

Westfield: Ben's transcript

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3

4 Tracey: So...I will...I will state the date today. Today is 27th March. I am interviewing a
5 teacher from St Margaret School. And in the form of consent, I would like to ask, I would
6 like to tell the subject that this is a voluntary questionnaire, and if you do not feel
7 answering any of the questions, you have the prerogative to skip the question, okay, and
8 our purpose is to look at your beliefs and your perceptions about global education, and in
9 the form of consent, I would just like to ask, do you agree to participate in this interview.

10

11 Ben: Yes.

12

13 Tracey: Thank you. Okay. So, um...when we transcribe this interview, your name will be
14 anonymous so that there is no reference to your identity, also to your school's identity.

15 Okay?

16

17 Ben: Okay.

18

19 Tracey: So, let me see. When you here the term global education, what do you understand
20 by that term?

21

22 Ben: Um...at the very beginning, I think global means different countries, so when it
23 comes to education, I believe languages in different countries would come up into my
24 mind for the beginning. And then um...more overseas um...experience, get involved in
25 more activities in different countries, global education. Also, add some lessons, different
26 places, other cultures, and how people live in...how their lives are...like that.

27

28 Tracey: Like the other places...like...

29

30 Ben: Yes. Yes. Um...in terms of education, I think the students at least have to um...get
31 to know some languages, at least how to communicate in a very basic way. And then
32 um...not only focusing things happening in their own country, local, but understand how

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33 things go on in different other countries. And being able to communicate with them, like
34 that.

35

36 Tracey: So, Billy, do you...what languages do you speak?

37

38 Ben: Eh...I speak of course Cantonese my local language. And then um...little bit of
39 Putonghua, and English, and I I've learnt Japanese for a couple of years, but that was
40 long time ago, like 10 years ago. So, you know that we don't use language and it goes
41 away.

42

43 Tracey: That's true.

44

45 Ben: So it's out of my mind. And then I've also learnt French for 2 years, but also not
46 gonna use them, they go away.

47

48 Tracey: It's time to go and take a trip to France or something.

49

50 Ben: Yeah...I I...had two, study two with the kids here in this school for the French
51 study tour for twice. And uh...because of the two tours, I started to learn French.

52

53 Tracey: Nice, and then what happened.

54

55 Ben: And then...that was in 2009 and 2010, so since then, I did not keep using that and it
56 goes away.

57

58 Tracey: I want you to look at these photos.

59

60 Ben: Okay.

61

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62 Tracey: As you look at these photos, okay, you can take your time. I want you to think
63 about what is your understanding of global education and I want you to pick out 3 photos
64 that kind of capture your understanding of global education. Okay.

65

66 Ben: So pick 3 out of 12.

67

68 Tracey: Yes. What you think...what is your understanding, even what you think is
69 important about global education.

70 (Silence)

71

72 Tracey: And you can ask me questions while you are looking at them.

73

74 Ben: It sounds...all the pictures are quite related.

75

76 Tracey: Yes...

77 (Silence)

78

79 Ben: I will go for this one, media and technology.



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87 Ben: I will go for human rights and democracy.
88

Photo 7: Human rights and democracy



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Tracey: Okay.
(Silence)

Ben: I will go for popular culture.

Photo 10: Popular culture



98
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103

Tracey: Okay.

Ben: Three.

Tracey: Three of them, okay.

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104

105 Ben: Hard to decide you know.

106

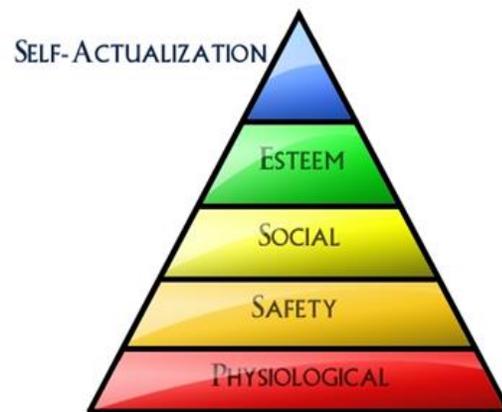
107 Tracey: I know, that's why you try to...do you really wanna take one more? Is there
108 anything compelling that you would like to pick? I know it's hard if it's just three.

109

110 Ben: Uh...I think identity and self-actualization.

111

Photo- 8: Identity, self-actualization.



