

Pilot School: Daniel's transcript

1 A: Interviewer 1 B: Interviewer 2 C: Daniel

2

3 Doreen: Your name?

4

5 Daniel: Sachin Das.

6

7 Doreen: The number of years you spent teaching in this school?

8

9 Daniel: In this school, this is my second year.

10

11 Doreen: Okay, grade level that you taught?

12

13 Daniel: Okay, I teach IGCSE Global Perspectives, both the level Sec 3 and 4. And I
14 also teach History, IB level. And I teach Theory of Knowledge at IB level also.

15

16 Doreen: Okay, would you give us a brief description of your job responsibilities?

17

18 Daniel: Right now? Um...Right now I'm the subject coordinator for Global
19 Perspectives, and um...that's basically it.

20

21 Doreen: So, what does being a subject coordinator include?

22

23 Daniel: Um...that means designing the curriculum especially for this particular
24 school...choosing what kinds of topic, or choosing the methods that the we will use,
25 you know, in our teaching and learning.

26

27 Doreen: Okay, can you give us a little bit of your information about the teaching
28 background?

29

30 Daniel: Okay, I've been teacher only for last 11 years, not much. But I started my
31 career as I a media person basically. Uh...you know my first job was making movies
32 and documentaries, music, and all that...Uh...in 2003, I made a move to China as a
33 teacher, and ever since I've been a teacher. So, I worked at a school in China for 2

Pilot School: Daniel's transcript

34 years, and then, moved to Hong Kong to work at Yew Chung for 9 years. And this is
35 my...well maybe 8 years. And this is my second year here.

36

37 Doreen: So, would you consider yourself to have had an international background?

38 And if so, in what ways?

39

40 Daniel: Okay, I...my international background, teaching in an international school,
41 that has been started in China. Um...so, that was my first experience. But then I think
42 the true nature of international curriculum in a teaching international curriculum was
43 in Hong Kong when I joined Yew Chung. And started teaching IGCSE, and
44 especially Global Perspectives.

45

46 Doreen: So, why do you think that it was only in Hong Kong that you felt that it was
47 like international?

48

49 Daniel: No, primarily because uh...of the curriculum, because it was an international
50 curriculum, and also because of the school philosophy that did not limit students to
51 learn in a very set way of this is our school's course or exam-based or anything like
52 that. They hold approach was very much making students global citizens and the
53 international mind and that was the goal of the school. Regardless of what they do in
54 the exams or how they achieve in the exams, stuff like that. So, you know, that's the
55 main reason.

56

57 Doreen: What led you to become a teacher in an international school as opposed to a
58 typical school?

59

60 Daniel: Okay, it might be a bit irrelevant, you know what I'm going to say, because I
61 never taught or I never chose, you know, an international school. But chances for me
62 working in a local school in Hong Kong is almost zero, because coming from outside.
63 So, I can't really say how it is. But then, looking at how local schools are right now,
64 um...I would have definitely opted for an international school, looking at the
65 curriculum, looking at the emphasis of learning, rather than the exam-oriented, kind
66 of local learning...of any...um...curriculum is also a bit more uh... focus on local
67 stuff.

Pilot School: Daniel's transcript

68

69 Doreen: So, your decision to become a teacher was made, and then you went overseas,
70 or you read overseas first, and then...

71

72 Daniel: No, no, no...we did a teaching degree in India first, before going to China as a
73 teacher. So, and, we very much wanted this to happen, so...

74

75 Doreen: So, is there any reason why you chose to teach in this particular school?

76

77 Daniel: Okay. Um...I taught at Yew Chung for 8, 9 years, so I thought I think it's
78 about time that I did a, you know, a professional development for myself. 'Cause
79 teaching in one school and knowing that kind of philosophy and you know teaching
80 that way, it's good, but it's also nice to know other ways of teaching other...and this
81 was the school...the only other school that was offering Global Perspectives. Yes, so,
82 well, Yew Chung was the first school in Hong Kong to offer that subject and this was
83 the second school that...

84

85 Doreen: So, other international schools at that point...

86

87 Daniel: At that point had not started, right.

88

89 Doreen: And that's only two years ago, right?

90

91 Daniel: Yes. And, so, I couldn't say no offer, you know, and then, but I had no idea
92 how the teaching was happening here. It's an international school, so I obviously hope
93 that is to be, similar kind of international school.

