

## Bayview: Helen's transcript

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1 Interviewee: Helen

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3 Tracey: Okay. So, we are conducting an interview for a study on global education. And  
4 before we start, I just wanna verbally get your consent, do you agree to participate in this  
5 interview? The interview was voluntary. If you wish to not respond to a question, you  
6 have the right to do that. All your information will remain confidential and anonymous  
7 when we transcribe this interview. And, if you want to check for the validity of  
8 transcribers interpretation of your thoughts, then we can also arrange for you to review  
9 the transcript. And then, for today, we don't have a written consent form, but we'll get  
10 you a verbal consent, and in the event that we do decide to publish findings based on this  
11 interview, we will get written consent. So, do you agree to participate in this interview?

12

13 Helen: Yes, I agree.

14

15 Tracey: Great.

16 (Laughter)

17

18 Tracey: Alright. So our study is about global education and teachers' perception of global  
19 education. Just to... to begin, a broad global definition of global education is how  
20 teachers instruct students about the world, our inter-connected world. Okay. So, when  
21 you hear the term global education, what do you understand is global education?

22

23 Helen: Um...I think for me it's...global education is making sure my students understand  
24 what's happening locally in their community and then looking at the broader spectrum of  
25 how some of this may connect to the rest of the world, and what influences our local  
26 community can also have in a broader sense. But it's also important for our kids to know  
27 what's happening outside in the international world because they are going to be a global  
28 citizen eventually when they have the opportunity to work in companies, or in businesses,  
29 or whatever they gonna adventure out to. I think they need to know what's happening  
30 around them, locally and internationally.

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33 Tracey: Okay. When you say global citizen, you're kids are gonna be global citizens,  
34 how do you... what do you mean by global citizen?

35

36 Helen: Well, since we work at such an international school, many of our kids will be  
37 travelling to other parts of the world. Some of them stay with us all four years, but a  
38 number of them might also move on to other places. So, they are very international, and  
39 they are also well-travelled because many of them do interim, they stay here for four  
40 years, they get to see what other parts of the world besides Hong Kong. And so, you  
41 know they see more than I think the average person would. So, I think for them, it's  
42 really important that they are aware of their community, the outside community too.

43

44 Tracey: So, Zella, here is a stack of photos, and I ask you when you look at these  
45 photographs, this is considered one photo. I'd like you to pick out three that you feel  
46 capture your beliefs about global education. In other words, when you teach about the  
47 world, which of these will capture your purposes for your teaching about the world?

48

49 Helen: So each one is one picture.

50

51 Tracey: Yea. I will give you time to look over them and then you can spread them out,  
52 and then you can pick your top three. And you can ask questions about the pictures.

53

54 Helen: Um. They're all great pieces actually. It's very hard to choose.

55

56 Tracey: Yes, that's the tough part.

57

58 Helen: I think uh... because you see, we touch a lot of this... so I'm going...

59

60 Tracey: We can keep the photos throughout the interview, so you can refer to them  
61 throughout actually.

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63 Helen: Cause we actually deal with a lot of these.

64

65 Tracey: But if you were to pick the top three that were to capture your purposes for  
66 global education.

67

68 Helen: I think we do quite a lot of this...and...it's hard because these are also...

69

70 Tracey: Okay, if you wanna choose two more, you can...if you wanna choose two more,  
71 that's fine.

72

73 Helen: Can I choose two more?

74

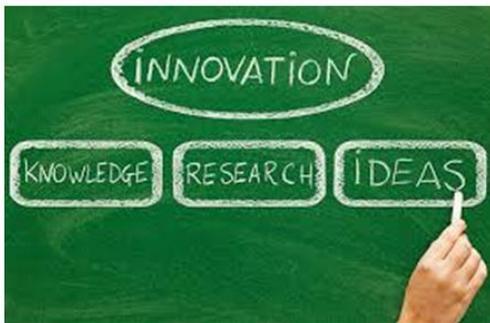
75 Tracey: Okay.

76

77 Helen: Once again, it becomes a number challenge cause we do quite a bit of science,  
78 also future of technology. So this...

79

Photo 11: Science & innovation



80

81

82 Tracey: Okay. Walk me through your choices. And explain the rationale behind.

83

84 Helen: I think right now, because we are in this unit right now, so maybe I'm focusing on

85 this because we are touching on globalization. And we've just finished reading, talking

86 about the leaver and the culture, some looking at the western, and indigenous tribes

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87 here...and the conflicts and the...um...the traditional versus modern, cultures and what  
88 can we benefit from both. I think we're teaching the kids, you know, both have the  
89 attractiveness, both have the downfalls too. So we're teaching them you know, how can  
90 we learn to pick from the best of both. They doesn't have to be either or, can we do  
91 combination of things that we see attractive in one culture and the other. So, and then  
92 we're doing the...certainly talking about poverty, because we are gonna talk about the  
93 champagne analogy. Because a lot of kids think that.

94

Photo 2: Western and Indigenous cultures



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96

Photo 3: Poverty, inequality



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99 Tracey: What is the champagne?

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101 Helen: Showing... champagne glass analogy, showing the glass analogy. Showing the  
102 disparity of the gap of wealth between the haves or the have not. And I remember seeing  
103 some of my kinds going, there's no problem, everyone's benefit from modernization and  
104 all these...you know, because they are...they are the top of 20% and some of them might  
105 be the top 1%. So, they need to see that 80% of the world doesn't live like that. 20% is  
106 their world here. Um...the other attractiveness of this is we also want them to learn  
107 something about who they are as they're going through this course. They need to learn  
108 about who they are and what kind of human being, what kind of individual they're gonna  
109 be in the future. Um...in order to serve the greater community, they need to know and  
110 how the self-esteem to be able to do some of these changes.