112

113

114

115 Tracey: Okay.

116

117 Ben: Okay, this is the fourth one.

118

119 Tracey: Okay, so, my question is can you tell me why you chose each of these?

120

121 Ben: Okay, maybe we start with this one, media and technology. This is quite common
122 sense that when we come to understand a world, we need a mean of communication, a
123 mean to know the areas apart from us. So, these all technology and media are like BBC,
124 CNN, they actually help...help people in one country to understand things around in
125 different countries. So, media is important. So, back in the time to like before Industrial
126 Revolution, when there were no communication, not no, but very limited communication.
127 People could not understand the world, so that could not meet my concept of global
128 education.

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129

130 Tracey: Right, right. So how about...

131

132 Ben: So I think this is a mean for um...understanding.

133

134 Tracey: I guess a tool for understanding.

135

136 Ben: Yea, a tool for understanding the world. And then the second one I pick is this one,
137 human rights and democracy. Uh...democracy happens very...not like happens, I mean
138 exist even in classroom. When we start at the beginning of the term, when we
139 uh...choose monitor or monitress, or those student posts, uh...we have quite...a practice
140 of democracy, raising hand, choosing who would gonna be the monitor or monitoress. So
141 this is a concept that even in junior primary, they understand. (Tracey: Right.) But
142 somehow when it comes to uh...unfortunate, I would say, there are quite a lot of
143 countries, as do not practising the universal suffrage democracy. So, as a citizen, global
144 citizen, in global education, while they have the concept in school, in junior primary, but
145 why can't they have this practice in the city, in a country.

146

147 Tracey: What grade level do you teach? You are in secondary school?

148

149 Ben: I mainly teach senior primary, senior primary.

150

151 Tracey: Okay, so do you think that among the older students or even the younger students,
152 this is like a controversial issue right now, here in Hong Kong?

153

154 Ben: Yes, because they would think, even my teacher would practise democracy in
155 classroom, but as a whole, in society, Hong Kong especially the formation of government,
156 are not decided by everybody. So, they...I mean provided that they are above the age of
157 18, they haven't got their chance to choose their leaders or the formation
158 of the government.

159

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160 Tracey: Is it something that your students are interested in? Especially after occupying.

161

162 Ben: Yes. Yes. Because of the influence of the media, that made them even understand
163 the need of the um...democracy or universal suffrage.

164

165 Tracey: Were you able to talk to them about that?

166

167 Ben: I...we gonna be staying quite neutral. (Tracey: Right.) I can't I can't be standing on
168 the citizen side all the time. But sometimes they also shout out the slogan from those
169 uh...legislative members who always shout out those aggressive slogans.

170

171 Tracey: What...? For universal suffrage or entering, more like.

172

173 Ben: Similar to this. Similar to this. Those yellow, yellow banners.

174

175 Tracey: Okay. With media, do you think that you have a lot of opportunities in your
176 school to actually integrate the use of media and use a lot of media as sources as you said,
177 to learn more about other countries.

178

179 Ben: Yes, yes. So far this this year, our school has started using iPad teaching, and then
180 uh...we have also got learning-to-learn lesson, that provide students to use their
181 computers during the lesson time, use the iPad during the lesson time to get instant
182 information uh...around.

183

184 Tracey: Oh, okay. So they use their iPads and these other computer hardware? How
185 about the others, why did you choose this?

186

187 Ben: The third one I chose was popular cultures. Uh...because human lives are actually
188 influenced by culture, but the way around, the people's lives also influence the culture.
189 (Tracey: Right.) Though uh...not only understanding History, understanding how things
190 happened, they also need to know the quick change of the world. So popular culture

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191 makes sense to me as global education and for example like...uh...if people don't know
192 who Obama is, not Obama, he's not popular culture, just trying to raise an example that
193 they need to know um...contemporary issues.

194

195 Tracey: Right, right. Do you think though that in terms of culture, do you ever get a
196 chance to discuss with them like global culture versus tensions with like local, especially
197 you are in Hong Kong, like what is local identity and is that being informed by global
198 identity, you think?

199

200 Ben: Uh... in the content, uh I'm actually doing a teaching Liberal study for senior
201 primary. (Tracey: Okay.) So that...the topic covers a lot in areas of Geography, History,
202 and stuff like that. So, in Geography, we talk about the how we actually use
203 like...landuse in Hong Kong and landuse in other countries. So, when it comes to some
204 some...famous city, like we're talking about at the moment, my P5 are learning landuses
205 in London. Kuala Lumpur, Rio de Janeiro. So that comes to a popular culture thing that
206 what would happen in we know Rio de Janeiro, in the few years, or in the past few years.
207 And at least students shouted out, oh the world cup, FEFA World Cup, Summer Olymics,
208 stuff like that. But without knowing this, they didn't even hear of uh...where or what Rio
209 de Janeiro is.

210

211 Tracey: So did you discuss with them how the government actually appropriated the land
212 in order to build the football stadiums or art.

