

## Westfield: Patty's transcript

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1 Tracey: Today is 27<sup>th</sup> March, 2015. I am interviewing Peggy. And Peggy, just for  
2 your information. I am going to have this interview transcribed but the your  
3 identification will remain confidential and anonymous. (Patty: OK) If you feel like if  
4 you don't want to respond to the question, that's alright. You can tell me because this  
5 is voluntary. (Patty: OK) Alright. And what I will do is also I will send you the  
6 transcribed version of the interview so you can read through if you like and then  
7 check if the transcriber do the job or reflect what you mean but somebody else.

8

9 Tracey: Today I will ask you a few questions about global education. I am conducting  
10 a study we are conducting a study about teachers' understanding of global education.  
11 When you hear that term "global education", it's a very broad term, but what's you  
12 understanding of it?

13

14 Patty: My understanding would be... maybe looking education at an international  
15 view... maybe the integration of different cultures, backgrounds ...that would be my  
16 (view).

17

18 Tracey: So, different cultures, different countries and people's backgrounds in  
19 different countries. Okay, let's see if we can try to probe more of your understanding.  
20 So this is what you believe, okay? Based on your definition, do you teach "global  
21 education" in any way?

22

23 Patty: Um...for me, I don't think I really teach much for my subject, but maybe a  
24 little bit on life value education, where we will share more current events, current  
25 affairs issues in the society. But Maths, I don't really think so.

26

27 Tracey: How often do you teach life values?

28

29 Patty: Um, once a week, but I have two classes.

30

31 Tracey: And how long have you been teaching that?

32

33 Patty: I've been teaching for six years.

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- 35 Tracey: And...also life value for six years.  
36  
37 Patty: Ah, no. Maths for seven years and life value six.  
38  
39 Tracey: What grade level are they?  
40  
41 Patty: Ah, P.4, P.6.  
42  
43 Tracey: Okay, now, if you wanna look through these photos, okay, there're pictures.  
44 So, I want you to choose...I'm going to show you twelve photos, I want you to  
45 choose around three that you think captures your belief about "global education". You  
46 can also ask me questions about any of the photos before you make your choice if you  
47 want any clarification.  
48  
49 Patty: So three pictures about my belief on "global education"? (Long pause.) These  
50 three.  
51  
52 Tracey: Okay, why do you pick those three again? It's photo 5, 11 and 9. Alright, so  
53 tell me why do you choose these three.  
54

Photo 5: Educating girls



- 55  
56  
57

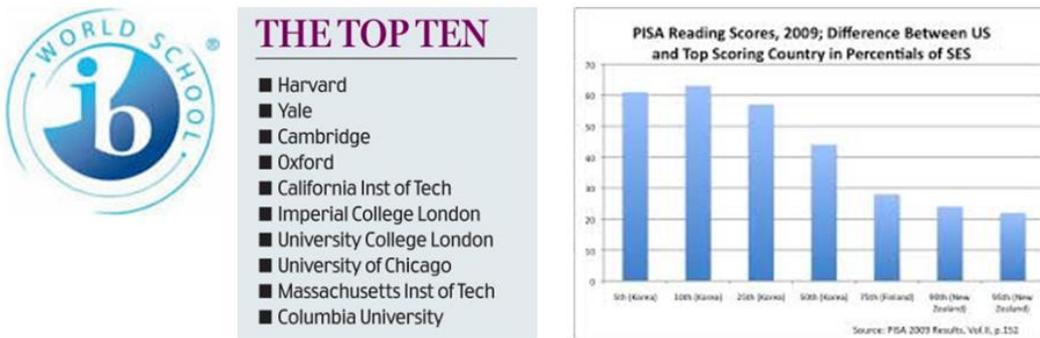
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Photo 11: Science & innovation



58  
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Photo 9: International certificates and world-class standards



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63

64 Patty: For one, um, I think I look at the definition of “global education”. So, I’ll pick  
65 something that’s really related to education. So these are the scores, um, this would be  
66 like more into the science field, but more education-wise because students, and  
67 education girls.

68

69 Tracey: Okay, tell me about each of them, why do you choose this one, educating  
70 girls?

71

72 Patty: This one, ya, because in some countries...I know that like um girls they don’t  
73 have the privilege of getting access to education, but I believe that “global education”  
74 would mean “equality to access of education for all”. So, that’s why this one quite  
75 speaks up to me.

76

77 Tracey: I see. Innovation and...?

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79 Patty: Yes, this one actually I have more feelings about because um, where I came  
80 from, Singapore. I think in this area, science and innovation they are quite developing  
81 quite fast. And this has become quite globally...using ipad, using a lot of new  
82 innovations into teaching and stuff in classroom.

83

84 Tracey: And this one.

85

86 Patty: Yes, this is the first one I pick, right? Ah, because I think we are taking part in  
87 a lot of international competitions, exams, even last time when we have GSE...that  
88 came from Cambridge. So, I think it's like globalized...not just locally.

