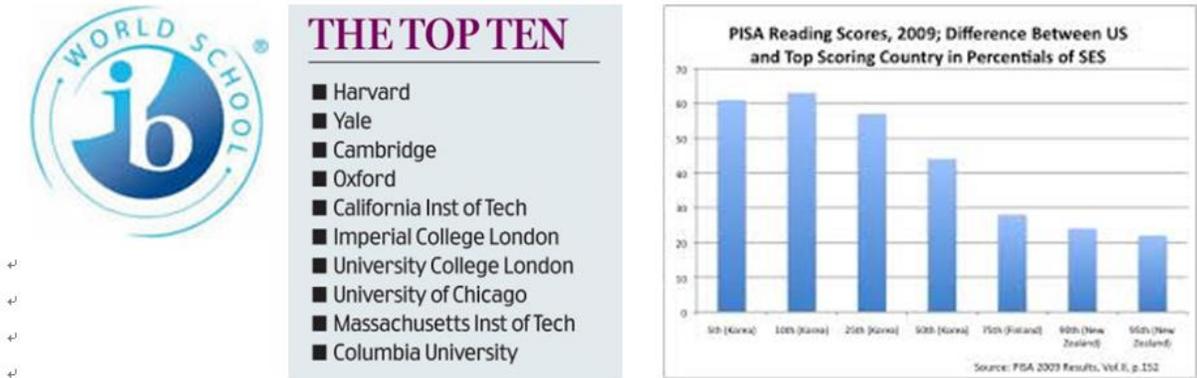
554 Fred: Eight.

Bayview: Fred's transcript

555
556 Tracey: Eight, three ...
557
558 Fred: And four.
559
560 Tracey: And four. Okay, now let's do this again. But I want you to think about this is, given
561 these 12 photos, in terms of teaching about global education, teaching about the world. What
562 would you think, what would you pick out to represent the school, HKIS.
563
564 Fred: Okay.
565
566 Tracey: And what they, what their conception is or what they believe in terms of global
567 education.
568
569 Fred: So I'm trying to think on behalf of the institution.
570
571 Tracey: What your perception is of the school and their priorities and values in terms of ...
572
573 Fred: When we say the school, what are we referring to? The students or the administration or?
574
575 Tracey: Well I'd say the program itself or we use to believe the school itself. If there's -- maybe
576 we can think of the mission and the curriculum that they offer.
577
578 Fred: Well I think they put a lot of priority on this one, I think ...
579
580 Tracey: Which is?
581
582 Fred: ... I checked out.
583
584 Tracey: Yeah, photo nine international certificates.
585

Bayview: Fred's transcript

Photo 9: International certificates and world-class standards



586

587

588 Fred: Yeah. Yup, I need to, maintains the reputation. As far as the school goes, I [indiscernible
589 0:26:55] maybe. Get that in for now. Three again.

590

591 Tracey: Three again, yeah.

Photo 3: Poverty, inequality



592

593

594 Fred: It is tough because these last four are kind of, it's like I'd say this one is definitely, we
595 have to focus on that so much just to attract their students and keep their reputations. I don't
596 blame them for it it's just not one of my priorities.

597

598 Tracey: Right.

599

Bayview: Fred's transcript

600 Fred: I think they, you know it's kind of built in their school. They do quite a bit, I think it
601 could be done you know a little bit better.

602

603 Tracey: Number six, religions.

604

Photo 6: Religions



605

606

607 Fred: Yeah.

608

609 Tracey: Okay.

610

611 Fred: Yeah they do focus quite a bit on religion from R1 all the way through. Global education,
612 I'm just going to take this out. I'm going to stick down back in.

613

614 Tracey: Right.

615

616 Fred: You know and it's, barely pass up these two.

617

618 Tracey: Okay.

619

620 Fred: But ...

Bayview: Fred's transcript

621
622 Tracey: Oh we can keep them on the side but say more about this, you said that number nine,
623 international certificate stands for ...
624
625 Fred: Yup, yup.
626
627 Tracey: Efforts that they have to make to keep their clientele.
628
629 Fred: Of course yeah. I mean [indiscernible 0:28:39] catch these VHKS and so they got to
630 adopt standards and they need to get their WAS [ph] certification and after that ...
631
632 Tracey: Yes.
633
634 Fred: ... they have you know, the abundance of AP students with fives and make sure those two
635 and get to universities and okay that's their prerogative, I don't need to do much about that but I
636 would say a lot of effort goes into that. I mean a lot of counters aren't really counselor or
637 counselors in the true sense but how to get our students in the great colleges.
638
639 Tracey: When you talked a while ago about spirituality.
640
641 Fred: Yeah.
642
643 Tracey: Would it be the same as what you think is prioritized or valued with and when you
644 picked number six, religion?
645
646 Fred: I like to think that's slowly, slowly drifting that way, each, each year by design. I think
647 with people like Dr. Schmidt [ph] and Richard Frederickson [ph], ostensibly myself and just
648 some other small movements that are kind of going on.
649
650 Tracey: Right.
651

Bayview: Fred's transcript

652 Fred: They're trying to enhance that. I understand there's a concept that spirituality is not
653 something you're going to necessarily teach, I was hoping you can provide an environment
654 where it's revoked.

655

656 Tracey: Yes.

657

658 Fred: You can teach religion, so usually stay on the safe ground of teaching a religion. You
659 know here's what the religion believe in, so that can spark some ideas and we can bring in
660 various spokesman on behalf of those religions to, to create an authentic voice of what that
661 religion looks like you know in a living person.

662

663 Tracey: So here you'd say that religion is, because it's part of their tradition right? But it's more
664 like religion is taught as what? For, for the knowledge and awareness as opposed to a deeper
665 type of ...

666

667 Fred: Initially and I think that's initially where they need to go with as you know taken from
668 their ROI standpoint or from our kindergarten standpoint.

669

670 Tracey: Yeah.

671

672 Fred: Here are some other ideologies that exist that people hold a lot of value to here so there's
673 celebrations and it gets a little bit more complex as they go along. And eventually, hopefully it
674 drifts into what about you.

675

676 Tracey: Yeah.

677

678 Fred: Right? What are your religious views, where do those come from, how do they inform
679 your thoughts and your actions and your words and so, that, that sort of approach and then how
680 can that then inform your later choices in life if at all. And so I think we do a pretty good job at
681 HKS because it is intentional of really showing the complexity and diversity of religious belief in
682 this world.

Bayview: Fred's transcript

683

684 Tracey: It wasn't like that before. I remember yeah, teaching 5th Grade, we use to get those, I
685 don't know what they were called but they were, I don't know, this chapel.

686

687 Fred: Yeah.

688

689 Tracey: Materials and then there were lots of different like, daily readings and some of them
690 were like, I remember one we talked about, we talked about Yogi who would meditate and try to
691 go into different yoga poses and the reflection was, our god does not require us to -- I'm not
692 going to read that. Anyway ...

693

694 [Crosstalk]

695

696 Tracey: ... our god doesn't require us to do yoga because you know and so I'm like what?
697 Anyway, it was like, anyway, so it moved, it's moved a lot to a different direction.