111

112 Tracey: Do you think this is a pre-requisite? Do it by first or by parallel?

113

114 Helen: I think it's a parallel, cause we studying these, they are learning something about  
115 themselves too, because they may find out they are rather selfish maybe as individuals.  
116 And they're not willing to give up their lifestyle. And then there are those who are  
117 starting to see the world in a different light, and thinking, you know, I think I need to  
118 change, I need to be part of this, I need to be part of the change. But it helps them to start  
119 because I think being fresh that's the time we start looking at your values more so, and  
120 starting to create um, who you are and what you start to believe and...So, I think they  
121 come in hand in hand. I think it's really important for them to face some of these. And  
122 it's not easy, because sometimes the challenge cause they're rich. (Tracey: Yes.) And  
123 then they see these, you know, and I think they feel guilty or they feel defensive or um...  
124 they're not sure, you know, and they do question. Some of them will end up being like  
125 their parents, going back to corporates. But some of them are going to change their  
126 careers because of this experience. So, but we have to open up the doors. (Tracey: Right.)  
127 I think um...we have to open up for them to look in and start seeing what's actually  
128 happening out there, and then they can make the decision, and also once again into their  
129 careers. They can use their careers to change and help other people. Like they can still be  
130 doctors, they can still be lawyers, you know, they will be able to decide are they going to

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131 be human right lawyers, or are they going to be corporate lawyers. (Tracey: Right.) It's  
132 up to them. But you know, I think here is the prime time for them.

133

134 Tracey: What about this one. The democracy...

135

136 Helen: I think this is very important um...because we teach a unit on...a little bit on the  
137 refugees. And they also need to understand, and we talk about human trafficking, slavery  
138 and all these, we need to have them identify that we are enslaving and taking other  
139 people's rights and we shouldn't exploit the poor. They too have rights and they need a  
140 voice, and I strongly feel that when our kids are the bright, end of it, and they've got the  
141 opportunity, they can be the voice for the voiceless. The people don't have a voice, that  
142 maybe they can help them, get them out of the situation.

143

144 Tracey: You think that type of view of advocating for the poor, or those who have less  
145 rights, or less voice, (Helen: Yes.) Is that something that actually can...Is that something  
146 that HKIS put some importance on or emphasizes, or was it something that you believe,  
147 as a teacher, something you believe?

148

149 Helen: I think for me I definitely believe in it. Um...I think it's very important that we  
150 nurture the next generation um...whether they become the voice or not, they're at least  
151 educated and they have an awareness of it. And for those who become the voice, then  
152 they would be great. Cause I already have a few students thinking of becoming human  
153 right lawyers.

154

155 (Tracey: Great.) You know, and I think that's a good start. And the more they hear about  
156 these issues, the more they can advocate and change the future.

157

158 Tracey: If we were to look at these five pictures that you chose, that's based on your  
159 beliefs as a teacher about...when it comes to teaching about the world. How would... if I  
160 were to change the question slightly...if I were to ask you, in HKIS, what do they believe

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161 about global education? What are their aims for teaching about the world? Would you  
162 still pick the same group of photos, or would there be other photos that you would?

163

164 Tracey: Who...you mean the... department itself?

165

166 Tracey: The school...I mean the school in general, the school community.

167

168 Tracey: The whole community, not just the teachers, or students...

169

170 Helen: I think uh...if the whole school had to decide, I think one of the things that they  
171 would look at is this. Um...about disasters, I think another one would be...I think we do  
172 invest some time in this...these two as a school. Um...I think I think they will look at this  
173 one too...poverty and inequality. I think those are the ones that they would look into.

174

Photo 3: Poverty, inequality



175

176 Tracey: You see the other one?

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Photo 7: Human rights and democracy



178

179

180 Helen: I think they would look at democracy, the world disasters that are out there, you  
181 know climate change, and these things, the things that are causing the problems. And  
182 then I think they would look also the poverty that's outside there. Because the kids, we  
183 have a lot of clubs. You know, and they're all trying to raise money, trying to you know,  
184 help organizations with their...um...trying to meet the needs of the local community, or  
185 the broader community out there. So I think those are the ones they find more attractive.  
186 (Tracey: Right.) Um...this is...for me I feel this is the area that we need to work on more  
187 on girl's education. Cause I think if more girls are educated in the other parts of the world,  
188 I think the community would be so much better. Um...but we don't do well enough on  
189 this.

Photo 5: Educating girls



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192 Tracey: What about here? This one says transactional issues and Humanities in action.  
193 Some teachers would say that there's a lot of issues raising but in terms of the action that  
194 it's something that is rarely touched on in curriculum. So what do you think?

195

196 Helen: Um...I think...I mean in the Humanities in action course, we do deal with some  
197 of these. I'm not sure about the other classes as much, but um...I think the science might  
198 deal with the climate issues, corporates with pollution, I think uh...I think the science  
199 department will deal with some of those things. Um...the border contamination, they've  
200 studied some of that. I know. Um...teaching about recyclable items, you know, I think  
201 some of that might be touched on. Um...and we have, as a community, dealt with some  
202 of the disasters, like tsunamis, we fund-raise, you know, we do some charity, we open up  
203 our doors to help other organizations to when there're natural disasters. But, um...I think  
204 that's the extent. Um... but as a school, I think we do a lot. Because you know we do  
205 have other curriculum that we have to cover. But on a whole, our school, our students are  
206 quite aware of these kinds of issues that are out there.

207

208 Tracey: So, Zella, what do you feel are the most important goals of global education if  
209 you would identify, what should be the priorities of this?

210

211 Helen: I think for me I still look at poverty and inequality because I think for me,  
212 teaching an AP, European history, and I studied about social justice and all that,  
213 um...looking at the French revolution, and then comparing two hundred something years  
214 later, how far have we come, alright, and studying about...you know, I think we're still  
215 long ways off in many ways. Um...and I think that the disparity is still great. So, I would  
216 like to encourage that we teach more of this, about the huge inequality that is out there,  
217 and how do we narrow the gap so that there is not the 80 and the 20 percent. But rather  
218 can we at least make it 50-50 or something, moving in into a fair world for everybody.

219

220 Tracey: So these are...

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222 Helen: Yea, so I think these are my priorities that I would be looking at, because you see,  
223 if you teach poverty and inequality, eventually you are pull in these...the girls' issues,  
224 you'll talk about more about human rights, you know, all these will play a part in their  
225 um...their curriculum. Um...you could talk about media and technology, how it could  
226 change their culture, um...but trying to take in such a way that using it to benefit their  
227 environment, and their culture. Take the best of the media and technology cause there's a  
228 lot of bad media out there too, technology that's not so goods. But I think all of these will  
229 be eventually drawn in somehow.