89

90 Tracey: When you teach, let's say when you are teaching about the world in life  
91 values, right? How do you teach? Do you teach it for the reasons of equality for girls  
92 or thinking of innovation for this? What do you think drives you, or you can pick  
93 another one.

94

95 Patty: In my teaching?

96

97 Tracey: Yes, in your own teaching.

98

99 Patty: Um...I think for life value, um, we're more focused on the identity, self-  
100 actualization, poverty, inequality and cultures. Because we go into like core values,  
101 make them more aware of not just themselves but also people around them. Not in  
102 Hong Kong alone, but maybe also different people from different countries, different  
103 backgrounds, cultures, so that they can be more considerate you know.

104

105 Tracey: Alright, that's interesting. You chose number...8, number 2 and number 3.  
106 Okay, alright. So what did you choose these three in the first place? Just for the term  
107 "global education"?

108

109 Patty: Ya, for my understanding.

110

111 Tracey: Okay, for your understanding. Is it more like what you teach in your own  
112 subject?

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113

114 Patty: Yes.

115

116 Tracey: Let's talk about those three.

117

118 Patty: Ah, this one I think is very important, identity, because for kids, they are very

119 easily influenced I think. So, they get their idea of who they are from the media, um,

120 from the people around them. So, we need to teach them the value, like of how self-

121 worth, um, confidence, okay, what's their place in the society. And cultures because,

122 um, we get a lot of chances to come across people from different cultures, so there's a

123 need for them to know, um, different cultures and how to interact with people. And

124 this one, um, because we focus on love and care, so they live in a very fortunate like

125 environment, they need to be more aware of people who are less fortunate.

126

127 Tracey: So, in your opinion, OK, what do you feel should be the most important goals

128 for "global education"? You can choose among what you have chosen, what do you

129 think what should be?

130

131 Patty: Most important?

132

133 Tracey: Ya, what would be the most important goals for "global education"? For you.

134

135 Patty: I think this one.

136

137 Tracey: The culture one. Why?

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Photo 2: Western and Indigenous cultures



138

139

140

141 Patty: This one is only for western.

142

143 Tracey: No, western and indigenous cultures. Why did you choose that photo?

144

145 Patty: Because my understanding of global would be like to have a connection among  
146 all different (people).

147

148 Tracey: How was that connection made though?

149

150 Patty: Because, um, okay, when I see global right, I would have this picture of the  
151 world, with all the people holding hands like around the globe, yea, very...yes, first  
152 impression of that.

153

154 Tracey: Is that possible though?

155

156 Patty: Ya, I really hope so. Yes, that's also my belief.

157

158 Tracey: How does that happen?

159

160 Patty: Um...if only people are less selfish, you know, that's why education has come  
161 to teach them core values like um...teach them the consequences of not having  
162 harmony...you know...ya.

163

164 Tracey: When you look at, you earlier, said about the importance of identities, what  
165 does that do with culture and people getting along.

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166

167 Patty: Um...because first they have to understand who they are, I think, and then they  
168 have to understand other people with different backgrounds. So then, this comes in  
169 hands because they need to not just know about what they are in, what world they are  
170 in, but they have to know other cultures so that they can appreciate and respect,  
171 ya.

172

173 Tracey: So, respect is very important, but what you are saying is it has to start with  
174 themselves. What about issues, like inequality here you have chosen.

175

176 Patty: Yes, because actually myself believe in equality. I think even right now there  
177 are some people are being treated like...like...like inequality. So, I hope the students  
178 can learn so.

179

180 Tracey: Okay, I'm going to change the question a bit. When I ask you your  
181 understanding, or your belief about "global education" in your teaching, you chose  
182 these three photos. They are very different from what you chose here, now I'll change  
183 the question a bit. In the school, what is important? Would it be like this, like this or  
184 combination? What is this school believe in about "global education" or teaching  
185 about "global education"?

186

187 Patty: I can choose from that?

188

189 Tracey: Yes, you can choose from this.

190

191 Patty: For the school? Also three?

192

193 Tracey: Ya, no...ya, you can choose three, you can even choose the same ones you  
194 have already chosen. But it is interesting when the question is changed a little bit.

195

196 Patty: I think for this school, to my understanding, I will think that this one.

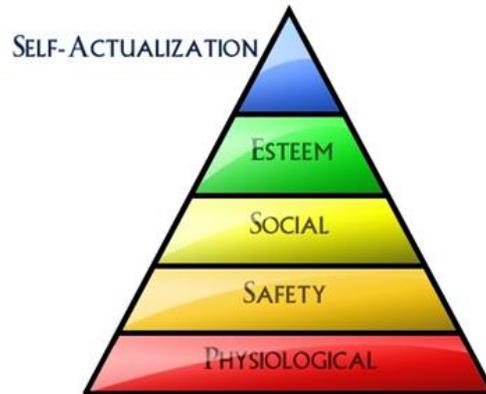
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198 Tracey: Identity. This one, okay, world class, okay. And innovation, okay. Why do  
199 you say that, for this school.