698

699 Fred: Yeah.

700

701 Tracey: What about this one? Do you think that like you, their priorities in terms of action
702 coincides with what you're talking about?

703

704 Fred: You know a lot of it is on a, I don't want to say the word, I wish there's something a little
705 bit, forms down and superficial but it's on a basis that engages the kid, whether it's like you
706 know there's this disaster happened here so we're going to [indiscernible 0:32:19] of spirit
707 change. I mean these brings, you know tries to bring awareness and tries to get the students like
708 small outlet opportunities whether you know or lower primaries, reading books so they can raise
709 money to buy ducks [ph] for a village in Sichuan [ph] through Heifer International or through
710 Habitat for Humanity club on campus for example.

711

712 Tracey: Right.

713

Bayview: Fred's transcript

714 Fred: Or through the compassion project you know down at the middle school where, you know
715 it's not always the most well thought and perfectly executed example of you know compassion
716 action in the global context but at least it's making these efforts and I don't think it's damaging it
717 I hope. I know sometimes especially the upper level students engage and so they put on their
718 resume but at least engaging in it is sort of my thought unto this point. At least they're going on
719 these trips, at least they're encountering yeah these different opportunities to get involved in, I
720 don't know if it's a meaningful way but at least in a way.

721

722 Tracey: Right.

723

724 Fred: With need where it arises and at least I know at our community gatherings you know
725 something disastrous is happening in the world and we try to bring our mind and our focus to it
726 and whether it's just moment of silence or if there's some way that we can create some sort of
727 action that directs a little bit of our access to place that could appreciate it.

728

729 Tracey: Let's stick with the school program.

730

731 Fred: Sure.

732

733 Tracey: And looking at the school program and with your experience in the school program. In
734 what ways does it attend to awareness of the world, global awareness? Do you think that HKIS
735 promotes that?

736

737 Fred: Sure, I think they do.

738

739 Tracey: Okay. What about global issues?

740

741 Fred: I think they try to. I think they have to, the thing with international school with a diverse
742 student body from all over the world and just being the information age, there's just this
743 heightened awareness of what is going on.

744

Bayview: Fred's transcript

745 Tracey: Right.

746

747 Fred: Much, much, much more so when I was in high school.

748

749 Tracey: Right.

750

751 Fred: And so be kind of remiss of that, the faculty here or even the administration to ignore
752 things that are happening because everybody knows about it so we kind of you know when you
753 know the attacks on Paris happened, we need a little of an Elephant in the room, not that
754 something special. It must be like, not really. As an education institution with French students
755 here for example, it just wouldn't be -- it was my 0:34:54 to do to completely ignore it and move
756 on.

757

758 Tracey: Right.

759

760 Fred: You know you have to do that. And sometimes we have a selection bias grants and there's
761 so much tragedy going on in the world and sometimes they just kind of ignore certain ones you
762 know for whatever reason but we do try to at least acknowledge things that have happened for
763 better and worse.

764

765 Tracey: So when a global event happens, definitely, I mean it will be felt here in a certain way
766 like with Paris and what happened.

767

768 Fred: Sure yeah, because we had students from there or have relative there or whatever you
769 know, it comes back to us.

770

771 Tracey: What about the term global citizens, do you think that HKIS promotes this idea of
772 global citizenship as opposed to just global awareness?

773

774 Fred: I'd say more so global awareness, it's really hard to make global citizens at this age, it's
775 even harder to be one.

Bayview: Fred's transcript

776

777 Tracey: Right.

778

779 Fred: I'm not even sure that's a real thing.

780

781 Tracey: What do you understand of the term global citizen?

782

783 Fred: Yeah I understand the term I just don't know if they actually exist.

784

785 Tracey: I mean what's your understanding of it?

786

787 Fred: Or somebody who just makes their choices based on a deeper awareness of what is going
788 on in the world.

789

790 Tracey: Right.

791

792 Fred: And so their citizenship is not just, extent to solely like [indiscernible 0:36:08] Big Wave
793 Bay and so you know trying to get beach clean ups going there, getting recycling program going
794 there. I mean that's my Big Wave Bay citizenship and just kind of get them involved in
795 community there. I don't, you know I'm aware of these issues on larger world and I can try to
796 modify my behavior so that things that I know that are going on that I can influence in some way
797 but maybe, maybe some people do. But I didn't check where my shirt was made for example or
798 my pants were made and I'm sure to find in California a little bit and that's not going to be the
799 greatest thing environmentally for the world. And so, I think we have an international awareness
800 but I certainly don't behave, personally speaking as a global citizen nearly as much as I do as a
801 Big Wave Bay resident or even a Hong Kong citizen or anything like that.

802

803 Tracey: Okay, here's a list of expectations and I want you to rate them according to the level of
804 importance to global education in this school okay? So, you can read that. First one would be,
805 this pencil broke.

806

Bayview: Fred's transcript

807 Fred: Sure, four is the most important, one is least?
808
809 Tracey: Yeah so, gain self confidence. How important is that in terms of global education?
810
811 Fred: If self confidence, I'll skip that one.
812
813 Tracey: Okay.
814
815 Fred: I'll think about it [indiscernible 0:37:48] because I put that really high. Their own
816 examinations, I put that pretty low. [Indiscernible 0:37:56] yeah that's low too. Succeed on a
817 chosen career, I'm not, I don't know, I can't do anything on that one. Think innovatively, I put
818 that pretty high. Strength in a national identity, I put that pretty low. Build respect for people
819 from different culture and background, I put that high. Commonalities [indiscernible 0:38:16].
820
821 Tracey: Okay.
822
823 Fred: [Indiscernible 0:39:10].
824
825 Tracey: That's all right.
826
827 Marty: We wouldn't have asked you if we would have thought anyone.
828
829 Tracey: So in this school, this is like, still we're looking at the institutional level okay? So you
830 feel that it's a big priority, a strong priority here for students to gain self awareness?
831
832 Fred: Yup.
833
834 Tracey: Why so? What makes you say that?
835
836 Fred: I really think it's one of the most important things, just because if you're on self awareness
837 and you tend to act without awareness which is counterintuitive to everything we're trying to

Bayview: Fred's transcript

838 teach them. So the awareness itself and why they're going to do or say or think something is I
839 think of major importance.

840

841 Tracey: Okay.

842

843 Fred: It was or where [ph] itself then they can really enact themselves in a more intentional way
844 rather than an accidental way or just sort of you know half assed about it.

845

846 Tracey: What about this? You gave this a lowest possible priority points or importance, doing
847 well in examinations or entering a reputable university or succeeding in their chosen career but
848 you said that this was a big priority.

849

850 Fred: For the school.

851

852 Tracey: For the school.

853

854 Fred: Yeah was this for me or for the school?

855

856 Tracey: For the school.

857

858 Fred: Sorry [indiscernible 0:40:24].

859

860 Tracey: Okay, that's fine. Okay that's why I was wondering.

861

862 Fred: I forgot the personal side for it, yeah, yeah.

863

864 Tracey: No I was like global education to this school. Okay, you're talking about you then?

865

866 Fred: Please read the following expectations and then rate them to the level of importance to
867 global education in this school. Yeah I took that as a personal like ...