94

95 Tracey: For the record Global Perspectives is a class that is specific to the IGCSE
96 programme?

97

98 Daniel: IGCSE, yes.

99

100 Tracey: Okay, just like TOK would be IB programme.

101

Pilot School: Daniel's transcript

102 Daniel: IB thing, exactly. But it's a very new subject that they have come up with.

103 And uh...yeah.

104

105 Doreen: So, when you hear the phrase, "global education," what comes to mind?

106

107 Daniel: Two things. Um...one is culture, and one is curriculum. Uh...now, what I

108 mean by culture is that um...the school itself must have a philosophy of bringing up

109 or raising the kids in an international minded, kind of atmosphere. Um...so that's the

110 first thing, I don't mean that they should have...you know, multi-national students in

111 there, that may add to the environment, but that's not sort of the culture or the

112 philosophy of the school. Right? And of course, second thing is, you shouldn't be

113 bound by a curriculum, let's say, you must...can do only this and not...you know,

114 open up your curriculum to do other things.

115

116 Tracey: So, that's part of what the global education is, that sort of flexibility?

117

118 Daniel: Yes. Yes, I'm talking about a curriculum that actually includes a global

119 education element in there.

120

121 Tracey: Um...we gonna ask you to do a little activity here.

122

123 Daniel: Yeah, sure.

124

125 Tracey: That involve photos. So, this is a two-part task. Okay? First, we are going to

126 ask you to look at these photos, and choose 3 that you feel captures your

127 understanding of global education. The second part will be to choose 3 that you feel

128 captures your school's.

129

130 Daniel: So, do you want me to just choose 3?

131

132 Tracey: Yes, and there...actually if you move your computer, you will see there's

133 more.

134

135 Daniel: Oh...

Pilot School: Daniel's transcript

136

137 Doreen: So, 3 that you think represent what you understand global education to be,
138 that's the first one. And then the second one, choose 3 that you think represent that
139 the school's conception of global education.

140

141 Daniel: It's a difficult one! Because all of these is part of my GP class, right?

142

143 Tracey: Part of the choice, or choosing is to really think what you feel are the most
144 important.

145

146 Daniel: Um...this is definitely on the top of my list.

147

148 Tracey: Photo 5, okay.

149

Photo 5: Poverty, inequality



150

151 Daniel: Right. Um...

152 (Silence)

153

154 Daniel: Okay, I wouldn't say, this is very specific to war and terror, but if I would like
155 to rephrase this, it would be conflict and peace.

156

157

Photo 18: War on Terror



158

159

160 Tracey: Conflict and peace, okay.

161

162 Daniel: So, we're talking about poverty and equality, we're talking about conflict and

163 peace.

164

165 Tracey: Photo 8.

166

167 Daniel: And I would say, not as educating girls only, I would say, education for all.

168

Photo 8: Educating girls



169

170 \

171 Tracey: Education for all, okay. So, photo 8. Alright, looking at these 3 that you have

172 selected, can you tell us more, what do you see here? And tell us how it relates to

173 your idea of global education.

174

175 Daniel: Okay, um... since all of these things are global issues, it's not related to any

176 kind of limited only to one country. And that uh...that needs an action at a global

Pilot School: Daniel's transcript

177 stage. Yeah? And that's how I see if our students are not aware of these problems and
178 the way a solution could be found on a global scale for these. I don't think that war
179 and terror is only an American thing, or poverty only happens in Africa, or the girls
180 are not educated in the Middle East.

181

182 Tracey: So, you are saying these are universal issues.

183

184 Daniel: Absolutely.

185

186 Tracey: And you feel that students need to be exposed to these issues.

187

188 Daniel: Yes. As global issues.

189

190 Tracey: As global issues...

191

192 Daniel: And solutions that are global in nature and not necessarily just a local solution.

193

194 Tracey: But how would you phrase these issues and present it to the class? I mean
195 what have your students got to do with it?

196

197 Daniel: Um...well, what we do in the Global Perspectives class and we deal with this
198 kind of issues and they are forced to look at three perspectives, one is a global
199 perspective, in a sense that where are these things happening and why are those things
200 happened there, to see a pattern around the world. Uh...number 2, they have to look
201 at what their country, or their community can do, you know as part of the solution,
202 (Tracey: Right.) a national perspective. And then, then the most important element is
203 a personal perspective, like what they think, how can they be part of the solution.