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200

Photo 8: Identity, self-actualization



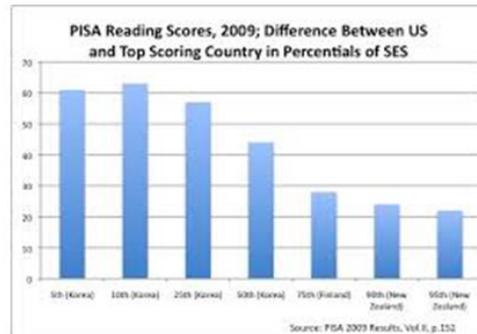
201

Photo 9: International certificates and world-class standards



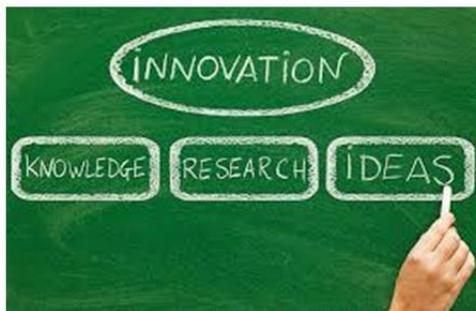
## THE TOP TEN

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



202  
203

Photo 11: Science & innovation



204  
205

206 Patty: Because actually, um, we really value, um, we emphasized on students', um,  
207 what's that, developing their values, okay. So, this one is for that. But also, we focus  
208 quite, um, an amount on academic. So, for Mathematics, we have a lot of like  
209 competitions we need to produce results. This one will represent that area. And then,

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210 for this, I think in recent years, especially we are um, implementing a lot of projects  
211 on innovation. So, I think this will be that last aspect.

212

213 Tracey: Why is there such a big push in this school for this, you think, and this?

214

215 Patty: This one I think it's common trend in most schools. You know they...in order  
216 to attract more like students from a higher quality I think, um, we would look at the  
217 result first.

218

219 Tracey: What do you mean higher quality, academically?

220

221 Patty: Academically, yes.

222

223 Tracey: Why do they want to attract students who are academically more  
224 accomplished I guess?

225

226 Patty: Because I think that's like the culture, the Asian culture, you know, like we  
227 focus a lot on academic, you study hard, you work hard, you get good results, you get  
228 good job. That's like our belief. So, somehow no matter what you do with other  
229 things, there's still this academic factor that's waiting quite a lot, yea.

230

231 Tracey: How do you think the school develops identity among students, self-identity?

232

233 Patty: Ya, because I myself is also a student development teacher, so, that's why I  
234 have quite strong feelings about this aspect. Not only life value we teach their identity,  
235 student development we really want to, um, let students learn how to be more loving,  
236 more caring and who they are, what they should do, em, their...not only like sport-  
237 wise, you know, make them a well, all-rounded person.

238

239 Tracey: Tell me, walk me through a lesson, one of your life value lessons which  
240 actually shows what you believe about. What you are teaching there.

241

242 Patty: Okay, any topic?

243

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244 Tracey: Any.

245

246 Patty: Okay, um, there was one last time in P.5 when we teach them um what is  
247 fashion and what is the definition of fat. As you see, girls nowadays are especially,  
248 they call themselves skinny and they want to go on diet but we need to let them know  
249 not looking like model or whatever is like the trend and that's not beauty. So, we have  
250 to make them realize their self-worth from other things, like characterize...ya, other  
251 aspect, self-esteem.

252

253 Tracey: Okay, and...let me see. When you teach about the world, like, the world  
254 issues and the world topics, can you tell me how you would teach that?

255

256 Patty: Eh...you know recently we have the Islamic ISIS, we also talk a little bit  
257 because we are not Liberal Studies, so I don't want to go too much into that, because  
258 not my area. So, we just maybe bring that up. Usually I will watch news every day, so  
259 when I see some news on that day, I will bring it up like "do you guys watch that" and  
260 give them a brief summary about what happen and ask them how do you feel and they  
261 would like give us all the ideas because our students are really out-spoken, so they  
262 will have their own opinion on what they see. Some of them you know, purposely  
263 make fun of the whole situation, like "it's so cool", some of them, a handful. Some of  
264 them give very smart opinion like "I think it's very cruel", they give very brilliant  
265 ideas because I teach the English group...will be the express better.

266

267 Tracey: Okay, let me see. Do you have any extra-curricular programs or experiences  
268 for the students that support your belief about "global education".

269

270 Patty: Um...does overseas study tour count?

271

272 Tracey: Yes, tell us more about that.

273

274 Patty: Yes, I'm very lucky to be able to send overseas study tour to France two times,  
275 ya, actually just to watch the kids' discipline. Even though I didn't know French then,  
276 I could see how they like try to communicate with the French students,

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277 with the limited knowledge of French, then, um, I think this would be the only  
278 experience I have on “global education” so far.