868

Bayview: Fred's transcript

869 Marty: As a teacher?

870

871 Fred: Yeah.

872

873 Marty: Let's start with that.

874

875 Fred: Yeah as a teacher. I'm expected to help my students so that's for me. Like the
876 institution's expectations are largely irrelevant to me.

877

878 Tracey: Right.

879

880 [Crosstalk]

881

882 Tracey: Okay, so for you, yeah well that makes a lot of sense that you would, you would not
883 really make that a high priority but, is it important though? I mean it's not ...

884

885 Fred: For me no.

886

887 Tracey: No.

888

889 Fred: For them absolutely.

890

891 Tracey: Right.

892

893 Fred: So I'm still going to teach academic content and not for the point of examination.

894

895 Tracey: Right.

896

897 Fred: I'm going to teach for the point of awareness and for the point beyond then act something.
898 A lot of times they dovetail together but I don't, I refuse to teach any APA class. It's
899 counterintuitive to anything [indiscernible 0:41:22] ...

Bayview: Fred's transcript

900

901 Tracey: Oh really?

902

903 Fred: Absolutely, yeah.

904

905 Tracey: Say more about that. You really don't -- is that in like public knowledge they know
906 that ...

907

908 Fred: Yes.

909

910 Tracey: Rob's not going to teach that class, so don't even bother.

911

912 Fred: Don't even bother yeah.

913

914 Tracey: Really?

915

916 Fred: Yeah I'll teach psychology and I'll teach world history but I will not teach AP world
917 history, AP psychology.

918

919 Tracey: How did that come about?

920

921 Fred: I just have very low regard for the College Board.

922

923 Tracey: Really?

924

925 Fred: Yeah.

926

927 Tracey: Any particular reason?

928

929 Fred: It's just a money making scheme. I mean there's nothing that they're doing that we can't
930 do independent of them, it puts undo pressure on the students just to pass the test. It stymied

Bayview: Fred's transcript

931 some of our best teachers to teach according to their curriculum when we could actually be doing
932 better in our context, not the context that the College Board thinks we exist in. And so they're
933 not adding any [indiscernible 0:42:06] to our school except for like this weird perception from
934 our students and our parents that doesn't actually exist.

935

936 Tracey: Right.

937

938 Fred: And so I'd rather just see them go.

939

940 Tracey: Wow. Now those are pretty strong words.

941

942 Fred: Well I thought about it and so, there's other very high end schools that are doing exactly
943 the same thing, they're saying, listen if you want to take the exam go for it.

944

945 Tracey: Well we're not going to ...

946

947 Fred: We're not going to administrate it, we're not going to call, we're not going to brand name
948 our classes. We will teach world history and after you go through our class you'll probably do
949 pretty well.

950

951 Tracey: Yeah.

952

953 Fred: And most of our students who actually studies anyway, it be course books, the book on all
954 the online stuff so I don't know why we're involving ourselves in that process because it seems
955 like a bit of a sellout and distrusting of our own teachers that they could actually teach a good
956 course if there wasn't like this take of examination coming behind. And the examination process
957 is extremely in [indiscernible 0:42:59] the way society works.

958

959 Tracey: Right.

960

Bayview: Fred's transcript

961 Fred: Like you may not use any outside information nor can you work with other people which
962 are the two most important things and actually is conceding in this world.

963

964 Tracey: Yeah.

965

966 Fred: Finding that outside information and work with other people. But then they're going to be
967 very heavily weighted on like this multiple choice exam which is not a completely idiotic way to
968 exams, it's like here's four things that are false and only one of them is right, find it. When do
969 you do that in life? Never, and so, I just yeah, I don't think -- they're very outdated mode of
970 education.

971

972 Tracey: Right. Well ...

973

974 Fred: So that's why ...

975

976 Tracey: Oh no, but you know thanks for articulating that. Okay, number 10 was actually, the
977 next question was actually about that. What would you personally consider the most important
978 goals of a global education program then?

979

980 Fred: First, I mean education in regards to the globality [ph], the globalness [ph] of it is self
981 awareness like just helping students figure out what they value, where that comes from if they
982 want to continue with that. And so just challenge them with different ideas and different
983 concepts and where they personally lie on all the various spectrums that exist out there. And
984 then connecting them with the world outside ...

985

986 Tracey: Right.

987

988 Fred: ... where themselves more and more, not once but as they become more and more aware
989 of themselves, getting them opportunities to explore at that means within the local context as
990 well as, you know as much as you can the global [indiscernible 0:44:22] of ideas in people.

991

Bayview: Fred's transcript

992 Tracey: I asked you previously about those things that are important to you when you chose this
993 and I asked you to talk about your personal experiences and you talked about that at length. Do
994 you want to say anything else? Was there any particular event or experience that you, you think
995 you know and Marty [ph] talked about this [indiscernible 0:44:43], can you point to any
996 particular event that maybe shaped your belief about how students should think about the world?
997

998 Fred: I'm such a slow learner. It takes me a while to figure things out and so the repeat ...
999

1000 Tracey: I'm with you right there.
1001

1002 Fred: The repeated exposure to let's say, you [indiscernible 0:45:05] curriculum has slowly
1003 informed that opinion more and more because it certainly wasn't the way I was personally
1004 educated as a teacher.
1005

1006 Tracey: Right.
1007

1008 Fred: I was very much in the disciplinarian standpoint, you know here is English literature in his
1009 pure form and here is how you extend it to your students so they can [indiscernible 0:45:20] so
1010 they can you know make sense of literature and also pass the test and just give that a
1011 [indiscernible 0:45:24] overall. But adding that extra tier of the emphatic connection has you
1012 know over the years slowly helped me drift more towards you know making that a very
1013 important component in most areas.
1014

1015 Tracey: Right.
1016

1017 Fred: ... class and outside of class right? Not just, not simply knowledge for knowledge sake
1018 but knowledge for you know making sense of the world, just making a little less, yeah, confused
1019 I guess when you encounter other people or ideas in your own mind like where those come from
1020 and how to make sense of those. But, like I can't give you some pinnacle story that really
1021 created this huge catalyst which dissipated all up and what not.
1022

Bayview: Fred's transcript

1023 Marty: Can you say a little bit more about that emphatic connection?

1024

1025 Fred: Yeah.

1026

1027 Marty: Because earlier you said that you know the most important thing is kind of raising
1028 awareness. But now you're introducing this idea that emphatic connection was, are they
1029 different than and you contrasted to the disciplinary point of view and the emphatic those in your
1030 mind or contrast.