213

214 Ben: I didn't put too much on here, but I also mentioned previous years', London
215 Olympics and the Beijing Olympics that how the government spent money in the
216 infrastructure. So, they were quite interested in uh...these knowledge out of the book.
217 (Tracey: Right, right.) Quite similar to the context, but out of the book. So, they are
218 happy to know more than that. And when it comes to the time when we talk about that
219 this picture shows the Gangnam style, (Tracey: Yeah.) so sometimes when we just link
220 coincidentally link the word to Korea or Korean, or K-pop, so all they knew was the
221 Gangnam style like that. So culture helps them to be staying more interested in learning.

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222

223 Tracey: Okay, so, how about this one, identity?

224

225 Ben: Um...identity, self-actualization. I think not only global education but an educator
226 should get this concept conveyed to students. Having their own identity, but at the same
227 time, being able to accept others, accept people with different nationalities, because our
228 school, I mean this school, we have quite...more than 6 or 7 nationalities, students with
229 nationalities studying here. (Tracey: Yes.) So, it is really common for a class with like
230 British, of course local, Hong Kong people and with people coming from mainland China,
231 and then Korea like that. And they sometimes a...when there are little bit, there are
232 something happened, they will say, 'oh racist!', like that, students will shout that out. So,
233 uh, we need to get them understand the concept of not being selfish, accepting others,
234 um...well-communicating like that.

235

236 Tracey: When you talk about identity, what exactly do you want them to know about
237 themselves? How do you think identity is developed, or even self-awareness? How do
238 you school, what do you think you need to do to the students in order to reflect on this?

239

240 Ben: Um...at least they can, at least they are proud of themselves, no matter what
241 nationalities they are, they need to be proud of themselves, um...representing their own
242 country, but at the same time, not looking down on other people. This is quite common,
243 I'm not being discriminating or picking on somebody, but um...there are some students
244 for example, just an example, they are British, but they would all, we also got some
245 Indians in our classroom, and they were like, I don't like to talk to black people. So some
246 people do say that. So these are issues that I or any teachers here cannot tolerate.

247

248 Tracey: Among those minority population, like Indian, those who are non-Chinese, do
249 you think that the school support that type of building their own self-awareness and even
250 their pride in their nationalities?

251

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252 Ben: Yes, we have life education lesson, we also have the weekly assembly, sometimes
253 we also bring out the issues of accepting others and being nice to others no matter who
254 they are. We always enforce this concept. And for me as a class teacher of Primary 4, I
255 always mention being nice to others, do the right thing, at the right time, and think before
256 you take action, when you talk to people, communicating with people like that.

257

258 Tracey: How about having the students reflect on like their own culture, is there a space
259 or a time for them to actually do this to develop their own home identity and know who
260 they are? Do you think the curriculum actually gives space for that?

261

262 Ben: Um...these are a bit subjection.

263

264 Tracey: No, I'm asking.

265

266 Ben: Not much.

267

268 Tracey: Because that's something that not many schools are aware of that, right>

269

270 Ben: Not much, we got English week, but we don't have Indian's week, or Pakistan week.

271 (Tracey: Right) We got Putonghua week like activities, but only the main subjects, so

272 Chinese, English, Mathematics, like that. But for minorities or other countries, ah we also

273 have modern languages week, so that means we have...our school has provided Spanish,

274 German, Japanese, French and Putonghua, so we have we regard these as modern

275 languages, so we have these modern languages activities, so if they belong to these

276 countries, they have a chance to share their own culture.

277

278 Tracey: So in this, my understanding is, I mean I spoke with Anthony few months ago,

279 for me, my impression is a lot of identity and self-esteem of the students is tied to the

280 language. (Ben: Oh yeah.) So that's how they're given opportunities through the

281 language that they speak and opportunities they speak in...would you agree?

282

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283 Ben: Yes, I agree, I agree. Um...well, if I just get a ton of passages or articles related to a
284 certain country and give it to students, after they read, they have no um...sense of
285 understanding at all. But with the use of language, they can feel themselves getting
286 involved in this context.

287

288 Tracey: I'm gonna let you look at the pictures again.

289

290 Ben: Okay.

291

292 Tracey: Based on what you chose, this is your understanding of global education, (Ben:
293 Okay.) do you think that these photos, if I ask you a question, what about you school?
294 What does global education mean in your, to your school? Would you still choose the
295 same photos? Or would you choose some other photos.

296 (Silence)

297

298 Ben: For my school, I think I will add science and innovation. And not...and I take
299 human rights and democracy away (Tracey: Right.) for school. And media, I keep it.
300 Popular culture, I will keep it. I also remove identity, because as a school, as a whole, it is,
301 it is always quite difficult to convey the message of identity, self-actualization,
302 individually.