230

231 Tracey: Nice. So, what courses do you teach?

232

233 Helen: I teach Humanities in action, and I teach the AP European history. But I've taught  
234 the regular humanities course which talks a lot about some of these too, because we deal  
235 with India, China, Africa and the Middle East. So, in some ways, they also get in touch  
236 with some kinds of these topics. You know, not specifically, and not theme-driven, like  
237 the Humanities in Action does. But, the kids are aware of what's happening the Middle  
238 East, they are aware of some of the problems in India, and the benefits in India, you know  
239 that India is growing, um...there is a wealthy, a yuppie group and it's change happening  
240 in India, and in China, and in all that. So, they are all aware of that. But, what the  
241 Humanities in Action does is talking about human nature is the cause of a lot of these  
242 things, and what magnifies some of the problems come within ourselves. So that's why I  
243 think this is really important that... (Tracey: Who am I...) Yea, they need to know you  
244 know, um...where is it that they feel that they are selfish and greedy, and where to they  
245 see themselves as kind, compassionate, and gentle, and caring. Um...and I think this is a  
246 part they need to work on too because they could do all these things but they could do all  
247 these things and discover more about who they are from all these.

248

249 Tracey: You touch on extra-curricular activities in HKIS?

250

251 Helen: Yes.

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253 Tracey: So, how do these programmes support your understanding as developing the self  
254 ask...and you know, responding to these issues?

255

256 Helen: Um...I do...for my kids, for extra-curricular, they do a lot SOS service on Fridays  
257 and

258 I also help out with the fashion show, a fashion show every year, which is a lot of work, a  
259 tremendous effort on kids, um...pulling together a show, and raising a lot of money. Each  
260 year they give 400thousand to their chosen organization. And why is it successful? It's  
261 because once you put ownership on your kids, and they feel it's theirs, they tend to work  
262 even harder, they'll produce something better. But the amazing thing is how everyone  
263 comes together from all different grade level, academic level. Um...and they all come  
264 together and they make this production. And I think that's something HKIS should really  
265 be proud of because it's a very professional piece, to try to put it together. And the  
266 students... and I think that's the remarkable thing, they're trying to juggle the academics  
267 and there's very little time in between and they got the sports and everything else, and  
268 home life, and they have tried pull out everything together in that period of time. And  
269 they do a very professional job. Um...to see they're working on a fashion show called  
270 'Red Carpet', Hollywood style. And so, they have to raise all the money, and they're  
271 already getting there. And they have a lot of student designs, and then they got companies  
272 to loan them outfits, and the kids have to go out to these companies and negotiate with  
273 them, to loan them the outfits and things like that. So it's pretty remarkable. A lot of  
274 skills that they have to pick up. And you've got hundreds of kids trying to come together.  
275 So, however they pull it it's remarkable. This is the 16<sup>th</sup> year and every year I tell my  
276 husband, oh my gosh, I don't know if I can do this again next year, so exhausting. But,  
277 you know, and every year I have to hold my breath because I never know what's gonna  
278 happen. Because all you need is one mistake on something, someone trips on a wire, but  
279 so far, they've been able to manage. So I don't know. So every year it's from chaos to  
280 perfection. (Tracey: Nice.) So we'll see how this year's goes too. It's been quite of a  
281 scramble too.

282

283 Tracey: When is it gonna be held?

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284

285 Helen: On 25<sup>th</sup> April. So it's stressed time, it's time to feel the stress. But the money is  
286 rolling in. So, they already got two, they already got quite a bit of donation, you know.  
287 Oh, and this year, we are donating the money to Half the Sky. Do you know Jenny  
288 Bowen? Jenny Bowen started this organization I think about...I think about 11 years ago.  
289 And she worked with the mainland government, the China government to change their  
290 whole operation of how they take care of orphans. And what she saw was that there's a  
291 lack of attention to the children and she said if we could get more proper-trained nannies  
292 to take care of the children, they would be human beings for the future, for China, then  
293 these children who left alone to um...their own devices, which means loneliness, boredom,  
294 whatever, and those stimulation. So, her whole idea changed that all around. And you get  
295 better human beings. And it has worked. I've seen it already changing, you know, in  
296 China. But it emphasizes if you care for the less fortunate, then it makes everyone else  
297 more compassionate too. And it's amazing cause she's an American woman who is able  
298 to talk to the government to make these changes. Um...but I think the one thing that  
299 Jenny is god at, she's really humble. And I think because she's so genuine and authentic  
300 with her cause, I think that's why China was more than happy to talk and negotiate and  
301 work and all these. So, I think it's important for our kids to see change can happened no  
302 matter what are you looking at. It's how you approach it. And so that's what we're trying  
303 to teach them. And they're still young, and they're rough around the edges, but in time,  
304 you know I say mature in college and they'll start thinking about some of these as they  
305 um...learn more about the world and become more worldly in their adult life.

306

307 Tracey: Um...that's amazing. Good luck with the fashion show.

308

309 Helen: Thank you, I'm holding my breath.

310 (Laughter)

311

312 Tracey: So, Zella, tell us about, well, can you tell me about your background, and your  
313 teaching background?

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315 Helen: Let me get back to you. I've taught European history, I've taught um...regular  
316 European History, I've taught Asian History, I've taught the in action, I have taught APs.  
317 So I have a whole bag of background in many ways. And I think, from my experience, I  
318 think the in action course is more beneficial in some ways than the regular course.  
319 Um...but I think what it's importance is that the in action opens up a lot of big ideas for  
320 the kids to think about. And as they move up the grade, that is really important for them  
321 to take more history to understand how we're varied to what we are today. And so they  
322 don't have these bigger ideas, I think they will just study the historical information, but  
323 not really knowing where this is supposed to go at the end. But if they had the foundation,  
324 and I think the in action is like a foundation piece, they will remember as they study the  
325 history, how we come to all these. You know, why are we facing these kinds of problems.  
326 And it really goes back to our history. So, in some ways, it's like a giant puzzle. And the  
327 in action gives them the frame as they started at more information from the other courses,  
328 the AP courses, the regular history courses, it acts on and as it gives more and more of a  
329 picture. They also as senior become more appreciative of this course too as they get older,  
330 cause as I speak to my students who are...this is still their favourite class when they  
331 become seniors.