1031

1032 Fred: Complimentary I would say, I think the self awareness, a lot of times is accelerated by
1033 emphatic connections. A lot of times we'll take students for a Mongolian for example and we
1034 take [indiscernible 0:46:52] for example. That emphatic connection I have raises questions and
1035 values within themselves which helps them dig deeper into what, yeah what they want to do.
1036 After they have held babies for you know a couple of days, you know they've worked a long
1037 time in Mongolia and so we just read a fantastic piece of text, you know you can have a en
1038 emphatic connection sometimes through really well written media or create a media that then
1039 helps them, possibly not just understand something external for them but also within that are,
1040 because I think they're not definitely because I don't see them in conflict with each other but
1041 ideally they complement each other.

1042

1043 Tracey: With, well given what you believe about global education and the difference between or
1044 that dissidence between the priorities of the school, in terms of global education, do you feel that
1045 working in this school makes it easier or difficult for you to actually teach according to your
1046 beliefs?

1047

1048 Fred: Very, very, very easy.

1049

1050 Tracey: Oh okay. Okay. Why is that?

1051

1052 Fred: No I don't have a huge amount of experience in diverse settings but you know I have other
1053 teachers that the sheer autonomy that the school gives me is pretty rare for my understanding.

Bayview: Fred's transcript

1054 And so I don't know anywhere else that would have let me teach like the spiritual practices class
1055 for example and it be a pretty rare thing for a school to do. And so while they still have their
1056 agenda, it at least de-prioritize what I do enough to let me do what I do unmolested or just kind
1057 of value it but don't know what to do with it. So there's kind of, deal with that, I mean this
1058 tension I really don't explore it I just kind of accept it. And so I think the school, because it does
1059 have it's you know spirituality SLR does carve out some sort of shape for what's on this, do we
1060 hear. But it doesn't really know what to do with it exactly now like that.

1061

1062 Tracey: Well at least you're given the space to do it.

1063

1064 Fred: Yeah, they've given, yeah the space and you know that are worth the requirement upon
1065 the students to engage in that and so, the fact that they have you know come out of here with a
1066 certain amount of religious studies, credit's great. How we fulfill those so far is kind of up to us
1067 as we get some really cool courses that students can opt into. And then, yeah with the service
1068 learning and service being a huge or a significant point of other school but it's not always, you
1069 know a spiritual tie in, I think there's some teachers here that can help them understand ways that
1070 this could be you know understood as spiritual endeavor.

1071

1072 Tracey: When you look at the Humanities I in action, you're teaching that class now?

1073

1074 Fred: Yup.

1075

1076 Tracey: In what ways do you think it helps with your belief about linking or linking the
1077 student's identity with the issues? Those two things.

1078

1079 Fred: Well I think the most clear example that you know besides I was talking about like just a
1080 daily – I had to gauge in questions we try to ask of the students the -- of course the example
1081 would be our semester's summative where it's a very individually point in question. How is
1082 your world view change and expand in deep and because of what we found in the semester, so
1083 it's basically demanding the students to say, "What is my world view and how I noticed it
1084 changed?" Thus, and I really try to stressed, "Please don't be hyperbolic about this."

Bayview: Fred's transcript

1085

1086 Tracey: Yeah.

1087

1088 Fred: Don't give me any metaphors of butterflies and cocoons. Don't like to have any of these
1089 popping ball of metaphors and just the world is not exploded. It's usually more subtle and
1090 important that the subtle things are very important so ...

1091

1092 Tracey: Right.

1093

1094 Fred: I notice they'll subtle shifts and try to articulate those subtle shifts. It is how you see
1095 things or how you perceive or what your values have done on the course of this semester. It
1096 turns up in a lot of ways. This where I think the self-awareness is so critical because you don't
1097 really notice those subtle ways unless you're very aware of who you are and, you know, that
1098 very slow burden that you're on. Some students do have like this massive of like changes.

1099

1100 Tracey: Yeah.

1101

1102 Fred: But this is my experience I felt like love is mass of changes, tend to fade. Not completely
1103 out but like the, you know, the teenagers so that huge emotional outburst that they have from
1104 going devotion or having this experience or foreseeing shooting dog or something. Overtime
1105 tends to settle down in something else and that's what I wanted them some – what I want them to
1106 articulate because they tend to like revered back to that initial moment of huge awareness but a
1107 month and a half later is rarely actually there anymore but it's still – well, it is, it's there, just in a
1108 very much more new ones form ...

1109

1110 Tracey: Right.

1111

1112 Fred: ... than the first experience and that's why I've tried to get them to articulate.

1113

Bayview: Fred's transcript

1114 Tracey: And when do you – when, okay. When you have that connection between the inner
1115 identity and maybe their understanding of issues, you said that you tried to let them act on these
1116 things.

1117

1118 Fred: Yeah.

1119

1120 Tracey: Can you say more about that?

1121

1122 Fred: If I understand the question, the advent of the, was develop into the elixir project was that
1123 and so ...

1124

1125 Tracey: Right, right.

1126

1127 Fred: And so I think it is yes. In about a decade now but as soon as I had a conference that was
1128 talking about, what did they call it? 10% time or FedEx time, something like that where these
1129 companies would give their employees this 10% of time to just innovate. Do what you want to
1130 do and let's see if at some it has some application to our companies. So like Gmail came out of
1131 that and like all these planning things that – well, maybe Gmail about that IT but, you know, like
1132 just allowing employees to have a certain of creative freedom ...

1133

1134 Tracey: Yeah, yeah.

1135

1136 Fred: ... and if it happens to who applied to our company or in some ways that we could find,
1137 that would be great. That would be fantastic but if you just kind of say, you know, nine to five,
1138 you're going to do this, this, this and this, this and then you go home, whatever then you don't
1139 get that creative and innovation so the idea was 10 years ago, just like what would've I gave my
1140 students like a little bit of freedom like not here's my lesson plan ...

1141

1142

1143 Tracey: Right.

1144

Bayview: Fred's transcript

1145 Fred: ... but you know what, every since where I'm eight day cycle, my initial plan was just like
1146 one day every eight days where someone is like, "How would you like to enact your new
1147 awareness?"

1148

1149 Tracey: Okay.

1150

1151 Fred: "What was that look like?" And some are fantastic, some are like alright. At least he had
1152 a thought. This is right.

1153

1154 Tracey: Right.

1155

1156 Fred: So I think you know what, different maturities, different levels but you just kind of give
1157 the opportunity and a little bit of guidance. Like I mostly just talk to the students rather than like
1158 trying to enforce and manipulate it too much. It's kind of, "Here's the time. Here's some
1159 opportunity. Here's a few things you can about, just look at the world around us. What are your
1160 values? Are you an environmental person? Are you an animal person? Are you a people person?
1161 Are you a you person, like you just need to work on yourself? Where are you on that spectrum?"
1162 Whatever it is it's fine and then just take some time in this class so then help you progress on as
1163 much as we can and so that was for me, with this initial addition of, yeah, the individual self
1164 exploratory rather than me as a teacher saying, "Here's what you need to do. Here's what you
1165 need to do. Here's what you need to read."

1166

1167 Tracey: With the elixir project, is that student generated, I mean do they think of what they want
1168 to do with their own?

1169

1170 Fred: Yeah. A lot of times they're inspired. I mean the freshmen so we do temper expectation.
1171 Some really fly with it. Some are just piggyback on existing organizations that help them really
1172 explore if they want to work with animals or not, you know.