204

205 Tracey: Interesting, okay.

206

207 Doreen: Just now you used the word global issues, right? (Daniel: Yeah.) when you
208 are talking about...when Tracey asked you about how these 3 photos reflect your
209 understanding of global education. Do you equate global issues with global
210 education? Or do you see nuances between the two words?

Pilot School: Daniel's transcript

211

212 Daniel: No, global education, I think it's...I mean these are issues that could be part
213 of global education. But education itself is something different. It is uh...empower the
214 students to see these things as global issues and try to find solution.

215

216 Tracey: But it's an important component of global education.

217

218 Daniel: Absolutely, absolutely.

219

220 Tracey: Okay, let's go to the second part of this task. This time, we want you to
221 choose three photos that you feel best represent you school's idea of global education.

222

223 Daniel: Including these things?

224

225 Tracey: No, you can start from fresh.

226

227 Daniel: Oh, I see.

228

229 Doreen: What your school conceives global education to be.

230 (silence)

231

232 Daniel: Um...somewhat this perhaps. It's really difficult...because...I may be wrong,
233 but maybe this.

234

235 Tracey: Alright, first, so we've got photo 3, 13 and 7. Okay, Sachin...

236

237 Daniel: Sorry, can I make a change...

238

239 Tracey: Of course, of course.

240

241 Daniel: Sorry, can I make this change.

242

243 Tracey: Photo 4, alright Sachin, let's look at this. Tell us what you see in these photos
244 and why you feel they represent your school's conception of global education.

245

Photo 4: Technology

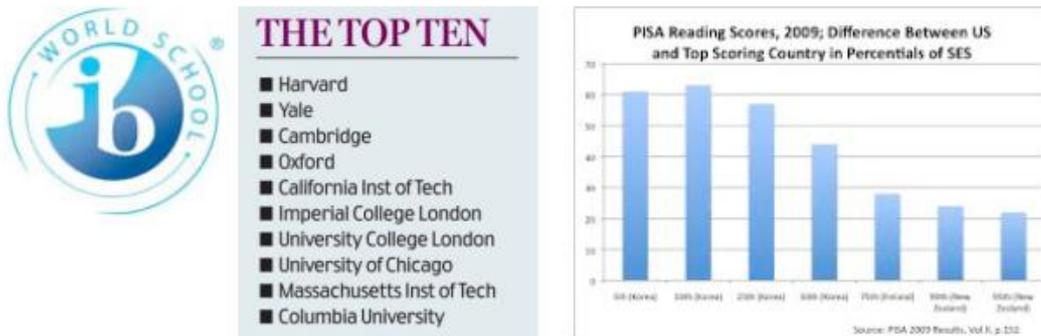


246

247 Daniel: Because I think...this will be the most important one, because it's a...to me,
248 it's a false misconception that global education is international curriculum.

249

Photo 13: International certificates and world-class standards



250

Photo 7: The environment



251

252

253

254 Tracey: What do you mean, misconception?

Pilot School: Daniel's transcript

255

256 Daniel: Um...by subscribing to an international programme, the school does not
257 become...or doesn't mean the same as global education. Right? Just because we have
258 IB programme, to call ourselves as global school, no...I don't think it's not. So, that's
259 the first thing. The second thing, I think by studying about western culture does not
260 also make it a global society, a global school in this sense.

261

262 Tracey: But you say that in this school...

263

264 Daniel: That's misconception.

265

266 Tracey: Okay, but in this school...

267

268 Doreen: So you see that as representing we're studying a western culture.

269

270 Daniel: Yes, yes. Well, if you look at history curriculum, it's very euro-centric.
271 (Doreen: Okay.) Right? Maybe we try to put in our local things here and there, but
272 uh...I do not blame the school for that, but, so this is it, international education's all
273 about the western standards, but I don't think that's particularly the case of the school
274 perhaps is still believing in that. And perhaps by being interconnected with people,
275 and you know using the latest technology we are trying to show that look, we are at
276 par with everybody else in the world, and so...this is the modern way of learning
277 global education...I don't think any of these three things are...

278

279 Tracey: So, you're saying that in this school, you see more evidence of this
280 international education, IB, um...like entering competitive universities, as opposed to
281 the global education that you conceptualized.