303

Photo 11: Science & innovation



304

305

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309

Photo 10: Popular culture



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Tracey: Right. Is there anything else?

Ben: Uh...for the school, world class standard plus international certificates, yes, like that.

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Photo 9: International certificates and world-class standards.



THE TOP TEN

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



318

319 Tracey: Oh...why would you say that, so innovation and world class standard, why do
320 you think the school is concerned with this as opposed to yea...why would they be
321 concerned to those two?

322

323 Ben: Okay. Maybe I'll talk about science and innovation first. For our school, I won't say
324 our school is pioneer in doing uh...e-learning, but we have been trying a lot of different
325 ideas, teaching through the IT tools. (Tracey: Yes.) I think getting iPad into teaching,
326 there are drawbacks, especially those disciplinary problem, while teachers are still talking
327 but you are like doing other things under the drawer, there are quite lots of issues. But
328 carrying this iPad teaching or other um...e-learning tools, we also got different platforms.
329 I don't know if Anthony has spoken to you. We also got like moodle, doodle, kind of
330 thing like that. So, students are happy with this.

331

332 Tracey: Why do you think it's a priority of the school to do this?

333

334 Ben: I think this is kind of getting close to what global education means, to catch up with
335 the world, being innovative.

336

337 Tracey: Is it tied also to this one?

338

339 Ben: Oh, if it comes to world class standard, I...my school always encourages students to
340 take a lot of different international exams.

341

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342 Tracey: Uh. Why is that?

343

344 Ben: For example, those Cambridge English.

345

346 Tracey: GCSE.

347

348 Ben: Yes, the Cambridge English is that within the GCSE curriculum? I'm not sure.

349

350 Tracey: I think so, in general.

351

352 Ben: And we also get students to, encouraging them to join many like, uh, IELES

353 um...IELES, um...those Olympian Maths?

354

355 Tracey: Yea, Math Olympian.

356

357 Ben: Yes, Math Olympian. We also have asked them to join the Lego competition, in

358 which some winners could actually go to America...or where...I forget...

359

360 Tracey: I think it's in Denmark?

361

362 Ben: Yea, go to America to show off what their products are. We got two P3, so as early

363 as P3, they won, they won the Hong Kong region. So they represented our school to go to

364 'don't know where' to...

365

366 Tracey: But a Lego exhibition?

367

368 Ben: Yea, a Lego competition, so um...I won't say like all the exams are world class, but

369 at least we encourage them to get as much as certificates as they can.

370

371 Tracey: Why do you think this is a priority? I can see that there is competing and like

372 measuring themselves against world class standard. Why is that a priority in this school?

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373

374 Ben: Sometimes this is a gimmick.

375

376 Tracey: Why?

377 (Laughter)

378

379 Ben: This is a gimmick for those...for promoting our school.

380

381 Tracey: Right. But do you think that...is that something that's done by schools now here
382 in Hong Kong.

383

384 Ben: Not quite a lot of schools are actually putting these as their priority, mostly the
385 entire uh...mostly schools are focusing on the percentage of getting into universities for
386 secondary, and the percentage of getting to a good secondary school for primary. Because
387 we, I think our students have a very good language background.

388

389 Tracey: Yes.

390

391 Ben: So, you understand that if they have good language background, they get easy for
392 studying other subjects. Most of our subjects are English.

393

394 Tracey: It's quite impressive, I mean your school does have that reputation for the
395 language programme.

396

397 Ben: Yes.

398

399 Tracey: I was just wondering do you think your language, I mean you have a high,
400 cultural minority population, right? (Ben: Yes.) Do you think that that's...in the
401 beginning, was that an issue? Having a cultural minority population?

402

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403 Ben: Maybe this is a cycle. When we...when we started to have some of them, and then,
404 and the public knows, and they keep coming and uh...applying our school and then the
405 population gets more and more, so this is the cycle.

406

407 Tracey: Um. No, but I was thinking...instead, I mean, let's be honest, the perception in
408 Hong Kong school is if there's a large minority population, there is some source of
409 impression that can be negative. But here, it actually seems like that doesn't really matter
410 because the language programme you know, gives everybody a chance to learn different
411 languages. Is that right? Is my impression right?

412

413 Ben: Yes, because I...I think the main reason is um...we really have a variety of choices
414 of language. We have 6, including English, so 6 different languages. For some schools
415 that I know, they got many non-Chinese, but they are mostly the minorities, and they only
416 got French, only one, and English. So that will be like symbolize as um...the minority
417 goes that school. But I don't think our school has this perception from public.