1173

1174 Tracey: Yeah.

1175

Bayview: Fred's transcript

1176 Fred: They think, "I think I like the animals. I think I want to try to care for them." So I work
1177 with the SPC and we'll do this and that and then the leader in front, "Yup. I really enjoyed that."
1178 Or like, "No, that wasn't it." But at least it's the opportunity for them to like look inside in the
1179 area that they would like to explore or try to create some project that they think they'd be proud
1180 of.

1181

1182 Tracey: In terms of your beliefs, do you think that humanities won in action when you say a
1183 global education kind of mirrors what you believe about global education?

1184

1185 Fred: Yeah. I'd say so. I mean, I got to say that it's definitely and one of the main influences
1186 and so ...

1187

1188 Tracey: Yeah.

1189

1190 Fred: I don't have too much more exposure to other styles of global education.

1191

1192 Tracey: Yeah.

1193

1194 Fred: I know that my value system is very strongly misaligned with things like AP's
1195 understanding of global education ...

1196

1197 Tracey: Right.

1198

1199 Fred: ... where it's going to like give you a global textbook and then take that and I do really
1200 like I do, I do believe in the value of understanding human history. I'm not going to lie and give
1201 it back at them all together ...

1202

1203 Tracey: Right, right.

1204

Bayview: Fred's transcript

1205 Fred: ... but for the point of taking a task or getting it five, I have a strong adverse reaction
1206 towards it. But the ones that are relevant that really are student centered like taking this, the
1207 individual student into account and then trying to work with them that is messier ...

1208

1209 Tracey: Yeah.

1210

1211 Fred: ... for, you know, it's not – it's less standards prone as might be heard or discovering but
1212 it works. You know it works.

1213

1214 Tracey: The HIA program is kind of like, I wouldn't say an odd ball but it's different.

1215

1216 Fred: Yeah.

1217

1218 Tracey: From the type of values projected by HKIS as a school.

1219

1220 Fred: Right.

1221

1222 Tracey: What do you think about that? Do you think that students, that make them
1223 discombobulated in a way? I don't know the terms.

1224

1225 Fred: They should be.

1226

1227 Tracey: They should be. No, but what's your take on that? Having like different priority ...

1228

1229 Fred: Yeah.

1230

1231 Tracey: ... a different priority values on the one had in terms of the community and then you
1232 have this one program ...

1233

1234 Fred: Yeah.

1235

Bayview: Fred's transcript

1236 Tracey: ... that's so committed to a very definite set of values about self-awareness ...

1237

1238 Fred: Yeah, yeah.

1239

1240 Tracey: ... your spiritual identity ...

1241

1242 Fred: Yeah.

1243

1244 Tracey: ... your values acting on issues. What's ...

1245

1246 Fred: Many of them actually have not, are one side spits all and some students are pretty happy
1247 to get out of the way, they get out of the – not that with bad experience but they realized I just
1248 want to be told what to think. We put a damn test and move on.

1249

1250 Tracey: Right.

1251

1252 Fred: It's just where they are in their life. You know, they might not change until they're 30, 40
1253 or 50 but, you know, until they finally say, "Well, really what I want to do." And what's more
1254 important that they're just not there yet and you can't force it and this is kind of yup. That's fine
1255 but for a lot of students, you know, they want the next step. They want the Humanities Two in
1256 Action. For example, they want that ...

1257

1258 Tracey: There's a Humanities Two?

1259

1260 Fred: There is.

1261

1262 Tracey: I know. I'm actually wow.

1263

1264 Fred: I'd say like they want to continue ...

1265

1266 Marty: We get that every year.

Bayview: Fred's transcript

1267

1268 Tracey: Yeah.

1269

1270 Fred: Yeah, they want to continue that journey in a meaningful sense and so I think they do get a
1271 bit discombobulated because I hear that most from sophomore students who've come out of
1272 humanity and they mentioned some time in their first or second quarter, that then they realized
1273 that was pretty special experience and now I'm having it in different one. Not a worst one but a
1274 very different one.

1275

1276 Tracey: Yeah.

1277

1278 Fred: That they wished still had the more individual student focus to it ...

1279

1280 Tracey: Right.

1281

1282 Fred: ... rather than here is the topic that is independent of you or much less your library
1283 opinion. And so yeah, there is a discombobulation between those two.

1284

1285 Tracey: Yeah.

1286

1287 Fred: You know they're not exactly conjoined.

1288

1289 Tracey: Yeah. Is that good or bad?

1290

1291 Fred: Yeah.

1292

1293 Tracey: Do you think that it would be better if there was a more consistent message if you're on
1294 Humanities Two in Action or do you think that, you know, it makes things more meaningful for
1295 the kids because it's a one off thing and they're going to have to think about it?

1296

Bayview: Fred's transcript

1297 Fred: I think definitely that there is somewhere out there in the universe of ideas, a way to make
1298 a really awesome continuation of this.

1299

1300 Tracey: Yeah.

1301

1302 Fred: And let their upper classmen be release of it because it had so much work of like, "Here's
1303 the world around you and within you." Then Humanities Two would definitely be more of an
1304 internal expletory experience and then here's all the, you know, here is just much about the
1305 classes go, you know, enact, do what you want to do. So I do think it would be highly
1306 advantageous to have a continuation of this course. I don't know if it will ever happen but I
1307 think that would be the idea.

1308

1309 Marty: Rob, what would be – you said the student centeredness is ...

1310

1311 Fred: Yeah.

1312

1313 Marty: ... one of the characteristics of say, what you – I'm assuming you would say some of the
1314 practices that could be translated to other schools for flow education, what other consilient
1315 characteristics you think could be, if you're to take Humanities One in Action to another
1316 school ...

1317

1318 Fred: Yeah.

1319

1320 Marty: ... besides, what advice about values would you give besides student centered?

1321

1322 Fred: Strong awareness of the context, you know, that are existing in of Hongkong or Asia
1323 context and so if you're taking to halls for example, like ...

1324

1325 Marty: Yeah.

1326

Bayview: Fred's transcript

1327 Fred: ... like Allan [ph] as you know. Then he's not going to be thinking of exactly potion but
1328 really having a deep understanding of where he is, a history of where he is, the dynamics and
1329 social complications that might exist there and then trying to find the framework that we used but
1330 using different kind of resources of different concepts within that that work. But I think those
1331 are the two most important things and that the student centeredness, the preference of making,
1332 trying to bring the outside class or the students outside the classroom. You know I'm trying to
1333 align the curriculum with an event or, you know, an outside experience. I think it's really, really
1334 important. And there's other adults like I kind of personally devalue myself, like I don't know
1335 everything. Like it kind of take me awhile but there's a lot of great guest speakers out there.
1336 You know like I've used Skype a lot just, you know, started bringing people all the way inside,
1337 two genocides survivors Skype in class today.