282

283 Daniel: Yes, Yup.

284

285 Tracey: Can you say more about that?

286

287 Daniel: Okay, um...to be brutally honest, I think the school's aim and goal should not
288 be taking the exam, achieving the grade, and getting into the top university. If you

Pilot School: Daniel's transcript

289 have not transformed the students into uh...thinking globally, acting globally or even
290 being part of problems of this world, or part of solutions of the world.

291

292 Tracey: Are you speaking in relation to this school in particular or just your normative
293 about international schools in general tend to do this. (Daniel: Uh...) Because we
294 would like you to talk about this school.

295

296 Daniel: This school only. I'm particularly talking about this school.

297

298 Tracey: Yeah, okay. Well, that's really interesting. No worry, it's a unique. You know,
299 a lot of people, not a lot, that some, that's some perception shared by teachers. I'm
300 interested in your choosing of this, the western civilization.

301

302 Daniel: Right. Um...

303

304 Tracey: in what way is this school, which is uh...a Singaporean/international school,
305 why would you say that it still has the western centric orientation?

306

307 Daniel: Um...okay, I think perhaps uh...the curriculum is such that it doesn't...how
308 to say...it's more Europe-centric than...(Doreen: Are you talking about Humanities
309 Or you're talking about language?) Um...just not Humanities...talk about English as
310 language, you talk about Geography, for example, the textbook, they are published
311 there. (Tracey: Right.) That they are the reasons we have to follow it. The other day I
312 was looking at the Geography textbook which has stuff like okay, this is how this
313 Yorkshire, and I was wondering okay, Yorkshire, so you've got to make it relevant to
314 Hong Kong, or perhaps you know, something that they can relate to.

315

316 Tracey: Beyond the content, that's included in these textbooks, there's a fact they are
317 published in western societies, kind of skill, or...

318

319 Daniel: No, no, no. It's not that, because I've been...it's not meant to be used in
320 our...in this context. You know, they are right in the particular context. (Tracey:
321 Right.) But to...that's why I'm saying, even while we talk about History, we talk
322 about what happened in Europe, this one we have shared about you know, what can't

Pilot School: Daniel's transcript

323 we do something positive history we are going back to wars and wars. Yes, we did
324 mistakes, we have learnt from them. But what about those good things we have done
325 before and we follow those examples, right? So that's what I'm thinking about...and
326 when I choose this, it's a bit more off a general idea about schools that I also have
327 taught, you know, it's rare. Then, you know, this particular school.

328

329 Tracey: Does the faculty demographic affect the mindset, like what you think, the
330 cultural orientation?

331

332 Daniel: I think the school has a good balance of western and eastern cultures.

333

334 Doreen: Not predominantly western (Daniel: yes.) because I think that it's a school
335 policy that there would be Singapore based teachers, the MOE, at least 20%, and then
336 the...they then hire other Singapore teachers that are not MOE based. You know?
337 And then we have a few other local, yeah, local or Asian teachers.

338

339 Tracey: But I'm just wondering you guys, if even if let's say, you were educated in
340 India, I was educated in Philippines, you were educated in Singapore, the issues and
341 the textbooks, and the programmes that we were exposed to, that would also be
342 western. (Doreen: Yes.) Okay, and even if we are ethnically or culturally Asian,
343 maybe a lot of the worldviews that we were exposed to because of our social up bring
344 and etc. We're already skilled as western, so I'm just thinking if that comes into place
345 too. Anyways, where do you take on that, Sachin?

346

347 Daniel: No, no, no. I would exactly, not so much I would say, in India, because the
348 system is totally different and although we went to English medium in there, but the
349 curriculum is very much designed for Indians, by Indians, very minimum. But then
350 that was another extreme, I'll talk to you later about that. (Tracey: Okay.) Yes, I do
351 agree about, the international schools using textbooks and curriculum to be very
352 Europe-centric, because the whole system start from there, right?

353

354 Tracey: And then you are saying photo 4 is...is more like...

355

356 Doreen: Try to interconnect with the war like he said...

Pilot School: Daniel's transcript

357

358 Tracey: And also show it's like...show that we are part technologically with...

359

360 Daniel: Yeah. Exactly. I'm surprised you put a Microsoft here, but it's more so with
361 Apple, if you are not an Apple school, then you are not an international school, you
362 know. So that's the status.