332

333 Tracey: So, you said the framework... I mean that sort of what are figured out, right?  
334 You know, what is that framework, how should we teach...whatever. So what was you  
335 said as a framework?

336

337 Helen: I think framework was really important for them to understand you know, when  
338 we started with the course, we talked about human nature, because of what a lot his is  
339 about is all driven by human nature, our desire for more. Um...Man's essential illness.  
340 What are the problems...are we need to look about inner needs of ourselves too because  
341 it's a lot time our whole world is all about the physical aspect of who we are. And we  
342 don't examine our inner selves, and I think with this course, it's challenging the kids  
343 sometimes they have to look at themselves, and they don't like it sometimes because it's  
344 a mirror of themselves that they see sometimes. And they think am I part of this problem  
345 too because when we study about the 20%, it's the 20% who's perhaps causing some of

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346 these problems we are facing. And that...also that 20% could also been changing and  
347 bettering some of these problems. So I think for us now is...can we steer our students to  
348 become um...more proactive in the future to make the changes as they invest more time  
349 in some of these issues. And so the framework here is...is the psychology of  
350 humans...um...studying the psychology of who we are. That's why after they take this  
351 course, our psychology courses have just escalated in number. So many kids are more  
352 interested in psychology after they've taken...

353

354 Tracey: You mean psychology in understanding human nature?

355

356 Helen: Yea...I think like the intro of our psychology gone up our AP psychology has  
357 increased in numbers is because of this course, the kids wanna know more about  
358 themselves. They wanna learn more about...or they want to learn more about the other  
359 people so they can figure out where they're coming from too. Because some of the  
360 concern we're saying also...you know, as we become more um...modernized, we are  
361 also becoming more disconnected. (Tracey: Yes.) Right? So what's leading to this  
362 disconnectedness. Um...and that's something that they need to be looking at. Um...why  
363 are we more, we have more technology then ever, and yet, we isolate ourselves maybe  
364 even more in some ways, sometimes. Um...So, I think the question is, you know, how do  
365 we teach them to be more connected and less disconnected. Um...so those are something  
366 I think we are looking at in terms of a framework because we need to study European  
367 history, you also see how humans have evolved through history, you know, are we  
368 becoming better humans? Or are we becoming more violent in our world. I don't know  
369 and that's something the kids need to study more about. As we study European history,  
370 also you know technology is becoming more violent, right? Can be whereas before in the  
371 old days, it takes forever your battles to do much more instantly you can get rid of people  
372 more quickly, right? Our technology has given us that opportunity to eliminate our  
373 opponent very quickly too today. Um...so I think we need to face you know, those kinds  
374 of concerns, so you know, we need to know more about, you know, are we part of the  
375 problem, or can we fix, can we be part of the solution...

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377 Tracey: You strike me as having a very um...advocacy related...is driven by advocating  
378 for those who have less, those who might not have a voice, okay, and encouraging your  
379 students to look at themselves as potentially part of the solution...my question is apart  
380 from your teaching background, what about your life background? What has shaped these  
381 beliefs about teaching about the world? Are there any life experiences had you think have  
382 shaped you to have this very advocacy type of teaching for global education?

383

384 Helen: I think...some ways, I think in some ways, I think it counts at my religion. Um...I  
385 do think God puts me in a path, even sometimes I don't want to be in it, I think He pushes  
386 me on that road, um...because once I think I became involved in service in a high school,  
387 I became more and more interested in all these. But I also think part of it is also the  
388 nature of who you are. And that's why it is very important for kids to know more about  
389 themselves as the teenager, because even when I was young, I knew that I was to do  
390 service, I wanted to help the poor. And I think that's part of my nature.

391

392 Tracey: Did you grow up in Hong Kong?

393

394 Helen: Yes. I did, and I think it was really hard um...because sometimes when you are  
395 caring and generous and helpful, the world doesn't always turn at the way you want it to.  
396 But you have to keep trying. And I think you know, sometimes there's downfall, and it  
397 could be rather discouraging sometimes. But at the same time, if you don't keep pushing  
398 and trying to change it, it's never gonna happen anywhere. So I don't want to be part of  
399 the problem, I want to be part of the solution.

400

401 Tracey: Were you part of the church, or how long have you been involved in...

402

403 Helen: No, I was part of the Catholic church, I think I will still continue to be part of the  
404 Catholic church.

405

406 Tracey: Me too. It will never fade.

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408 Helen: No. Um...I think um...I think uh...I think the Catholic upbringing is still in me in  
409 some ways, but I think it's also who I am because my three sisters are not Catholics  
410 anymore they don't believe in all that. But I have always. So I think some of it is in need,  
411 it's just who you are.

412

413 Tracey: Did you go to Catholic school?

414

415 Helen: Yeah. I went to Maryknoll Convent School.

416

417 Tracey: Me too!

418

419 Helen: Oh really?

420

421 Tracey: Yeah but not here in Hong Kong. I mean I was, I went to Maryknoll Convent  
422 School in Manila, and it's a very social-justice oriented, orders of nuns. So, I can see  
423 where you are coming from.

424

425 Helen: Yeah. You know, and I think when I was young, I did St Christopher's home, I  
426 wasn't very compassionate, and I think that, oh my gosh...and I wasn't very kind to the  
427 poor. Um...but I realized is not I wasn't very kind, um...I just didn't know what to do.  
428 You know, I was inadequate. And I think for our students, we are trying to teach them to  
429 be more adequate, we're trying to teach them how to work, you know, with the less  
430 fortunate. How to be more kind and generous...Um...and that's why I think it's really  
431 important for them to do service because when I was young I was never exposed to kids  
432 who have down syndrome or special needs, so I was always scared of them because I  
433 thought all of them are awkward, scary people. But I think for our kids, when I, we take  
434 them to Foshan, and then so many kids who have disabilities, and disfigurements and  
435 all...our kids just look like they're natural, they're just jumping there, they carry the kids,  
436 they maybe drooling, you know. I, sometimes I told my husband I wish we had a camera  
437 so these parents could really see what their kids are like because they're different  
438 creatures. When they are at the orphanage, sometimes they could be really disoriented in