1338

1339 Marty: Really?

1340

1341 Tracey: Wow.

1342

1343 Fred: That was in Bardo [ph] five years ago and last year we had two other genocides survivors
1344 and so there's like, there's a whole network of people out there that would be happy to, you
1345 know, chime on it. One of them was the author of Over Many Mountains. Who was the person?

1346

1347 Marty: Across Many Mountains?

1348

1349 Fred: Across Many Mountains, yeah. And so you know ...

1350

1351 Marty: The actress.

1352

1353 Fred: Of course she was ...

1354

1355 Marty: She was an actress. She was in Hollywood, Rob.

1356

1357 Fred: Oh, is she? She's an attractive one.

Bayview: Fred's transcript

1358
1359 Marty: The mixed. She's mixed, right? She's happy about it?
1360
1361 Fred: Yeah, yeah. She's ...
1362
1363 Marty: She's in Hollywood, Robin.
1364
1365 Fred: Yeah, cool. She was very gracious. She so – talks to some students and I think like the
1366 fact that we're Hongkong International School really kind of helps with that.
1367
1368 Tracey: Right.
1369
1370 Fred: So by then we have a little bit of reputation and then we're in Hongkong so we were
1371 talking about it like Chinese issues since it back. Of course, we want to talk to students at
1372 Hongkong International School.
1373
1374 Tracey: Yeah.
1375
1376 Fred: And so we just have, you know, this nice privacy of place that gives us a little bit more
1377 swag rather than go over at Cleveland High School, wherever. You know, that's, yeah. That
1378 was ...
1379
1380 Tracey: That's cool.
1381
1382 Fred: Yeah. I would say it's quite exciting.
1383
1384 Tracey: I should think about it so they're willing to go on Skype and talk to some of the students?
1385
1386 Marty: Yeah, that is interesting.
1387

Bayview: Fred's transcript

1388 Fred: Yeah, so for this, for one of our study, Jas. I had one of the tasks to have students too. It's
1389 just like if every group has a list of 10 people. We usually get at least two or three that are happy
1390 to talk to us.

1391

1392 Tracey: Right.

1393

1394 Fred: You know and that's enough.

1395

1396 Tracey: Yeah.

1397

1398 Fred: Some students strike out across the board and now there are 10, either can do it or there
1399 being or they're all manage by agencies and a big speaking feast or stuff like that. There's
1400 always that – there's always someone who said yeah. And jump on it and talk about their
1401 experience.

1402

1403 Tracey: Okay, Rob.

1404

1405 Fred: Yeah.

1406

1407 Tracey: Let me – I thought we were almost done. Okay.

1408

1409 Fred: Sure.

1410

1411 Tracey: Here's another ranking exercise.

1412

1413 Fred: Alright, all the necessity work all day.

1414

1415 Tracey: Yes. Okay. So given what you believe about global education. Do you feel that
1416 working in this school makes it easy or difficult for you to teach to according to your beliefs?

1417 So ...

1418

Bayview: Fred's transcript

1419 Fred: Yeah.

1420

1421 Tracey: We're looking at the constraints to you beliefs, teaching to your beliefs about ...

1422

1423 Fred: Yes.

1424

1425 Tracey: ... the global education.

1426

1427 Fred: Yeah.

1428

1429 Tracey: What would be – would you strongly disagree or strongly agree that these are
1430 constraints?

1431

1432 Fred: Constraints.

1433

1434 Tracey: Yeah, constraints.

1435

1436 Fred: Yeah. Strongly disagree, strongly agree, let's see. Student's level of maturity put that out
1437 of three. Since socio-economic – what do I do to you? This one varies so much. Not all pen
1438 suits up the wheel.

1439

1440 Tracey: Okay. So let's see. Strongly disagree, disagree. So you think that the student's socio-
1441 economic background, even if they're privileged and all that, it's still not a barrier to you
1442 teaching about of global education about equality and all that?

1443

1444 Fred: Sometimes it's asset. Yeah.

1445

1446 Tracey: In what way?

1447

1448 Fred: Because most students, I would've thought are middle class and so that's even worst, you
1449 know, when you're teaching the fringes of the bell curve, they just see it mostly more acutely

Bayview: Fred's transcript

1450 like they're going home to this palatial states so they get it. They see it. You know and so they
1451 also see the comparison much more drastically than, you know, most of us living in the gray
1452 middle. And so it doesn't mean they're not bound to like they definitely want to keep that going
1453 for themselves but as far as like being able to teach it and get them to understand it, I think they
1454 do see and what I have found was some of our students have parents talk about it that much more,
1455 right? They're not in the middle looking at both extremes. They're at one of them so they really
1456 get what to looks like to have little average lifestyle but then they also have exposure to the other
1457 side, right?

1458

1459 Tracey: Right.

1460

1461 Fred: Where a lot of times like one of the states, we'll just be like in the middle class so we have
1462 no idea what it looks like to live, you know, applying privately to Monarchy or something like
1463 that.

1464

1465 Tracey: Yeah.

1466

1467 Fred: But we could still see the other.

1468

1469 Tracey: What about student's apathy. You rated it the three which ...

1470

1471 Fred: Yeah.

1472

1473 Tracey: You think that it's a little bit of a constraint?

1474

1475 Fred: Well, yeah. I think its a little bit constraints. I mean ...

1476

1477 Tracey: And the maturity of the students, okay.

1478

1479 Fred: Yeah. Though they're really combined too.

1480

Bayview: Fred's transcript

1481 Tracey: Yeah, yeah.

1482

1483 Fred: Like I think a lot of the apathy comes from this abundance of focus on the social media
1484 and digital technologies and this very super, super, superficial ways of interacting.

1485

1486 Tracey: Yeah.

1487

1488 Fred: And so those two are really tightly linked together.

1489

1490 Tracey: Yeah. I agree. This is surprising to me. You say that parents ...

1491

1492 Fred: Yeah.

1493

1494 Tracey: ... are not a constraint when it comes to teaching about global education the way you
1495 believe.

1496

1497 Fred: None of them – not in my experience.

1498

1499 Tracey: Right.

1500

1501 Fred: Yeah. I just haven't – I haven't experience them constraining me in any way what so ever.

1502 I've never gone – I've only had one like kind of difficult parent interaction in my 10 years here.

1503

1504 Marty: About content of the course or just grading types?

1505

1506 Fred: No. It's more of just about the going like the way I was going about it and how I came to
1507 the grade and so that's not a – I don't really care about it anyway.

1508

1509 Marty: Yeah, yeah.

1510

Bayview: Fred's transcript

1511 Fred: And so but I mean with – this is really relating my teaching or you know some kid didn't
1512 do his homework and so back when he's come home working so like gain and see but like well,
1513 how important is the assignment in retrospect that wasn't important at all.

1514

1515 Marty: Yeah.

1516

1517 Fred: But, you know, for parent as they employ, they supposed to fill that form and all the book
1518 that we read and so, we didn't do that so therefore the grade is this so.

1519

1520 Marty: But I think the surprising thing that Tracy is saying is it's surprising that this course is
1521 pretty subversive to their station ...