363

364 Doreen: Is it a norm? (Daniel: It is.) that international schools must be Apple schools?

365

366 Daniel: The one to one programme is basically based on that presumption that...that's
367 a status symbol of a school.

368

369 Tracey: Okay, alright. So, aside from these photos, Sachin, do you have any other
370 ideas about global education that you'd like to share?

371

372 Daniel: It might overlap with some of the questions, and I just my questions, if I don't,
373 you know, instantly think and say at the same time. Global education to me, is
374 understanding global issues, yes. But then it doesn't remain there. To me, it is
375 students' understanding their own culture, right? And at the same time, understand
376 their place, and their role, in the world, right? Problem happens when I ask one of my
377 students in the previous school, what's your identity? Who are you? We're talking
378 about patriotism, stuff like that. And he said, I'm a global citizen. Well, I see a big
379 problem with that, what do you mean by global citizen, so, what are you talking about
380 your own identity? So, if you're not sure about your own identity, then I think I would
381 still say that you failed to educate people. Uh... so my concept about global education
382 is that people they are sure about who they are, where they belong, at the same time,
383 that they have a responsibility and a place in the world.

384

385 Tracey: Why were you disturbed when this person said, I'm a global citizen?

386

387 Daniel: Because you see, this whole situation of who they are is becoming so blurry
388 that they confused about who they are, they're not Hong Kong citizen, they're not
389 uh...Some of them came up and say, oh, I'm Asian. So this gives me the feeling that
390 are we creating a problem in their minds that they lose the identity of who they are.

Pilot School: Daniel's transcript

391

392 Tracey: But isn't it feasible to have this identity that's saluted not in our specific
393 locality, geographically, but it saluted to an idea.

394

395 Daniel: Um...true, but the question is are they sure about that identity, are they sure
396 about that concept, or is that concept so blurry that they forget that they are in
397 what...in one particular location, but they also have responsibilities towards that.

398

399 Tracey: But...do you think that the concept of global citizenship actually devalues
400 where they are? How this person thinks? Was this person able to articulate what
401 global citizenship was?

402

403 Daniel: No, the thing is this whole idea of global citizenship to me is...you don't lose
404 the sense of who you are. (Tracey: Right) Right? Uh...then what happens is...just
405 because you're studying in international school, just because you're global-minded
406 person, you start hating your own culture, your own country, your own language, it
407 tend to shrunk them.

408

409 Tracey: But does the global citizenship...is that your understanding of global
410 citizenship though? That is an either or...

411

412 Daniel: No, no, no...

413

414 Doreen: Is it that child or...

415

416 Daniel: No, no, what I'm saying is this would happen when people are not sure about
417 their own identity, what I'm saying is it should not be happening. But that should be
418 respecting who they are, where they are, and their role there, at the same time, they
419 should know that they're part of the bigger wide world. Only then you can say then
420 you can say that they're global citizens. But if somebody's so vague about who they
421 are, like you know, where do they belong to, I don't think that's the thing that we're
422 trying to create in the mind of the students, that they actually forget that they belong
423 to Hong Kong, that they're Chinese, that Chinese is their language, and they have...I
424 mean they have to respect that...at the same time, you know, I'm not saying it's

Pilot School: Daniel's transcript

425 either-or. But what happens with students is that they forget, they tend to not like
426 anything Chinese, they tend to not say that I'm from Hong Kong, or I'm a Hong Kong
427 citizen. They say I'm a citizen of the world.

428

429 Tracey: So, for you, is achieving this multiple, kind of identification, overlapping,
430 multiple, but it's grounded and rooted in where they are.

431

432 Daniel: Not just the geographic location, it's a concept about my identity, I'm a Hong
433 Kong citizen and all that concept to...

434

435 Tracey: This person you are asking, was he a sec, or she is a secondary student?

436

437 Daniel: IGCSE, my Global Perspectives student.

438

439 Tracey: Do you think he has developed mental issues, when they are adolescents? It's
440 still something that they're molding about.

441

442 Daniel: Um...might be, but at the same time, I think as a teacher or as educator, we
443 have a responsibility to thinking who they are actually, I don't wanna say that, okay,
444 if you don't want to think that you are Hong Kong citizen, that's okay, but who you
445 are? Even not sure where you belong to. That's a dangerous concept.