418

419 Tracey: Do you think that this is actually a strength, that this language programme is you
420 know, and a lot of people can choose, a lot of students can choose what they want and
421 find their strengths from that.

422

423 Ben: Yea. This is a strength of our school.

424

425 Tracey: Okay, so...so if you describe the causes that you teach, you've done up a little bit,
426 but tell me how you actually teach to your understanding of global education. I mean you
427 can walk me through...you can describe the causes and then you can provide specific
428 examples.

429

430 Ben: Um...in Primary 5 and Primary 6 curriculum, we have focused on History and
431 Geography as I've just mentioned. We learn History of early civilization but then, and
432 then we stop for a moment and then we get to...the industrial revolution, and then we get
433 back to Hong Kong history, early Hong Kong history, so I know this is not a good way to

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434 studying history bits by bits, okay. But the tight curriculum schedule cannot be... cannot
435 fit the whole thing in. Otherwise, it would be all time History for 7 years will be possible.
436 So we only get 2 years, so get to know those history things. And in terms of global
437 education, understanding history is a must (Tracey: Yes.) I believe. But the point is the
438 general public is getting less focused on history because studying History do not make
439 good money, do not make good profit. So parents do not like their children to study
440 History. (Tracey: Really?) This is the fact in Hong Kong.

441

442 Tracey: Is that also true here?

443

444 Ben: No, because they have no choice. (Tracey: Okay.) P5 and P6 they must study
445 History. (IL Right, right.) But if they have a choice in S3, they...I don't know how many
446 of them will choose History, but I can tell you the figure now, like we have about 70
447 senior secondary in each grade, but only about 5 or 6 or 7 in each grade choose History.

448

449 Tracey: So, how do you...how do you enact your belief about global education?

450

451 Ben: Um...as I said, we start by understanding history, and then I usually link to those
452 issues happening around contemporarily. And then um...also in...in...Geography, so we
453 get to know more, more about how the city goes on, how the infrastructure was built,
454 how the people's lives are, and...that in...in comparison with other cities in the
455 curriculum, so that they have a chance to understand more...more cities in different
456 continents, so...that links to global.

457

458 Tracey: When you...when you do the...let me see. You chose democracy and the human
459 rights as one of your uh...priorities, one of the dimensions of global education. But you
460 said that you school, you would take that photo out. (Ben: Yes.) But are you able to still
461 do that in your own classroom instruction?

462

463 Ben: Um...in classroom, only...as I said, when it comes to the term...when it comes to
464 the time that we need to make decision, and I think if the decision is um...very highly

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465 related to students, I will practice the concept of democracy, but even myself, during
466 teaching, we seldom...seldom mention democracy this concept, because Chinese people
467 used to be conservative.

468

469 Tracey: Right. But the decision that you may...you think you do have the freedom to kind
470 of teach the way you want to teach when it comes to a certain issue?

471

472 Ben: Yes, the school is not influencing any of the...any of my teaching.

473

474 Tracey: Okay. Um...let's talk about you. Okay? When you...what's your teaching
475 background and what life experiences have affected the way you think you understand
476 global education and the way you teach?

477

478 Ben: Okay. Um...first my teaching background, I graduated in HKIED with majoring in
479 English.

480

481 Tracey: Oh, Okay, okay.

482

483 Ben: And minoring in PE.

484

485 Tracey: Oh Okay.

486

487 Ben: And studying some of the minor modules like general studies like that. (Tracey:
488 Right.) So I'm arranged to teach Liberal Studies here and PE here, Physical Education,
489 because making good use of my language here, because we teach all subjects in English.
490 (Tracey: Right.) And then I've been teaching...I've been teaching the senior primary and
491 junior secondary Liberal Studies for 6 years here. And if you talk about experience, in the
492 way I teach global education, I would think I would really thank for the arrangement of
493 the two French study tours that the school required me to go with the students, and at the
494 same time, in my Bachelor, in studying my Bachelor degree, I have quite a number of
495 chances going to different study tour, representing the students' hostel, representing our

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496 own department, I've been to Australia for 3 months, and then Singapore for the hostel
497 visiting, to Beijing for uh...university visiting...uh...and...like that. So to me, as I also
498 mentioned at the very beginning, global education to me it always links to language, and
499 going to different countries is what I um...hope my students can do. So I always
500 encourage them to go to study tour in which our school started to...no, our school
501 provides study tour, but students have the choice to go since P5. (Tracey: Right.) Only
502 since P5, so they've been waiting, they learnt English since P1, so they've been waiting
503 for 5 years to get to study tour. So um...uh...going to different places
504 is...uh...perception for me in putting into global education.