1522

1523 Tracey: Yeah.

1524

1525 Fred: Yeah, yeah.

1526

1527 Tracey: Yeah, yeah.

1528

1529 Marty: ... and nobody calls us on.

1530

1531 Fred: No, nope.

1532

1533 Tracey: That's surprising, really.

1534

1535 Fred: Yeah.

1536

1537 Tracey: I mean, I think you mentioned previously there are some parents who actually like it. I
1538 mean they believe that ...

1539

1540 Fred: Most parents, yeah.

1541

Bayview: Fred's transcript

1542 Marty: Yeah.

1543

1544 Tracey: Okay.

1545

1546 Fred: Yeah, most responses again, are pretty favorable. Every now and then we're going to hear
1547 a conversations that student had at like the dinner table or with the parents that are counter, like a
1548 counter point to what we're saying in class, right?

1549

1550 Tracey: And they'll speak up?

1551

1552 Fred: Yeah, absolutely.

1553

1554 Marty: Not speak up.

1555

1556 Fred: They apparently speak up ...

1557

1558 Tracey: I mean, yeah.

1559

1560 Fred: ... we just hear about it through the students.

1561

1562 Tracey: Right, right.

1563

1564 Fred: And so, so I said I love it when that happens because then, you know, I don't turn it to
1565 argument I just ask them ...

1566

1567 Tracey: Yeah.

1568

1569 Fred: ... so what do you think about that, you know, that yeah. There is – there's the counter
1570 point or the different world view ...

1571

1572 Tracey: Right.

Bayview: Fred's transcript

1573
1574 Fred: ... or kind of one of the reasons I enjoy teaching sparrow dynamics early on as we can
1575 look at like where is that thought process or your parents articulated exist on that spectrum.
1576 What values are they? And those values they're also share and you want to keep on or move
1577 onto.
1578
1579 Tracey: I added a few questions but we're really going. Are you tired, Rob?
1580
1581 Fred: No. I'm fine.
1582
1583 Tracey: Are you sure?
1584
1585 Marty: He's on a role.
1586
1587 Tracey: Are you on a role?
1588
1589 Fred: I'm good.
1590
1591 Tracey: Okay.
1592
1593 Fred: Yeah.
1594
1595 Tracey: I'm trying to experiment with elicitation tasks to the interview.
1596
1597 Fred: Yeah.
1598
1599 Tracey: Okay, because we're going to do this with teachers also in local schools.
1600
1601 Fred: Sure.
1602

Bayview: Fred's transcript

1603 Tracey: But I'm trying to think about some of the conflicts in terms of parents and teachers and
1604 who believe in global education.

1605

1606 Fred: Yeah.

1607

1608 Tracey: So let's read this.

1609

1610 Fred: Okay.

1611

1612 Tracey: Okay. I guess I better read it for the transcription. Well, no. Elicitation tasks four. So
1613 we're two teachers who want to do a unit on in equalities.

1614

1615 Marty: Yes.

1616

1617 Tracey: Okay and they organize – they invited guest speakers and organized a fieldtrip to public
1618 housing, to a public housing museum and check if may so do you think that this is a type of
1619 lesson you could teach in this school?

1620

1621 Fred: Yes.

1622

1623 Tracey: Yes?

1624

1625 Fred: Yes.

1626

1627 Tracey: Okay. It would get the support? I think so too. Okay. This type of collaboration, do
1628 you think that this is something that you see in this team?

1629

1630 Fred: Absolutely.

1631

1632 Tracey: Okay. Now, here's another scenario.

1633

Bayview: Fred's transcript

1634 Fred: Okay.

1635

1636 Tracey: A few days before the trip, a student, Bobby [ph] approach us, the teachers and he
1637 informs them that he could not join the fieldtrip because his parents wanted him to study for an
1638 upcoming mathematics test. He assured the teachers and he enjoyed the unit and that he had
1639 learned how sheltered I've been and I should care about people who can't afford a decent
1640 standard of living. And Bobby added that he, that to make up for this absence he would make a
1641 donation to the museum. So, question, what do you think about Bobby's reason for not attending
1642 the fieldtrip? Is this a type of thinking common in this school?

1643

1644 Fred: I'll start with the second, is it common? Not in the way I'd use the word common. I've
1645 heard it before.

1646

1647 Tracey: Yeah.

1648

1649 Fred: And so it's, like the, I had a student this year that didn't go on a Foshan trip because she
1650 had to do some boarding school test examinations or something like that. And so she forego that
1651 trip just to do that. What do I think about his reasons for not attending? Personally I'm not a big
1652 fan of those reasons...

1653

1654 Tracey: Right.

1655

1656 Fred: ...but I do allow my students to make their own choices.

1657

1658 Tracey: Right.

1659

1660 Fred: And so I'm not going to guilt them into...

1661

1662 Tracey: Okay.

1663

1664 Fred: ...right that that I just ask them, "Is this what you want to do?"

Bayview: Fred's transcript

1665

1666 Tracey: Yeah.

1667

1668 Fred: I, I wouldn't, I mean, I would try to say like donations are irrelevant but if you feel free
1669 tell me if you want to but you don't need to tell me about it, please don't in the future, just do it.

1670

1671 Tracey: What about Bobby's parents, do you remind, do they remind you of parents in this
1672 school or, and if someone what way?

1673

1674 Fred: Like I said, not on a regular basis. I think that the parents will always put a place of larger
1675 importance on things like that. Well, for study for an upcoming math test, I don't get that to
1676 study for an upcoming math test, it's usually like this test examination on this day and I can't
1677 make it.

1678

1679 Tracey: Okay.

1680

1681 Fred: Or I have like, my level 8-B piano examination, things that are like really...

1682

1683 Tracey: Okay. Maybe I should change math.

1684

1685 Fred: ...like they don't have lot of fluctuation ahead.

1686

1687 Tracey: Right.

1688

1689 Fred: I rarely get you have to study for this so I cannot go.

1690

1691 Tracey: Okay. What do you think about Bobby's comment that he had learned how sheltered
1692 he's been, that he should care about people who can't afford the decent standard of living. Is
1693 Bobby's attitude similar to that of students in this school?

1694

Bayview: Fred's transcript

1695 Fred: I don't know. I mean actually wouldn't think about it. I mean, I don't, his comment there
1696 is not in context of what he could, to turn it genuine or not. It's like this large they ignore it like
1697 this is something he just feels like he socially needs a saving from his teacher he's student. And
1698 so I wouldn't like, give any regard to it whatsoever.

1699

1700 Tracey: Okay, alright. I'm trying to get here, I don't know. What I'm trying to get here is that...

1701

1702 Fred: Bobby is aware that I'm his teacher and he's a student and he...

1703

1704 Tracey: Yeah.

1705

1706 Fred: ...wants me to hear this.

1707

1708 Tracey: Yes.

1709

1710 Fred: I realize that he wants me to hear this so therefore he's saying it. So I'm not going to like,
1711 give any credits to that.