446

447 Tracey: Cool. I wonder if we can get a photo that encapsulates that idea... okay.
448 Global education, you understand it, do you think that it should be a key component
449 in the curriculum of your school and why?

450

451 Daniel: Um...I think by including Global Perspectives, we have already included, we
452 have already shown that...there is...but I do not know, for sure...the actual intention
453 you know behind including this particular subject. I don't know.

454

455 Doreen: Because when you came in, the subject is...

456

457 Daniel: That was already there, yeah. But I do believe that Global Perspectives is one
458 of those subjects that actually is doing this. And the other subjects are the other things

Pilot School: Daniel's transcript

459 that I think...um...has been done by CAS, right? But, having said that, the school is
460 very much focus for exams. And doing that bit, you know? So, yes.

461

462 Doreen: Meaning that...when you say doing that bit, meaning that CAS is like,
463 because it's part of the IB programme and that's why...

464

465 Daniel: Absolutely. Absolutely, if given a chance, to include not CAS, if given a
466 chance, kids will not do anything else except for the benefits of the exam.

467

468 Tracey: So, do you want to do the next three 'cause it seems like a follow-up to what
469 you're asking.

470

471 Doreen: So, would you then consider that this school has a 'global focus' and in what
472 way?

473

474 Daniel: No, so that's one saying, to certain extent, yes, by...you know, by
475 introduction of this subject. And uh...and by CAS. Um... you know. To certain
476 extent, I think Theory of Knowledge does this because it also raises those issues and
477 then tries to argue from you know, a global perspective...

478

479 Doreen: So, apart from these three then, within the school programme, are there other
480 things that you think they attend to global awareness? Other things are happening in
481 the school, you know, that you think attend to global awareness.

482

483 Daniel: Yeah, for example, you know when they raise money for charity, even though
484 that's for CAS, but I think except it's CAS, it's that also. Um...I've been reflection
485 that tells me yes, that has been some in transformation. So, even though they are
486 forced to do something, but then something is happening within them issues like
487 poverty, issues like you know...traffic...and stuff like that. Yes, so it's happening, I
488 wouldn't say that's the focus of the school, but then you know where it's happening. .
489 XXX (30:31) is another event that is happening. All these activities have...it's only
490 debating in stuff, and...I'm sure it's going to expand and you know, people look in
491 more inside of it.

492

Pilot School: Daniel's transcript

493 Doreen: So I actually this...I saw a lot of things happening in this school, this is my
494 first year, so I'm not sure. So, getting people to donate their technical stuff, collecting
495 winter clothing, um...all these things, collecting donations for hurricane in
496 Philippines, was there a central organizing body that these is it like...?

497

498 Daniel: Well, I think mostly it's done at IB level, and sometimes it's also initiate by
499 the student development head. But what I saw, these things as bitten pieces like, okay,
500 we wanna do this, done. We wanna do this, and done. More as events more
501 than...(Tracey: a cohesive...programme) yeah yeah...exactly. So, it should fitted in
502 in the school's philosophy as to... this is what we want to educate our students...and
503 they do it because to see it important, not because, okay here's a drive, and everybody
504 got inside, yes, that's excited, you know, let's do it, did it, forget about it.

505

506 Doreen: So, then, do you then think that the school places importance on teaching
507 global issues?

508

509 Daniel: To a certain extent, but I'm not sure if that has been the focus. I think should
510 be. Yeah.

511

512 Tracey: How would a curriculum that focus on global issues look more like...what do
513 you think?

514

515 Daniel: Okay, first...I don't...(laughter) I don't want to be mean but uh...in my
516 previous school, Global Perspectives is made mandatory, it is a core subject,
517 everybody has to do it, regardless of whether you're able to do it or not. That's not the
518 point, the point is we want you to know certain things, we want you to have your
519 ideas about global issues in certain way. So, that's the reason we're giving you the
520 subject. And so I think, if Global Perspectives also becomes like a core subject, so,
521 every student has a chance of you know, getting this kind of education. Because
522 totaling missing in Mathematics, you know totaling missing in Science, to some
523 extent maybe we have little bit of human Geography, that happens you know, so apart
524 from that, no other way, like no other chance.

525

Pilot School: Daniel's transcript

526 Tracey: So, like um...you mentioned it's a very small percentage of students who
527 actually take Global Perspectives.