505

506 Tracey: Right. But what's the purpose of going to different places? Why is that
507 important?

508

509 Ben: First, if you learn that language, you would at least have a chance to really use it,
510 not only in the classroom, not only to your language teacher, but can really use it because
511 we usually provide host family to them so that have more chance for communication.

512

513 Tracey: Why is it important? Being...I mean, being able to communicate or being able to
514 like um...just function in different languages, or even going to a different country, or
515 even being with a host family, what do you think is the important...other importance for
516 all of that? For what purpose?

517

518 Ben: Um...then...through the communication, or through talking with those people, or
519 through what you experience, uh...the context will be lively, less boring. And you will
520 experience it better than just read it from book, so more lively.

521

522 Tracey: So, what do you think...but what do you think um...experiencing something...I
523 mean what exactly do you want them to take out of it? I mean what do you want them to
524 learn? Is it learning the culture? Or applying back to their life, or free, what do you think
525 it's important? You, obviously you've gone to all these phrases, has it changed you in a
526 way? What's the value of all of that?

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527

528 Ben: Um...I think understanding a culture then you get to accept more...accept more
529 different practice, for example, I went to those places, in lessons, I share what I saw, what
530 I experienced to my student. And...uh...for example, we use, when we have breakfast,
531 we used to have plates putting the piece of bread on it, and put butter on it like that. But I
532 went to France for 2 years, when I saw those kids having breakfast, I also share this to my
533 students, they were all astonished, they do not use plates. (Tracey: They don't) They
534 don't. For 2 years, maybe that was just that group, but for 2 years, both groups of people
535 did the same thing, they just put bread on the table. And just get a butter and knife and
536 put them on. And after eating, they all clean up the table, like that. So culture, but if it
537 comes to a time that a French, a traditional French student, or a boy, come to Hong Kong
538 and stay in your home, and you as a host, and they do like that you would find it strange.
539 (Tracey: Yea.) But through this, when I share this, they know that, oh there are some
540 French do like this. So they accept more. So I think experiencing, going to different
541 places, getting to know more that you can um...make you accept more.

542

543 Tracey: And be less judgmental.

544

545 Ben: Yes. Yes.

546

547 Tracey: Okay, and...aside from your...aside from travelling, that seems to have left a big
548 impression on you. And I can say the same thing, I think when you go to different places,
549 you really had, you really developed you mind-set to be open to other value.

550

551 Ben: Oh yea, this is a very good point. To be open to other people, yes.

552

553 Tracey: Yes. So do you think that...what time is it...okay I'd better move on. What other
554 factors encourage you or motivate you to teach few years understanding of global
555 education?

556

557 Ben: I want to eliminate those um...discrimination in my classroom.

Westfield: Ben's transcript

558

559 Tracey: Um. Against whom?

560

561 Ben: Against different people, different nationalities...and...uh...one of the topics in
562 Primary 6 is talking about Japanese occupation over Hong Kong. (Tracey: Yea.) And
563 every time when I start this lesson, before I start, I mentioned the importance of
564 understanding the history in educational purpose and...uh...consolidating them that the
565 history was already past. Those um...um...fight against Chinese and Japanese was past
566 and should not be taking into this classroom and blaming those people in this generation.

567

568 Tracey: Are there Japanese students?

569

570 Ben: There are. That's why I need to make this clear.

571

572 Tracey: Excellent.

573

574 Ben: There are. And when I talk about industrial revolution, some British students in our
575 class appeared to be very proud. (Tracey: Yea.) Yes. Being positive is okay, but as I said
576 the Japanese occupation over Hong Kong uh...is quite negative, is all negative to
577 Japanese, so people started 'Hur....' Like that. So I...my perception is...in the global
578 education, I should eliminate, I should get them eliminate all discrimination and accept
579 all people, accepting others.

580

581 Tracey: Wonderful. In your school, I'm asking it in a different way, but in your
582 department, do you think that they support this type of teaching that you do?

583

584 Ben: Yes. Yes, okay. They...they did not uh...make a very strict guideline for me in
585 describing those history things and Geography thing.

586

587 Tracey: So, um...do you think that it's that a problem in Hong Kong, because the chapter
588 that you were referring to, is that in the GS or the LS curriculum about the Japanese?

Westfield: Ben's transcript

589

590 Ben: LS, LS.

591

592 Tracey: LS right?

593

594 Ben: But actually it's the concept, it's the content in S2 and S3 in other normal schools.

595 But we put it in primary.

596

597 Tracey: Right right. So, do you think that liberal studies curriculum gives you enough

598 guidelines about how to teach this, or does a teacher have the freedom to interpret on

599 their own?