## Bayview: Helen's transcript

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439 class and all that, but they many did it sometimes with these kids. Some of them just, you  
440 know, um...was the word I wanna use...they just kind of grow into it, you know,  
441 growing into caring and being compassionate. And I've seen some of the kids that I really  
442 didn't think would do well in these places, in these orphanages, suddenly, they blossom  
443 and they really have this genuine care for theses kids. And the girls and all, so, I think it's  
444 really important for some of this exposure because I was not exposed to it when I was at  
445 their age. And I think they are so much mature about it. I would be very uncomfortable if  
446 I was doing what they were doing at my age. But, they're just amazing, and I still have  
447 kids who wanna go back to that orphanage. And they rather, the orphanage that looks  
448 harsh and groom, than an orphanage that is clean and tidy, and the kids look so much  
449 better-off. But the interesting thing is some of our kids are actually more drawn to the one  
450 to need more help even if it's dirtier, it smells, the kids are look more disfigured in some  
451 ways, but it's amazing, some of them work really well, and they want to be in those  
452 places.

453

454 Tracey: Given them the choices here, they choose the worse orphanage, rather than the  
455 better one.

456

457 Helen: Some of the kids choose the worse orphanage. Like we're going...John Bryan  
458 wants to take a group of um...with a religion class. But he can only have, he only has ten  
459 who wants to go. But the many who I had last year, they all wanna go back. They're  
460 gonna volunteer their own money and time to come back with me. So that's the  
461 interesting part. They know it's dirty, it smells a lot, and yet they said, they had so much  
462 fun, they want to be there. And the beauty is whenever I see the kids working with those  
463 special needs kids, those kids are so happy when our kids come because if not, they live  
464 in gloom. It's really gloomy, dark and gloomy. And when our kids go there, you see all  
465 the special needs kids, they just light up. They can't speak some of them, but you can see  
466 the excitement in their bodies. You know. And I think we also helps as I try to translate  
467 some of these... so they can understand. And I think when they see that, they know  
468 they're doing something worthwhile, and I think that's the beauty of it.

469

## Bayview: Helen's transcript

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470 Tracey: So, what I'm hearing is that a big factor that motivates you is that you genuinely  
471 want the students to know that they can make a difference. Do you think that this  
472 actually...um...down the road? Does it make a difference in their decisions? You were  
473 saying some of them can choose to be human rights lawyers, some of them can choose...  
474

475 Helen: Yea. And I think it's that you know, now our kids are gonna change, many of  
476 them will choose whatever they want, but the point is you are able to choose some. Some  
477 has changed, and if they didn't have this opportunity, they may not have changed. You  
478 know, and I think that's what we have to keep trying to do. It hopefully creates the  
479 avenue for them for change. And if we don't, then, you know.

480

481 Tracey: Now, looking at Humanities in action, do you feel, well, let's focus on your own  
482 belief on global education, just very advocacy...um...it's taught advocacy...do you think  
483 that that's the same type of um...view shared by the Humanities department?

484

485 Helen: Yea...cause um...I think because we've had this course many years ago. Many  
486 different other courses have grown from it. Like we have the Cambodia course, that  
487 Michael Kersten has. We have um...political sustainability course, uh we have peace  
488 studies, we have service society. We have some capstone that also deal with some of  
489 these, you know. And some of the Humanities courses they talk about all these. Because  
490 it's become a part of our um...curriculum now. So, these things are all touched in the  
491 other courses, like American Studies and all. So, they've actually done more than  
492 ever...um...than in the past where we have more strictly the historical pieces. Now, they  
493 tend to integrate, in fact, sometimes I think we do too much on the modern and not  
494 enough on the past. But, the point is these courses kind of lay a foundation, and this  
495 course has also let a lot of these other kids develop into other service clubs that have  
496 grown from here.

497

498 Tracey: Like student act club?

499

## Bayview: Helen's transcript

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500 Helen: Yes the student act club had come from the Humanities in action. The also do  
501 some of the leagues of projects, which some of our kids have done, and they've  
502 continued to do them. And this makes 4 years. So, you know, this fosters the many other  
503 kinds of opportunities throughout the...the time in HKIS.

504

505 Tracey: So, our case is something about...um...

506

507 Helen: And it also have affected the middle school, and the primary too, like the matrix  
508 club and all that. And then our, the religion club in the middle school does a compassion  
509 project too which are already introduced to their religion curriculum. One of their  
510 teachers took in and from there spread to other teachers. So, the thing is that, it's kind of  
511 taken it's own...(Tracey: Vertical and horizontal...) vertical and horizontal, it's just  
512 grown in all different areas.

513

514 Tracey: That's wonderful.

515

516 Tracey: Can you say some of...say the five of us that teach in action, what do you say the  
517 common characteristics of those teachers?

518

519 Helen: I think all those teachers um...are always generating new ideas. That's the one  
520 thing this course doesn't stay static. We're always trying to think you know, we've tried  
521 this, but we still need better...you know we're always trying to look for more to build the  
522 course to become better and better and better. Um... and this course is challenging  
523 because there's no curriculum. It all starts from ground base. Um...we have to develop  
524 the whole curriculum ourselves, like for me, I'm doing the AP Euro, I just follow the AP  
525 Euro curriculum and to plug into what they want, what they're expecting at the college  
526 level, right? For these, we have to start from scratch. We really have to figure out what  
527 kind of books, what appeals to the students you know, because they are graded too. So  
528 you have to make sure you find books that is gonna intrigue them. And you have to also  
529 figure out is this too strong some of the content, too heavy for them. Um...but so far the  
530 kids have done quite well cause some of the content is strong and um...rather...in the

## Bayview: Helen's transcript

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531 material. Um...it really challenges their thinking. This course really challenges their  
532 thinking and challenges who they are. So, I think a lot the teachers are always generating  
533 um...new ideas. And everyone has a main topic but some of us might go a little different  
534 according to um...our own strengths too. But um...I think you never get bored of  
535 teaching this course because there's always so much. It never ends.

536

537 Tracey: And I think also just staying on top of what the kids bring to the class and what  
538 their specific interests are, that would...uh...you know, I think that that's what the  
539 teachers would need to stay on top of to make it relevant to their particular...