528

529 Doreen: Yes. This year for our Sec 3 we only have 14 out of uh...Sec 3 how many...
530

531 Daniel: Out of sixty something.

532

533 Doreen: Yeah...sixty something.

534

535 Daniel: But next year, it's going to be 10 more, 24, which will be one...

536

537 Doreen: That is a bigger cohort. That one is 5 classes in Sec 1 this year.

538

539 Daniel: So, it's one-third perhaps.

540

541 Doreen: It's like 90 something...90 something...so this cohort going next year is 24.

542

543 Tracey: That would be interesting to look at a school where Global Perspectives is a
544 core...

545

546 Doreen: It used to be.

547

548 Daniel: It used to be, again, why it was not like...why it's taken off the next year,
549 because again the exams was the most important thing...'cause many people did not
550 make it...we're getting Ds and Es...because it's a tough subject, because it is not like
551 rote learning, you know, you can't memorize stuff, it's lateral thinking, it's critical
552 thinking. But other schools don't care about this. They want the skills to be developed,
553 they want this to be, you know, part of the education.

554

555 Tracey: Okay, our next, sorry Sachin, we have a few tasks for you. (Daniel: No
556 problem.) So, these are expectations of global education programmes. It's a list of
557 expectations. (Daniel: Yeah.) So we'd like you to rate them according to the level of
558 importance to global education in this school. Okay? So think of the school, and rate
559 how important each of these expectations are.

Pilot School: Daniel's transcript

560

561 Doreen: Four being the most important and one being the least important.

562

563 Daniel: Yeah...I think I've tried to do something of this. Okay I'll do this. Sure...self-

564 awareness, yes. Do well in tests...it's important, I'm not saying no.

565 (Silence)

566

567 Daniel: I'm not sure about this though...I'm talking about identity.

568 (Silence)

569

570 Daniel: So, I didn't get this question, teach my students about the commonalities that

571 can be found across different cultures, groups, or nations...

572

573 Tracey: What are common...

574

575 Doreen: What are the common things, even though they are different race, different...

576

577 Daniel: In what ways we are sharing some of those?

578

579 Doreen: Yes.

580

581 Daniel: Okay, alright. Um...I think it...sure.

582 (Silence)

583

584 Daniel: That they feel important about...yes...of course...

585 (Silence)

586

587 Daniel: These are my three tops.

588

589 Tracey: Okay, talk about your three top priorities, or what you feel it's important.

590

591 Daniel: Right. As I said, uh...it could be a very philosophical thing, but I think it's

592 very important for people to know who they are.

593

Pilot School: Daniel's transcript

594 Doreen: So... actually this one is on the school, not yours...
595
596 Daniel: No, no, no.
597
598 Doreen: Yeah, because I'm quite surprised that your c...do you think that the school
599 does not believe that the students should do well...
600
601 Daniel: Oh, you're saying what the school believes...
602
603 Doreen: Yes. The school believes.
604
605 Daniel: I've thought that it's what I'm expected to...oh...Okay. I got it wrong. I got it
606 wrong.
607
608 Tracey: That's alright.
609
610 Daniel: I'm saying that as me as an individual.
611
612 Doreen: The school.
613
614 Daniel: Okay, I'm sorry. Uh...
615
616 Tracey: Yeah I can give you a new sheet.
617
618 Daniel: Yes, that'd be better.
619
620 Tracey: There you do.
621
622 Daniel: Thanks for that. Let me see again...confidence...can I do this? (DOREEN:
623 Yes) Okay. What if only one subject is doing this? Am I rating that or?
624
625 Doreen: Think of the school, so you are thinking that the school...
626

Pilot School: Daniel's transcript

627 Daniel: As a whole, right?

628

629 Tracey: As a whole.

630

631 Daniel: Okay, I'll just...

632 (Silence)

633

634 Daniel: I'm sorry, it's a difficult one. But one being the least important right?

635

636 Tracey: Yes.

637

638 Tracey: So, for you school, the most important is...include, preparing students to do

639 well in tests, entering a university then among the three, there's chosen

640 career...different worldviews, critically appraising text, media and other sources of

641 knowledge. Okay, can you speak about the top two? These two that you chose in

642 terms of describing what's important in the school.