600

601 Ben: Uh...well actually the textbook we use are tailor-made, actually I spent...2 years

602 ago, I spent my summer holiday extracting different topics from different History,

603 Geography textbooks.

604

605 Tracey: Oh, are you the LS curriculum coordinator?

606

607 Ben: Uh...I am mainly coordinating P5 and P6, so the textbooks are mainly um...well, I

608 did a large part of it, I don't say all by me. But I did a large part, I extract different topics

609 from the History, normal History books and normal Geography books and combined to a

610 tailor-made school-based textbook.

611

612 Tracey: Oh, wonderful.

613

614 Ben: I should take...

615

616 Tracey: Yea, the school gave you that time of to actually plan it and...

617

618 Ben: Not actually give me time off...

619 (Laughter)

Westfield: Ben's transcript

620

621 Tracey: Oh well, Billy you did that, that's great. I think that's a big issue.

622

623 Ben: With the support of the head, the Liberal Studies panel head, okay.

624

625 Tracey: I should come back to interview just about Liberal Studies, that's such a
626 big...really, if a lot of schools have a person like you, will really, you know coordinate
627 everything. Okay, do you think that in this school, is there an obstacle or a weakness in
628 terms of the global education programme.

629

630 Ben: Yes, as I said, just now you, when you asked me to take pictures about school
631 (Tracey: Yea.) I...I took the identity and self-actualization out. (Tracey: Okay.) And...

632

633 Tracey: Do you think that you chose instead innovation and this, do you think it focuses
634 too much on this one.

635

636 Ben: Yes, yes.

637

638 Tracey: on innovation and world class standard.

639

640 Ben: Yes.

641

642 Tracey: Can you say more about that?

643

644 Ben: Um...as I said, I picked this away, I took this away from the school, the identity and
645 self-actualization, this is not only in our school, I think this is the weaknesses of most
646 school.

647

648 Tracey: Yes.

649

Westfield: Ben's transcript

650 Ben: It is always hard to convey this concept to them. If you talk about self-esteem. If the
651 topics are related to them and being positive, they will be okay. But as I said, if you don't
652 have those chances for the minority to share their culture, they...they can hardly build up
653 their self-esteem.

654

655 Tracey: Do you think that...you said that the main tool or the main pathway of getting the
656 students to build self-awareness here and even pride in their identity is still language,
657 that's the way you're interpreting it, but the school is interpreting more towards this,
658 towards more like so that we can get...you know it's a way of gaining up good reputation,
659 and that's how the school has built up the reputation, which is an excellent reputation.

660 Right? Uh...am I...is that right?

661

662 Ben: Yes. Because most international exams are related to the language, and Science and
663 Maths like that. So that's why I said, the school is focusing more on Science and world
664 class examinations like that.

665

666 Tracey: No, but I'm saying that, true, Science and Maths, but even with the language
667 programme, your school has built an excellent reputation for the language programme. So
668 in a way it's like a world class, it's striving for a world class, class reputation in Hong
669 Kong through the language programme.

670

671 Ben: Yes.

672

673 Tracey: Okay. I don't think have we have time to actually go through the fourth question.
674 But we went through...so, if you were to go on a scale of 1 to 5, looking at a, b, c, d, and
675 f, can you tell me how you will rate the importance of developing students' sense of
676 identity?

677

678 Ben: In our school?

679

680 Tracey: For you.

Westfield: Ben's transcript

681

682 Ben: For me. Uh...sense of identity.

683 (Silence)

684

685 Ben: 4.

686

687 Tracey: 4, okay. And how about spirituality.

688

689 Ben: You say an example of spirituality.

690

691 Tracey: Well, because in some of the schools that we are doing for this study,
692 uh...spirituality is one of the goals. And when I look at the St. Margaret's website, it's a
693 Catholic school. So, I was wondering if that is a priority actually.

694

695 Ben: Yea...the concept is not really bringing out. Not too uh...not quite enforces, so I
696 would say, maybe 3.

697

698 Tracey: But for you, do you think identity, and you know, your spiritual identity and also
699 your...is that part of something that you want to cultivate in your students? Not really?

700

701 Ben: Um...3.

702

703 Tracey: 3, okay. Going back to a, what strikes your...what's your understanding of this, a
704 sense of identity? When you say 4, what are you referring to there?

705

706 Ben: Uh...as I just said, part of themselves being their own country, a citizen of their own
707 country, understanding their culture well, uh...when you ask them...what is famous,
708 what is Hong Kong famous for, so they could be able to tell, and like that, identity.

709

710 Tracey: To articulate their identity. Okay, what about c, building awareness of social
711 issues, how important is that?