279

280 Tracey: But how does that help them in terms of personal development too?

281

282 Patty: Oh, because first of all very interesting, they from different countries, right.  
283 They have different cultures and styles. So, when they stay with the correspondence,  
284 they will sometimes come and complain to me, “ah...they behave in certain way”, but  
285 they didn't realize that our different cultures may have lead to some, um, conflict, like  
286 when they stay together. And then some of them are more considerate, they will  
287 mingle very well, um, they get along and they play games very easily even though  
288 they don't share the common language.

289

290 Tracey: What do you think is the purpose of trips like this?

291

292 Patty: For one, I think the main objective would be to of course to promote the  
293 language, you know, as I did that, that's the only chance you get to practice it more.  
294 Another would be for them to learn more about, um, that country. You know, like, the  
295 food they eat, people, um, ya, the cultures.

296

297 Tracey: For what?

298

299 Patty: Um...like an exchange to know more about other countries, yes.

300

301 Tracey: Do you think that really helps people?

302

303 Patty: Yes, it helps me.

304

305 Tracey: In what way did it help you?

306

307 Patty: First, I really...after going to France for real, actually in the past when I was  
308 younger I wanted to learn French but I got discouraged at University because I did not  
309 get in. Um, so I just “oh, okay, never mind, forget it”. But after going to that country  
310 for real, you know, getting, um, to know the people there, live with them, like 24 days

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311 altogether, I finally started to study French this year, yes. And, every time I see  
312 French words or I come across something that's French...food, I would like feel more  
313 connected. Like "I've been that, I've tried that", you know, so I feel like, somehow I  
314 am closer even though miles away. So I think it's a bonding within. Even when  
315 students came back, because I went with them, some of them for 2 years, they will  
316 still like share with me "oh, you went back, you what happened last time". I think it's  
317 things like that that makes us closer, ya.

318

319 Tracey: Tell me more about your personal background. And how would that shape  
320 your idea about what we're talking about now, "global education".

321

322 Patty: Okay, um, actually I moved to Singapore when I was thirteen.

323

324 Tracey: You were born in Hong Kong, okay.

325

326 Patty: Yes, and my whole family moved there and stayed there for ten years after I  
327 finished my studies we came back.

328

329 Tracey: Ah...till secondary?

330

331 Patty: Started secondary there and finished my undergrad.

332

333 Tracey: Oh, I lived there for four years. Which school did you go to?

334

335 Patty: NUS.

336

337 Tracey: Oh! How about secondary school, where did you go?

338

339 Patty: Sing Ming, I don't know if you know.

340

341 Tracey: I know some of the schools. We did the studies there to study neighbourhood.

342 Which neighbourhood?

343

344 Patty: Huga.

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345

346 Tracey: Hauga, ah! That's very close to the city. Yes, nice, I like Singapore. Okay,  
347 tell me about your experience how would shape your idea of "global education".

348

349 Patty: I think like having lived overseas would be, um, would give me more  
350 experience, like, globally, because in Singapore, you know, we have multi-racial. So,  
351 even at that age I get to, um, interact with people like Indians, Malaysians, people  
352 from different countries. But if I were to grew up in Hong Kong, I would just like, all  
353 my friends are Hong Kong, Hong Kongers. So, in that I may have more experience  
354 than people who grew up locally. And also, I think the education in Singapore and  
355 Hong Kong are quite different.

356

357 Tracey: In what way?

358

359 Patty: Haha, we are very competitive, like really competitive.

360

361 Tracey: Who is?

362

363 Patty: Singapore.

364

365 Tracey: Okay. And competitive in what way?

366

367 Patty: Yes, maybe because in secondary we already have express stream...

368

369 Tracey: More academic and more technical.

370

371 Patty: Yes, so I feel like people in the NA and NT, they are like "I don't have to study  
372 so hard because getting into JC is like how many percent, you know. So, actually last  
373 time I have quite a lot of friends you know in the lowest stream, I don't think I am  
374 really more superior.

375

376 Tracey: You were in the express, oh, okay.

377

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378 Patty: But sometimes my classmates they will feel like “oh, we don't belong to the  
379 same” in the academic which I feel quite angry because why do we want to look at  
380 people in this way just by their academic results. So, yes, even if you get to JC, there  
381 is only a certain percent of getting into U, so every time is an elimination, elimination,  
382 you know. Only the elites...

383

384 Tracey: Is it not the same here in Hong Kong?

385

386 Patty: Um, maybe I didn't study here, I just feel that...yes, they focus a lot on  
387 academic but not as obvious as in Singapore.