540

541 Tracey: Can you say a little bit of...I mean, are you contrasting that to the Humanities  
542 one? Or maybe you can just say...

543

544 Helen: I love the Humanities one. I've taught both courses. Entirely, this course came  
545 about is because I taught the other one for about twenty years also. Uh...maybe a little  
546 less. (Tracey: Okay.) But 18 years, I taught that course for a long time. And we always  
547 felt that the materials never really um...stayed with the kids long term. They will define  
548 that year, but, is it something that retains, that they retain five ten years from now? No,  
549 not that well. Um...so we felt, especially felt something different had to come about, you  
550 know. The other course I love it, cause I love History. (Tracey: Yea.) I love studying  
551 about India, China, Africa, and there are a lot of activities there. But with this, I think  
552 um...somehow it's interesting. Those kids when they become seniors, they look at you  
553 differently. You know. I don't what this is, they have this course they may struggle with  
554 it. But as they move up the grade, as they are seniors, they have very good memories of  
555 this. You know, I still have my kids saying they love this course. This is their favourite.  
556 And I felt like, but you look like you weren't interested when you are in 9 grade. You  
557 know, what happened! You know I have a feel they are kind of checked out, and yet, they  
558 said, this is their favourite class.

559

560 Tracey: Are they remember...

561

## Bayview: Helen's transcript

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562 Helen: Because they remember the materials.

563

564 Tracey: Even when I was, when I took a survey, remember I was here seven years ago? A  
565 lot of those said that this was their favourite class. So, it really makes, or made an  
566 impression on them.

567

568 Helen: Yea.

569

570 Tracey: What are some of the constraints you feel for teaching towards the type of global  
571 education as you believe in.

572

573 Helen: It's time.

574

575 Tracey: Time.

576

577 Helen: Yea. This course takes a lot of time. And I think that one thing is really important  
578 to recognize. A lot of teachers have to be dedicated because the regular humanities is  
579 easier to teach. I don't have to do any service. I don't have to think of all the extra service  
580 projects and all these other things that I have to keep the kids engaged with. It's just strict.  
581 You know, I teach English, the Literature, and then I teach the History you know. I don't  
582 have any extra Saturdays or Fridays or any of that time that I have to spend with these  
583 cause I don't have to go to Foshan, nothing. This one really requires a lot of commitment  
584 from the teachers because it's extra time. Um...that they have to put in. Um...when they  
585 could be doing something else, spend time with their family, or whatever. But what is  
586 interesting is, these teachers actually invite their own children to come along because  
587 they also want their children to be more aware and to be more connect to um...other parts  
588 of their community than just their own cause they want their kids to be less selfish too.  
589 You know, I think all this is changing um...the identity of people too.

590

591 Tracey: If I had a child, I wanna send, and I was teaching this course, I would like to send  
592 him, attend to... okay. Here is some...these are 6 items that I'd like you to look at. And

## Bayview: Helen's transcript

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593 on the scale of 1-5, if you could rate the importance of teaching this particular aspect of  
594 global education, with 5 being the most important. So...okay. 'A' would be how  
595 importance is it to develop students' sense of identity. I think you've said that a lot.

596

597 Helen: I think I would say 5. It's very valuable that they learn about, more about who  
598 they are. And spirituality, I think that comes with time. Um...I think it's interesting that I  
599 gave them an article, and it's a spiritual article, and God, and none of them pick any  
600 sentences on God. But they've picked all the connection into connected with all those  
601 words. But nobody mentioned one thing about Christ or God or anything. And I think it's  
602 just because I agreed that this is not the time to do it yet. Yes, they are not ready for that.  
603 I think for them they're just looking at their basic needs right now, do I have friends, do I  
604 have sense of belongings somewhere. Um... so the identity matters to them at this point,  
605 right? Who do they, which kind of group do they connect to, or whatever. But spirituality  
606 I think it all just comes with time. I think as they achieve what they want to achieve,  
607 they'll learn more about the spirituality of themselves. But I do think about some of them  
608 are seeking. You know some of them are trying to find out something about themselves,  
609 about their own religion. Um...Why they go to church, you know, what's important to  
610 them. I think that would come. But it's not the primary thing for them right now. I think  
611 the awareness of social issues is important, I would say that a 5. And I think um... I think  
612 we try to make sure that they are aware of all these kinds of issues that are out there.  
613 (Tracey: Right.) You know, and how...how it impacts all of us today...those issues  
614 uh...Responsibility to society, um...I think at this age, I don't know if...I think that's  
615 important for them to start thinking but many of them still don't feel that they have the  
616 control over how they could make these changes yet. Um...

617

618 Tracey: is that important point in you teaching?

619

620 Helen: It's important in my teaching in terms of um...you know, following through with  
621 the activities that we are doing cause that's even a small part right now. (Tracey: Right.)  
622 Um...I think I would mark that at least 4 because I think the 9 graders it's still a bit of the  
623 challenge. But I think it's important that they are recognizing the social issues are

## Bayview: Helen's transcript

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624 tightened to their responsibility to society. Now, critical thinking is also very important,  
625 but I think that also comes to maturity but I think that's really important that they have  
626 that because um...the smarter they are...the more they can analysis these  
627 issues...(Tracey: Right.) you know what they wanna do about their future. Right now, I  
628 have one who wants to go to a kindergarten, she wants to teach local kids. And she is one  
629 of my strongest students and I think why don't you want to be a lawyer or  
630 something...she said, I wanna teach local kids cause I think it's important, you know, for  
631 me. That or highs school kids, because she thinks she has the ability to try and change  
632 them. Um...I felt like...good luck.

633

634 Tracey: That's an important occupation!

635

636 Helen: Yes. Yes. It is very important and she will be one who are at it. So, I think critical  
637 thinking should be 5 because that's what we're working at right now, with high school,  
638 how to push them beyond just the basics. How to get them to evaluate the sides, and  
639 allies. And I think this course does a lot of that, it really challenges them to not just read  
640 information, but to really see how awful pieces some in, at least just start them thinking.  
641 You know, some of these. Um... Build awareness of political issues...I think this is also  
642 a hard one for 9 graders. Um...I would say I would rate that as 4 right now. (Tracey:  
643 Right.) Because they're not really quite ready at, but it's also very important for them to  
644 understand all the human right issues and all.