1712

1713 Tracey: Okay.

1714

1715 Fred: Because there's sort of the right answer in the class.

1716

1717 Marty: Right.

1718

1719 Tracey: Right.

1720

1721 Fred: and we know that.

1722

1723 Marty: So Bobby, to pass by the teacher because he's noisy doing something in the wrong
1724 category.

1725

Bayview: Fred's transcript

1726 Tracey: Right.

1727

1728 Fred: He's going to try to mollify by you know, saying that he is taking with a lesson. Now he's
1729 spot wrong, okay, he's read the situation wrong from the teacher's perspective. But as an adult I
1730 understand what he's doing so I just kind of.

1731

1732 Tracey: Yeah.

1733

1734 Fred: Ignorant by choice.

1735

1736 Tracey: Okay. I need to change this elicitation task. What I'm trying to get at here is that they
1737 don't want just to build some sort of awareness or empathy but they want to build more
1738 awareness of the social inequality. So, making a donation isn't really going to help anything.

1739

1740 Fred: Right.

1741

1742 Tracey: So, but I'm going to have to change that task. Thanks for testing that out.

1743

1744 Fred: Sure.

1745

1746 Tracey: Okay. What if let's say, you told Bobby, "Listen, you have to attend the fieldtrip." Do
1747 you think the administration would back you on this?

1748

1749 Fred: I would never do that, I can't answer that.

1750

1751 Tracey: You can't? Okay. Alright.

1752

1753 Fred: Sorry.

1754

1755 Tracey: Right. I needed to wait.

1756

Bayview: Fred's transcript

1757 Fred: I don't want anyone going with me against her will at any points.

1758

1759 Tracey: Exactly. Okay. That's a good thing to know too. Alright, does the culture of Hong
1760 Kong support the type of global education you believe in?

1761

1762 Fred: Clearly. Because I'm here I've been doing for a decade it still hasn't kicked me out or post
1763 me. I think I'm already be much more aware of whether it's growing or developing. And so if
1764 it's actually being supported in the meaningful sense, I'm just not involved in that community.

1765

1766 Tracey: Right.

1767

1768 Fred: Like in the academics side of it. I just not to water nice the next women. So all as I know
1769 is that I can do it, I haven't been kicked out yet and so I get paid for it.

1770

1771 Tracey: Right.

1772

1773 Fred: It feels supportive but outside of that I have no information for you.

1774

1775 Tracey: Okay, Hong Kong, let say, let me change this question. Being located in Hong Kong
1776 where it's a business center, it brands itself as a global city.

1777

1778 Fred: Yeah.

1779

1780 Tracey: It projects itself through very utilitarian and economic terms when it comes to being a
1781 global city. Do you think that that kind of discourse or projection goes against the type of global
1782 education you want to promote?

1783

1784 Fred: Yes which ironically helps us promote it.

1785

1786 Tracey: Yeah.

1787

Bayview: Fred's transcript

1788 Fred: Because when you're a junior teaching about the environmental degradation living in a
1789 very clean, beautiful, prestige environment's hard to do. But when you look outside, it's all
1790 soupy and so you go down the beach and saw trashy and you walk on street and your lungs or
1791 your eyes count to 10, it's very easy to do. And so like, their message is very much I can do the
1792 Krishnamurti quote if you know it, "No measures help be well adjusted to profound a sick
1793 society," and so when students look around and they see a society that has a lot of perversity and
1794 profound sickness to it as much easier to teach the opposite or at least the anecdote to that you
1795 know.

1796

1797 Tracey: My last question before I wrap up the interview. I forgot to ask this awhile ago. Do
1798 you think that it's kind of, back to that discombobulation, but do you think that as a teacher, that
1799 you're really in a very HKIS like other international schools, tend to operate in what others
1800 describe as a protected bubble. Do you think that this goes against like the type of teaching that
1801 you are actually teaching towards your espousing, this holistic self-awareness and yet somebody
1802 who's reaching out towards the world by you know, making a connection with who they are and
1803 acting according to their own identity and even their moral compass. What do you think of that?

1804

1805 Fred: If I'm understand the question correct, I'd say yes and I want it to be that way

1806

1807 Tracey: Right.

1808

1809 Fred: Because students need to feel protected. They need to know that they are safe
1810 intellectually, physically, emotionally, sexually, religiously. And so I do want us to be in a very
1811 protected bubble because if their minds are constantly fearing being teased or beat up or that
1812 there's a gun on campus or that their teachers are unsafe then you can't teach them you know.
1813 Just the brain is just causing kind of moderate alert.

1814

1815 Tracey: Right.

1816

1817 Fred: And you know, just has this like low-level of stress concentrating through it. And so I
1818 think in the sense that maybe the critique isn't really thinking of I like the fact that we are very,

Bayview: Fred's transcript

1819 very safe in many ways here. We are very, very protected because that's one essential
1820 component for a learning environment.

1821

1822 Tracey: For a sense of security.

1823

1824 Fred: Yeah.

1825

1826 Tracey: I think what I was referring to was more of being privileged.

1827

1828 Fred: Yes.

1829

1830 Tracey: Secure, materially secure instead of just safety. Do you think that being in a materially
1831 secure environment where they are not really, they don't really have to confront issues inequality.
1832 Threatening their own wellbeing, do you think that this kind of descendent environments makes
1833 it harder for you to teach what you're trying to teach?

1834

1835 Fred: Maybe a bit, yeah, maybe. I guess purely speculative like I, I'm really hesitant to give a
1836 strong answer one way the other because I've just have never done the opposite.

1837

1838 Tracey: Right.

1839

1840 Fred: And so I'd never like test this out in a place that is less financially secure, that's just in a
1841 different environment so I have to, I guess possibly, sort of but I just can't say. I just know what
1842 it does in this environment. I don't really project the many others.

1843

1844 Tracey: Well, I owe you an explanation because my, where I'm coming from is this conception
1845 that when teachers teach about global education, they're drawing on their past experiences.
1846 When they enact something, what really determines the freedom of how they enact their beliefs
1847 is dependent on the institutional environment. I think HKIS and other international schools are
1848 really a great case study because we tend to create an institutional climate that is protected. It
1849 allows teachers to teach according to what they believe and it kind of puts a barrier between let's

Bayview: Fred's transcript

1850 say, wider disperse of Hong Kong society which is really looking at global education from an
1851 even more utilitarian and competitive type of mind set.

1852

1853 Fred: Sure.

1854

1855 Tracey: Okay. Would you like to say anything else? We've come to the end of our interview.

1856 Is there anything that you would like to add in terms of our study?

1857

1858 Fred: No.

1859

1860 Tracey: Okay.

1861

1862 Fred: You just covered it very well. Thank you for the out study.

1863

1864 Tracey: Do you have any questions?

1865

1866 Fred: No.

1867

1868 Tracey: Okay, sure.

1869

1870 Fred: I'm sure.

1871

1872 Tracey: Let see it got, if it got recorded.

1873

1874 [Cross Talk]

1875

1876 Tracey: Thank you so much.

1877

1878 [Cross Talk]

1879

1880 Fred: I like thinking about these things.

Bayview: Fred's transcript

1881

1882 Marty: You know...

1883

1884 [1:20:59]

1885

1886 [Audio End]

1887