388

389 Tracey: How do you think that affects students' self-esteem in what you are  
390 describing?

391

392 Patty: Yes, actually I don't like the way they stream. Here, we used to put people in  
393 groups, like English, Mathematics, we have group 1, group 2, group 3 students. Last  
394 time was like the bottom must be in group 3, the top ones must be in group 1, so I feel  
395 people who are in group 3, they are very discouraged already, it was like “I was  
396 labeled the weakest ones, so, no matter how hard I try, I'll never get to group 1”.  
397 Because I teach in group 3 for quite a few years, the moral is really low. So, that's  
398 why the school is quite good because we will have the academic committee meetings,  
399 we will evaluate and some colleges will point out that this is a kind of labeling. It's  
400 quite bad for the students' self-confidence.

401

402 Tracey: Oh, and also in Singapore, I don't know if it's also here. The academic  
403 tracking becomes de facto segregating by cultural group, right. So, it's become the  
404 identity is attached to a certain race. And I don't know, do you notice that?

405

406 Patty: A little bit.

407

408 Tracey: So, how have those experiences motivated you to teach, have they influenced  
409 the way you teach?

410

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411 Patty: I think so, (Tracey: In what way?) um, like I don't like to push my students too  
412 much, like, I feel that they are kids, they should have a life a kid should have, like, of  
413 course academic is important. I will still teach them what they need to know, they still  
414 need to have a certain standard, but I won't push them like "you must get this". And  
415 also for the weakest students, I was like try to encourage them more, and tell them I  
416 used to fail Maths in primary, but later on something just clicked and then you work  
417 hard and then you be a Maths major, a Maths teacher. So, maybe I can  
418 hopefully...to...um...encourage them, to my own experience.

419

420 Tracey: So if academic is important but not the only thing, then what's important to  
421 you? Say more about that.

422

423 Patty: A person's character, yes, very important. I think a person who's polite and  
424 respectful is more important than a person who is smart but...yea. That's why I would  
425 like to stay in the students' development team because that's what I believe in that  
426 and that's why I joined the education field because I want to hopefully make a  
427 change.

428

429 Tracey: Tell me about the students' development team, what's their job in the school?

430

431 Patty: Mostly handling cases, sophisticated cases, haha, yes, mostly, but we are doing  
432 more counseling now. So, instead of just like yelling at you, scolding you and  
433 punishing you, we would also sit down talk with them. Tell them what they have done  
434 wrong, and then how they can do better and to more reasoning and talking, building  
435 relationship.

436

437 Tracey: Right, aside of what you already shared, your time in Singapore, the  
438 academic tracking and how it affects students' self-esteem, you travel, that's a lot. Is  
439 there anything in your life that have shaped your idea of teaching about the world or  
440 "global education"?

441

442 Patty: Um...apart from those...

443

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444 Tracey: Do you think that, for example, here in Hong Kong, is there...do you agree?  
445 You see we are talking about Singapore. How about in Hong Kong, is it as  
446 competitive or what?

447

448 Patty: Um...yes...

449

450 Tracey: It's also competitive?

451

452 Patty: I think that we have placed too much emphasis on academic, like, even the  
453 policy they have from EDB, they're just producing results, mostly. Yea, for example  
454 the way that TSA and all that is making the school that they have to do a lot of things  
455 to produce results instead of focusing more time other aspects like developing  
456 students' other areas.

457

458 Tracey: So, do you think this is a constraint? Expectations and academics for all that?

459

460 Patty: Yes, because there's only this much time and energy, the teachers have, the  
461 school has, so we have devoted a large portion onto academic which could be used in  
462 other areas.

463

464 Tracey: Are the students open to learning about the world? In what way?

465 Patty: I think so. They know things sometimes more than what we know. They are  
466 really smart, really smart.

467

468 Tracey: What about these activities that you are saying developing their identities and  
469 self-awareness? Do you think they are open to that too?

470

471 Patty: Um, I think they are open to a lot of things because they are still curious and  
472 have the thirst to learn. But the thing is I think a lot of the upbringing at home may  
473 affect how they turn out to perceive the world. They are open to things but then the  
474 way their parents interact with their children may affect how they turn out.

475

476 Tracey: You are talking about this as if you have something in mind, tell me more  
477 about it.

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478

479 Patty: Identity, right. I think a lot of the children these days they have a false identity  
480 about themselves. (Tracey: false identity? OK, What's the false identity?) They think  
481 they are in a certain way and they think they should behave in a certain way with  
482 people and the stuff and show themselves to other people. But that's not the  
483 appropriate way.

484

485 Tracey: What do you mean? What do you mean?

486

487 Patty: OK, let me think how to say. For example, they think that by showing you how  
488 much they know people you will look up to me, making them proud and arrogant.  
489 They think that the identity is to be popular. They have to be as popular as possible,  
490 get a lot of awards, so that the teachers will like me. Then we give them a lot of  
491 positive feedback, like "you go on to the stages to get prizes". And for the students  
492 who are academically inclined, they feel that I am worthless. Maybe parents'  
493 expectations on children, for example, "you must get 100 marks, or you must get 90  
494 marks or above, otherwise you cannot have dinner till you finish you homework",  
495 something like that.