645

646 Tracey: Okay, these two are related, these questions. (Helen: Okay.) It's about when you  
647 teach, how do you try to link students' own experiences with number 1, issues and  
648 society, and the other one is issues and the world?

649

650 Helen: I think issues and society, how we link that is with the Foshan experience because  
651 I think that is important for them to understand why China you know, if you look at it  
652 historically, what are the problems why China has population problem. Right? And  
653 where's the responsibility of society here. Do we look at the government? Do we look at  
654 the individuals? And who pays the price from mistakes thate we have made in life. You

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655 know, the children right? So, I think it's teaching them...you know, to see the  
656 consequences of the actions. And the people who made those decisions what kind of  
657 price that we are paying for. Those kinds of decisions that's made at the top. And who  
658 suffers and who gains. So I think, I think by studying a little bit about China, and using  
659 the orphanage as the experience is, I think very valuable.

660

661 Tracey: When...well I guess here in Hong Kong, it's a bit of a different issues, because  
662 also politically, you can say that the people at the top, if...if their act democracy was a  
663 part of society, then we could make it a more political. The people we choose to represent.  
664 But I guess it's more complicated here in Hong Kong.

665

666 Helen: Yea...

667

668 Tracey: Can you describe specific students who seem to benefit personally from the study  
669 of global history or global issues?

670

671 Helen: Uh...I think I actually, in many ways, I think the kids were really bright, they can  
672 benefit, because I think with this course, the change has to come um...when kids can  
673 understand the issue well enough, can understand that they can personally make the  
674 change and they are...they have the academic ability to make that change. Um...and  
675 that's what we're trying to teach them too because if you are going to be the voice for the  
676 voiceless, you have to be very...you have to be able to articulate what those issues are  
677 and be knowledgeable about those issues before anyone listens to you. If you don't know  
678 what you are talking about, nobody's gonna listen to you. So it's really important that we  
679 show them samples, in history where, whether they are young people even. But they are  
680 knowledgeable about their concern.

681

682 Tracey: So you're saying in this class, one of the fundamental principle would be to build  
683 awareness for those who are...who may not have voice...those who may be at the wrong  
684 end of spectrum of inequality, and who may not have as much, for the students to

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685 recognize their part, in any problem that results in this inequality, and also to have the  
686 skills and the knowledge to articulate.

687

688 Helen: Right.

689

690 Tracey: Okay. Alright. So, this is our last question. We are investigating holistic global  
691 education, it's a type of global education aims to develop students' self-actualization, as  
692 well as their capacity to act on global issues. So, in all, to what degree would you say that  
693 your teaching could be considered holistic global education?

694

695 Helen: Um...I think...

696

697 Tracey: Self-actualization and capacity act...

698

699 Helen: I think um...think self-actualization is one of the most challenging level to be at  
700 because it's a sense of fulfillment. Right. Um...even for adults, that work is a challenge,  
701 not alone for 9 graders, right? So, how does one know when they've, you know, how do  
702 we develop self-actualization is going to be challenging, they feel a sense of fulfillment. I  
703 think one of the important things is that certainly we teach all the basics, you know, all  
704 the subject areas they need, reading, writing, and all that. That's really important, but I  
705 think that's really important for them to see role models out there. Others who had  
706 succeeded um...whether they were corporate lawyers, and why did they change to do  
707 service. I think role models are really very important for them to gain that sense of self  
708 actualization because I think a lot of time with our school, there is such a push for  
709 academics to be successful, to be successful you have to achieve to the best university  
710 and get the best job. And then you feel happy. But, for some, I think that may always be  
711 the happy avenue. The sense of fulfillment. So they need to see how the others who have  
712 graduated and have done all these, but find that there is a sense of fulfillment elsewhere.  
713 But they too have to be pioneers to try things out first. And then only when they have  
714 experience themselves, and they don't feel it, that they're growing, or they feel the sense  
715 of passion for what they're doing, may they recall what they've studies from HKIS, that

## Bayview: Helen's transcript

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716 would help them. But to be holistic, I think we need to introduce all these kinds of role  
717 models to students, and I think that's what we do in action. We introduce some of our  
718 alumni who are doing these kinds of service. So besides all the units that you have to  
719 cover, and all the background information you have to teach them. I think showing role  
720 models is very important, because I think that would give them a platform to see that  
721 there's not just not one path, there are many other paths to lead um...a more...have a  
722 better global education for themselves.

723

724 Tracey: Okay. We've come to an end of our interview and that's Martin wants to ask any  
725 other question.

726

727 Tracey: Here is one question. Do you feel like you are changing students' life through the  
728 action?

729

730 Helen: Um...I 've seen some of the students who have grown from this. Um...I heard  
731 some students who really, you know, one who came back and said, you know, she said to  
732 my class, she said, if it wasn't from in action, I wouldn't be going to a nursing school,  
733 because she said, I realized this is my way to care for people. And so, you know it's  
734 every level it's important for them, whether they can be a doctor, a nurse, a teacher...I  
735 think it's important for them to find...their passion. And I think this course opens another  
736 door for them. Um... cause I think if she was in the regular Humanities, she probably  
737 might not have discovered herself. (Tracey: Right.) Um...and I've heard a number of  
738 students who have come back and have changed because of this course, and you know,  
739 she is one of them. I've had students who've become um...from lawyers to becoming  
740 human rights lawyers, so, you know, I think um...we still haven't seen all the fruits of  
741 this course yet, because the students have not grown yet, and if we look at it, we have to  
742 at least look at the 8 years before they start to make something of themselves. You know.  
743 And we've seen a number of students who have come back, also recently, who said that,  
744 they were looking at more of these in college, (Tracey: Right.) because they're trying to  
745 find more of a direction for themselves, um...we've also seen our own daughter, who's  
746 taken this course, and the number one service course in the United States, so...that has

## Bayview: Helen's transcript

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747 made an impact on her too...Uh...so, I think um...it's taken awhile, but I have another  
748 student who has gone into psychology, um...we've had students who've got into laws,  
749 but they're studying at the mental health, you know instead of just studying at the  
750 financial sector, corporates, or whatever. They are looking at how to help people who  
751 have illnesses and help them in those areas. Um...We've had, what else do you  
752 have...but those are some of the changes that we've seen. We've only taught this course  
753 for about 14 years, so when you think about it, it takes, (Tracey: It does take...) a long  
754 time for them as adults to make those changes, because they first have to experience a  
755 little of their own personal life of what their parents want them to do, and then from there,  
756 they can turn around and start to make those changes.