Westfield: Ben's transcript

712

713 Ben: Social issues...yes, I would say...5. Because I always, in my lesson, I always
714 suddenly ask them, hey, did you read the news yesterday, about one of the legislative
715 members throwing a banana to the chief executive like that. (Tracey: Yea.) So all they are
716 quite interested. If they say yes, okay, and some if they say no, I share with them like
717 that.

718

719 Tracey: Cool, how about this one, do you do you think it's important to develop students'
720 responsibility to society?

721

722 Ben: Um...Yes, I think 4.

723

724 Tracey: 4, okay. In what way does the school involve itself in like community,
725 community organizing or fund-raising, is that a big priority here?

726

727 Ben: Not too much.

728

729 Tracey: Not too much.

730

731 Ben: Not too much.

732

733 Tracey: How about critical thinking skills?

734

735 Ben: Yes, yes. Uh...I should not go for 5, I would go for 4 because sometimes critical
736 thinking uh...well it is mostly positive in...in educational field. But sometimes I would
737 say it is quite uh...a little bit negative, because, if critical, okay, if students are being
738 critical, they might be criticizing everything. So that's picky.

739

740 Tracey: So, let me see, what about political issues?

741

742 Ben: Um...

Westfield: Ben's transcript

743

744 Tracey: Is that important to you?

745

746 Ben: Um...political issues... 3 at the moment.

747

748 Tracey: Okay, but you picked um...democracy and human rights.

749

750 Ben: Yes, but...being aware of them, but still they have not much choice.

751

752 Tracey: Right, right. What do you mean they don't have much choice?

753

754 Ben: Eh...They can hardly influence those decisions.

755

756 Tracey: Um...but for you it's important that they build awareness on this?

757

758 Ben: Yes, awareness, but...

759

760 Tracey: Because we are running out of time, I'm going to skip to 4i, (Ben: Okay.) can

761 you describe to me any um...specific students maybe who seem to benefit personally

762 from studying global history or global issues?

763

764 Ben: Um...I think that must be, but let me think of some examples. Um...

765 (Silence)

766

767 Ben: Global...history...hard for me to get some examples specific students...

768

769 Tracey: Okay, if you can just recall any students who you think have benefitted from

770 global education programme, even if it's not global history and global issues.

771

772 Ben: Um...

773 (Silence)

Westfield: Ben's transcript

774

775 Ben: Uh... can't think of a specific example at the moment.

776

777 Tracey: Okay. That's fine, I know it's hard...

778

779 Ben: Sorry about that.

780

781 Tracey: My final question, we are investigating holistic global education, a type of global

782 education that aims to develop students' self-actualization, and their capacity to act on

783 global issues, to what degree would you say that your teaching could be considered

784 holistic global education?

785

786 Ben: My teaching... holistic... um... if I rate 1 to 5, Maybe I mean... in between 3 and 4.

787

788 Tracey: But here I'm also trying to see just linking to them and knowing their identity in

789 the world. Basically it's what holistic education is about. It seems to me that you're

790 trying to do that. So in terms of building their self-awareness, and also look at the social

791 issues in the world. Do you think you will say that you're trying to do this?

792

793 Ben: Yes, yes, with all my own experience, uh... and then all the current issues happening

794 around, when it comes to the contents that I can share, I always pass this on to

795 them... and...

796

797 Tracey: So, Billy, we've come to the end of the interview, is there anything else you'd

798 like to teach to share with me about teaching in terms of teaching about the world or

799 global education in general?

800

801 Ben: Well... I am happy if you'd like to know more about the curriculum of LS in the

802 future of course. (Tracey: Yes.) it is also very good for our school to integrate the

803 secondary curriculum in advance to the primary.

804

Westfield: Ben's transcript

805 Tracey: Why is that? Why do you think that?

806

807 Ben: Because a normal general studies textbooks are very localized. The contents is
808 designed, very localized. Not much chances for them to understand different places, so
809 that's why school has adopted these school-based curriculum and then I can, with the
810 advice of my panel head, and then we can pick different topics and that suits them. So I
811 think this is quite good, comparing to other schools, no more primary students, maybe
812 our students have more awareness of um...the issues around the world, so as a global
813 education.

814

815 Tracey: That's cool, okay. Yeah, I might come back and to specifically about how would
816 you do with your Liberal Studies curriculum.

817

818 Ben: Sure, you're welcome.

819

820 Tracey: Thank you so so much, Billy.

821

822 Ben: Thank you very much Tracey.

823

824 Tracey: I hope I haven't kept you too long.

825

826 Ben: No, that's fine, my pleasure.