496

497 Tracey: Seriously?

498

499 Patty: Some, maybe. I know that because one year I was the form teacher of P.6, the  
500 kids would cry not getting full marks, 99 marks. Why are this so stressful? Because  
501 they are very pressurized by their parents' expectations. They also place a lot of  
502 expectations on themselves. Like "if I don't get 100 marks, I am not perfect, my  
503 mother will not like me."

504

505 Tracey: Is that a Chinese thing, an Asian thing, what do you think drives that?

506

507 Patty: I think it's getting worse like over these years, especially this generation. I have  
508 no ideas why Hong Kong is becoming this. Because I used to study here when I was  
509 in primary, we could go to the playground every day after school to play, to watch TV,  
510 ETV. But my students they go to swimming lessons, piano class, all the  
511 interest classes.

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512

513 Tracey: And even in the secondary they have to go to the tutorial, what do you call  
514 that?

515

516 Patty: Yes, tutorial, enhancement, tutoring, a lot .

517

518 Tracey: I don't know, I read about increasing stress-levels, do you think it's mostly  
519 about mostly about academic competition.

520

521 Patty: And also relationship with the schoolmates. (Tracey: What do you think?)  
522 Because I see a lot. Like students committing suicide, it's quite scary due to bullying  
523 and pressure.

524

525 Tracey: How would you describe the atmosphere of this school?

526

527 Patty: This school, I think, the students are very out-spoken, they can present  
528 themselves very well. But I think social-wise, still a handful of students need to learn  
529 how to socialize with other people. I don't know if it's because they are the only child  
530 at home, or, I think they are in general, not only our students, I think from the children  
531 we see outside on the train, on the streets, they are all quite self-centered.

532

533 Tracey: The students here are being self-centered, why is that?

534

535 Patty: You know, they always talk about their own problems. Like, you have a class  
536 of 26-27, they always focus on what's happening to them, their own problem. They  
537 don't share. They feel that the world is only just happening around them, you have to  
538 give them all your attention, you have to solve their problems at the time when they  
539 ask you at once, not caring and considerate enough.

540

541 Tracey: I asked about what's the aim of global education? And you seem to be talking  
542 about opening awareness, what others are doing? Is that a big concern? Now you  
543 brought up the issues that the students seemed to be really self-absorbed, more  
544 concern about themselves. Is that a big problem here just making them more open and  
545 aware of others?

## Westfield: Patty's transcript

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546

547 Patty: Yes.

548

549 Tracey: Okay, what do you think ? Do you think that it helps them with this life  
550 values class that you have? Is it making a difference to them?

551

552 Patty: Hopefully. I think for some yes, but for some students who...who are less  
553 mellow, they will take a longer time. Because actually this is a "through-train" school,  
554 some of the kids you taught in primary last time that they are already maybe  
555 secondary nine, so you see the change in them.

556

557 Tracey: Okay, you know what, I don't know if you have thought about this. All these  
558 trips, the school is famous for sponsoring trips for the students to go to other countries.  
559 Do you think that helps them with their self awareness and do you think being more  
560 open to other people?

561

562 Patty: Yes, I think so. Because when they go to other countries, they still need to learn  
563 like what they should and should not do. Sometimes when they get too loud on the  
564 trains, I hope that they are aware people are looking at them. Maybe in Hong Kong  
565 it's okay because people talk loudly, but maybe in other countries like Japan, it's very  
566 quite. They will be more aware in a different environment.

567

568 Tracey: Why do you think going to other places and going to another environment  
569 makes people more self-aware?

570

571 Patty: Because it's something not familiar to you.

572

573 Tracey: Ya, you are more self-conscious, I guess. Okay, so, I'm going to show you  
574 this list, you have it to. I'm going to ask you to read some aspects of global education,  
575 on a scale of 1 to 5, with 5 being the highest value, how important should global  
576 education aim to do the following, this is according to you, okay? So, How important  
577 is it to you to develop students' sense of identity?

578

## Westfield: Patty's transcript

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579 Patty: Global education. Some of them being the same. I think a) would be 5 because  
580 sense of identity, like for one's national identity is one...when you talk about  
581 global...yes. Then coming down into smaller scope would be your identity in the  
582 society, in your family, ...yes.

583

584 Tracey: Question, what time do you have to be back in your next class?

585

586 Patty: I just have to watch them at lunch, 11:30.

587

588 Interview: Okay, sticking with this, you mention identities in their families, in their  
589 society, how about their sense of being a Hong Kong person vs a Chinese person, is  
590 that an issue?