757

758 Tracey: Yea, I agree. I mean first, they have to satisfy what their parents want definitely.

759

760 Helen: Right. So I think if we start to look now, we might be able to see some of those  
761 changes. So...

762

763 Tracey: We get together with one of our alumni two hour ago and she does a lot of  
764 service here, and her job is um...something about gambling. It's all of this point, she has  
765 so much service here. But we had dinner with her, and she aske about doing some type of  
766 charity fund raiser, and she is just kind of well...I mean this job, but this is the way I can  
767 get back. And that way just, it makes the reality check. Most of our kids will not become  
768 human rights lawyers, very few. Many of them will accept conventional job that I do  
769 think we really have not forgotten the general ethos of you know, contributing.

770

771 Helen: Yeah, but we do have some students like Jasmine, she's worth a lot of...for the  
772 girl's scholarship. We still have a whole group of alumni who work with the girls  
773 scholarship in China, regardless of their profession, they will continue with that. And  
774 then we have Jamie who's become working on, trying to be a social worker, even though  
775 her parents quite don't want her to become a social worker, um...she's going to do it.

776 (Phone ringing)

777

## Bayview: Helen's transcript

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778 Tracey: Okay.

779

780 Helen: You know, so we have a number of students who moved into those areas, that  
781 they wouldn't have if they didn't have this... caught I taught Jasmine as I freshman, and  
782 then of course she has to go through the path of college, she went to Yale, and now she  
783 still continues to do all the services...

784

785 Tracey: She started her own... anthropology emotion...

786

787 Tracey: Nice.

788

789 Helen: Yeah, so we won't have this time for them to grow, because we start at them at 9  
790 graders. (Tracey: Right.) So you have the graduating, then they have to first go to their  
791 college. And then you have another one who is going into uh... law... um... Scott  
792 Williams...

793

794 Tracey: Uh... I don't know.

795

796 Helen: Yea, he's going his PhD, and uh... was in the political science, but he is actually  
797 the in action to help him think about yeah... so he wants to be a professor and that... so the  
798 point is that, they all fall back to thinking this course helps...

799

800 Tracey: As in defining things...

801

802 Helen: defining things... so, but I told Martin, it takes... we are looking at 8 years, we  
803 gonna give them 8 years because they have to get themselves on the ground first,  
804 graduate, and then you got also Brian who's now also service...

805

806 Tracey: Working in helping the NGO in Los Angeles.

807

## Bayview: Helen's transcript

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808 Helen: Yea...in Los Angeles. And he is just graduated. So, you know, to see the fruits,  
809 we need to look at 10 years.

810

811 Tracey: Actually, when I were growing what to do...to study of those kids, they were  
812 just...a class with Brian, and another girl, Janet Wong who...she wrote to me just few  
813 years ago, just because of this course, I wanna be a nurse, or a doctor. And then again,  
814 and then all the same little classes, like 50 kids I taught, um...you know, once...you  
815 taught us so much, thank you so much for what you taught us. He still remembers all  
816 these. Now that that was in the same classes, her name is Mercedes, she's now back on  
817 doing, again, human rights lawyers, some type of...

818

819 Helen: But as I said, we are gonna have to look at 10 years...

820

821 Tracey: A horizontal...

822

823 Helen: Still doing all the services...

824

825 Tracey: Her parents is does all the work with ICM in the Phillipines.

826

827 Tracey: Okay.

828

829 Tracey: Do you know ICM?

830

831 Helen: Yeah.

832

833 Tracey: The International Care Ministry.

834

835 Tracey: No, I thought that was another, but that's good to know.

836

837 Helen: And then we have one now, certainly her family did the Mother's Choice, but she  
838 was the big corporate lawyer. (Tracey: Okay.) And she quit that and she's now the CEO

## Bayview: Helen's transcript

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839 of the Mother's Choice. And she says, she just spoke to my students, she said, I woke up  
840 happy every day to come to work, compared to work as the corporate lawyer. She said,  
841 no, I'm changing life.

842

843 Tracey: She is the CEO of Mother's Choice? That's the mum of your student?

844

845 Helen: Yea.

846

847 Tracey: Oh wow.

848

849 Helen: So...

850

851 Tracey: She is not a student's...

852

853 Helen: No, alumni... she is our alumni.

854

855 Tracey: She took over for her...

856

857 Helen: She's taking over her parents, but she could have continued being a CEO of the  
858 corporates, and her two brothers are now baristers, but they want...but they help out with  
859 the Mother's Choice thing. But the point is you know, a lot of them happened at their  
860 background in HKIS. I have another one...she also said she did a lot of service, when she  
861 was in HKIS, and now she is a nun. (Tracey: Wow.) you know, she is there and she  
862 encourages the link between our school and her kids because they are low IQ kids, with  
863 IQ 80 or lower. And she wants to always give them a sense of self-esteem even though  
864 they will never get in a waiter's job, or whatever, but they're still going to be important  
865 people in our society. And even though her work, they're not gonna do revolution of the  
866 world, she said I still wanna create compassionate, kind people out there. And so you  
867 know, she was in HKIS too, and HKIS has made that influence. So, you know, a lot of  
868 kids come back...and they're always...

869

## Bayview: Helen's transcript

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870 Tracey: That's a good study to make...once the alumni...

871

872 Helen: As I said that's gonna take time.

873

874 Tracey: Yes...I would love to take that class...and that was a 2004...2003...2003-2004

875 the one 12 years later now. Whether they are now...

876

877 Helen: Right.

878

879 Tracey: They are going to change...those experiences...

880

881 Tracey: Okay, I will now have to conclude the interview. But we can keep talking.

882

883 Helen: Yes.

884