591

592 Patty: Yes, because a lot of Hong Kong people will refuse to call themselves I am  
593 from China.

594

595 Interview: Do you ever discuss this issues, have it ever come up in your class?

596

597 Patty: Yes, they feel very strongly about China people. Even for myself, it's very hard  
598 for us to call ourselves Chinese because we grew up under the British colony, and  
599 from all the news you see the people on the street who came from China. We think we  
600 have too many negative experiences about Chinese people.

601

602 Tracey: Do you think that contributes to people trying to distance themselves from  
603 being called Chinese?

604

605 Patty: Yes, of course I cannot deny the fact that some people from China they are  
606 really good. There will be good and bad people from everywhere. I don't think we like  
607 to be associated with China because of our root, our belief, things we've been coming  
608 across.

609

610 Tracey: What's the population of students here come from Mainland China, or a  
611 family came from Mainland China. Is there a problem?

612

## Westfield: Patty's transcript

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613 Patty: From the students I teach, I only know only one or two, but I don't think there's  
614 so few. Maybe more in the secondary.

615

616 Tracey: How important is it to develop students' spirituality? Is that a priority? It's  
617 more like a faith, a religious faith.

618

619 Patty: I think this one is just neutral, 3. We do pray everyday, have the reconciliation  
620 service. If I'm not wrong, a few years ago, the Chairman who was a Christian himself,  
621 and I am a Christian too, he wanted to change St. Margaret into a Christian school,  
622 but um...actually our teachers also set up a student fellowship program and invited  
623 the students to join the fellowship. I think it's 50/50, Catholic and Christianity.

624

625 Tracey: Okay, how about building awareness of social issues?

626

627 Patty: 4 or 5.

628

629 Tracey: What social news do you think are emphasized here?

630

631 Patty: Local news, international news.

632

633 Tracey: What about issues like social action?

634

635 Patty: You know, the umbrella revolution.

636

637 Tracey: Yes, what about students' responsibility to society?

638

639 Patty: this one also quite high, 4.

640

641 Tracey: Why do you think it's 4.

642

643 Patty: because I think it's one of the main objectives of education. What's the purpose  
644 of learning things but how to know more but also how to contribute to society  
645 afterwards. Like getting a degree is not just to ensure that you have a job. The  
646 meaning of getting a job is to do something for the society, yes.

## Westfield: Patty's transcript

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647

648 Tracey: Do you think that actually happens in this school? In what way, can you give  
649 an example?

650

651 Patty: Yes, um, for example, for primary students, they can do same thing to the  
652 outside people like giving up their seats to the other people on the train. And also, for  
653 example, we have graduates, they do doing things like becoming a doctor, I think it's  
654 contributing to society.

655

656 Tracey: Okay, what about students' critical thinking skills? How important is that in  
657 global education?

658

659 Patty: Also 4.

660

661 Tracey: And building awareness of political issues?

662

663 Patty: 3 or 4.

664

665 Tracey: Alright, you mention about looking at issues in society like the Umbrella  
666 Movement. In what way are you linking this issues, or other issues, into students'  
667 life?

668

669 Patty: About the Umbrella Movement we also talk about that in the life value  
670 although I think it's in the LS responsibility. Because I think it's something that's  
671 happening in Hong Kong right now like last time, there's a need to talk to them and  
672 try to see what they think. And perhaps for some extremists, and try to pull them back  
673 to a more neutral place.

674

675 Tracey: How do you think students felt about that episode? Starting from September  
676 last year going on to November.

677

678 Patty: I think for older students, they will have more real feelings because they are  
679 more sensible and they know what's actually happening. But for the kids that are  
680 more in touch with, they are younger, what they hear from their parents, their friends

## Westfield: Patty's transcript

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681 and from the news. So, they only know they have to support the Yellow Umbrellas  
682 and the government is not good, what they see is all this only. They don't really like  
683 process what's actually happening that makes the people who need to go to the street  
684 and do things like that. So, that's why I want to see what they think about that and  
685 hopefully try to correct their thinking.

686

687 Tracey: Were they actually interested in that? In discussions?

688

689 Patty: Ah...yes. Actually some of them have quite strong opinions but you can see  
690 that it's maybe from their family or from what they heard, yea.

691

692 Tracey: Can you describe specific students, maybe graduates, okay, who have  
693 benefitted from the "global education" program in this school?

694

695 Patty: I don't think they have graduated yet, is it okay?

696

697 Tracey: Sure.

698

699 Patty: Because we had some students who went to the exchange programs for a few  
700 months, P.6, those French students, because I'm more interested in the French area, so  
701 I know. Um, they came back like a different person. They have so much confidence,  
702 even from before they are confident. I feel that they were different. They are very  
703 confident and talk like an international leader, yes.

704

705 Tracey: Okay, is that good for them, in what way it's good for them.

706

707 Patty: I think more exposure to, um, the outside world, not just confined within, um,  
708 our own country, yes.

709

710 Tracey: So, we are investigating "holistic global education". It's a type of global  
711 education that aims to develop students' identity and self-actualization, okay, and  
712 their capacity to act on issues. So, to what degree would you say that you do these two  
713 things?

714

## Westfield: Patty's transcript

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715 Patty: Um... "holistic global education"...

716

717 Tracey: Yes, something actually looks the self and the world, merging it. In what  
718 ways do you think you do that?

719

720 Patty: Um...eh...I think it's quite hard. Um...yes, it's quite hard.

721

722 Tracey: But in this school, the way you've described it, there seems to be a lot of  
723 global awareness going on and theirs is in your life value class, a lot of opportunities  
724 to reflect on themselves or at least their values and how they act towards others. Do  
725 you think everything the students are able to process this that "what I learn about  
726 myself can actually make a difference in the world"?

727

728 Patty: Actually I think that, I don't know if it's relevant, our school's environment  
729 actually has a better opportunity for students to learn more globally than local schools.  
730 Because we have people from different cultural backgrounds, unlike local schools  
731 which have more just Hong Kong people, Chinese students, but we have students  
732 from different countries which local schools do not normally have. So, it is a good  
733 environment for them to learn to live with other people, just like Singapore. Even  
734 more than Singapore, because we don't have westerners that much.

735

736 Tracey: So, I've asked you questions about your belief about teaching about the world,  
737 teaching students about themselves, is there anything else you would like to...eh, is  
738 there any questions that you want to ask me, or is there any questions I have not asked  
739 you that you feel would capture what the school and what you do?

740

741 Patty: Can I ask you the actual meaning of "global education"? Because I don't know  
742 if I have gotten the correct interpretation.

743

744 Tracey: That's the beauty of it. Everyone has different understanding to it. It's very  
745 broad. Broadly defined, "global education" just means teaching students about how to  
746 live in an interdependent world. But because it's so broad, people have different  
747 understanding because people can define the word differently. You said a while ago,  
748 some parents here define being global as being competitive. Some people will define

## Westfield: Patty's transcript

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749 through like what you are saying, people getting along, right. So, what my job is try to  
750 go to different schools and to see how different people understand by this term. But  
751 there's really no correct term.

752

753 Patty: Okay, because I'm not sure if I'm answering to your questions.

754

755 Tracey: Oh no, that's fine. Everybody will have a different perspective on it. For me,  
756 what I am trying to do is to look at the story of each school. So this school, what is  
757 my understanding of "global education". My feeling is you have a different  
758 understanding of it compared to the parents, right? Or I don't know, that's what I see,  
759 haha. Any other question?

760

761 Patty: Um...eh...so, so far like, from my teaching experience I shared with you just  
762 now, am I actually doing "global education"?

763

764 Tracey: What do you think?

765

766 Patty: Well, I try to so-called exposed them to more contexts outside our society. I  
767 hope that consider a little bit global...

768

769 Tracey: Yes! I think so, because it's such a broad...you don't have a subject called  
770 "global education" right? There are people who are doing in different ways.

771

772 Patty: Because to be honest, before I was told to do this interview and look at the  
773 questions, I didn't really think about "global education" at all. I don't think it would  
774 come across my mind, ya. It's only after you, after the questions, that I start  
775 really...because right, I have to answer your questions right, how should I answer  
776 these questions. But I think back, okay, what have I been doing in classes, what  
777 happen to my own self, you know...

778

779 Tracey: Did this help you in any way? Think about your own background?

780

781 Patty: Yes, definitely! It makes myself more aware of what's happening, yes.

782

## Westfield: Patty's transcript

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783 Tracey: It's interesting I think, I mean, because you lived in Singapore then you are  
784 here. So, I don't know. Do you really think it's more competitive in Singapore than in  
785 here? Or it's a different kind of mindset in terms of schooling.

786

787 Patty: Um...I don't know if it's because I was a student in Singapore so I feel more  
788 strongly to be a student then I felt that Singapore was more competitive...yes.  
789 Because...um...you can also say that Hong Kong is also rather competitive...because  
790 Hong Kong...um, okay, the way that Hong Kong is competitive is that you have to  
791 learn and know a lot of things. But in Singapore, we don't have to have "one student,  
792 one instrument, one skill, one sport", for my generation, I didn't have. But for the  
793 students here, they have to have "one student, one instrument...."

794

795 Tracey: Really?

796

797 Patty: Yes! That's like the motto.

798

799 Tracey: "One student, one instrument, one skill, one sport", "one student, three  
800 languages", haha.

801

802 Patty: Haha, ya! It's maybe Hong Kong is more competitive than Singapore, now that  
803 you've talked about it, haha.

804

805 Tracey: Haha, that's the end of my interview, if I have any follow up questions, is it  
806 ok or would you prefer for me to email you or call you or what?

807

808 Patty: Please feel free to email or call me, it's fine.

809

810 Tracey: Thank you so much!

811

812 Patty: Thank you, good luck!

813