643

644 Daniel: I don't know how honest can I be. (laughter) I think there is a pressure on the

645 school to do in a sense that...because it's a brand new school, and since it established

646 as an international school. And apparently I think it is uh...it's conception here that if

647 results are good, then this can sustain as an international school, given the competitive

648 market that it had in Hong Kong. So, uh...have this stress on showing the results. And

649 of course, it's also...you know, teachers who come from that background, and we've

650 taught to tests and exams before, and we have quite a number of those teachers, yeah.

651 And, so, that's how they've been doing for quite some time. There's also a pressure

652 from parents to show results, just not the school only, you know, teachers only...it's a

653 combination of thing. So, I think it's a major uh...thing for our school.

654

655 Tracey: Can you speak about these two, you say that, to critically think about, to

656 critically utilize texts, media, um...so, it seems to be a little bit deep in contrast to

657 these...can you say more?

658

659 Daniel: Okay, if I know, for one thing that one of the Humanities is doing this, only

660 Humanities is doing this perhaps, to source analysis and stuff like that, that's when we

Pilot School: Daniel's transcript

661 teach students how to think critically and how to see whether there's a propaganda,
662 again, there's a level, that's history part of it. And of course the GP is all talking about
663 you know, whether... how to elaborate somebody's arguments, you know, to analyse
664 things from what perspectives.

665

666 Tracey: What's GP though?

667

668 Daniel: Global Perspectives, yeah.

669

670 Tracey: Okay.

671

672 Daniel: So, that's why, that bit only, perhaps yes.

673

674 Tracey: And then you also rated a bit highly the developing students' self-confidence,
675 self-awareness, is that a priority of your school?

676

677 Daniel: Well, I think in the IB, if you look at CAS programmes, yes. That's what I'm
678 just trying to do, if it's a compulsory element, but that's only happen at IB level. And
679 the self-awareness thing is also measurable thing GP which is...part of that they do
680 reflection on, how did they change their worldview after doing a project or after doing
681 a research on that particular topic. (Tracey: Right.) So, IGCSE level and IB level, this
682 is happening, I'm not sure if it's happening in other departments.

683

684 Tracey: And also exposing them to different worldviews, you mentioned that that's a
685 priority in IB and...

686

687 Daniel: Yes. Mostly happen in Theory of Knowledge, which is also a compulsory
688 element. So, you know, nothing is absolute in TOK, everything is floated.

689

690 Tracey: Okay, but...if we look at these, it's um...for me you say that these are very
691 important, but I want you to focus on the next two items, which are contrasting. This
692 is...Preparing students for tests (Daniel: This is what's happening), it's what's
693 happening, it's not something that is not very important to you. (Daniel: Yes.) Okay.
694 Can you speak about the discrepancy there?

Pilot School: Daniel's transcript

695

696 Daniel: Um...I know we both teach, and we all of the time talk about the process, that
697 the teaching and learning itself. And well, I mean it's not that you don't want them to
698 achieve well, but that's not the thing. I mean we don't give them formulas, this is how
699 you do it. I mean the other day some of my DP students, the diploma programme
700 students were saying, do you know how we got an A* in Chinese? How teacher
701 actually made us to memorize every single essay that they possibly could.

702

703 Tracey: They memorize an essay.

704

705 Daniel: The same thing goes for Biology.

706

707 Doreen: When I start History many years ago in junior college, at first, my students
708 do not want doing much for the History, and then they say how come we can get
709 distinction for History at all levels, and you know, and we're not scoring for your
710 essays. How did you study? They say their teachers give them 60 essays to memorize.
711 And they memorize 60 essays.

712

713 Daniel: And the problem with that IGCSE and the IB is that questions are often
714 recycled. So, if they have digested all the past papers, they're bound to reproduce.

715

716 Tracey: So, for you, you said that doing well in tests is important, but that's not
717 the...it's not the main focus. In your experience, do your students do well in tests?

718

719 Daniel: Yes, I'm in...in my previous course, we didn't do miserably bad, badly in a
720 sense, it's in inclusive school, and so it takes in all pass of students. And I'm hoping
721 that this school which is not inclusive has only those who are more able students.
722 Yeah, that no one would actually fail or do badly in the tests and exams.

723

724 Doreen: It is inclusive in a sense that if you are Singapore citizen?

725

726 Daniel: Yes...

727

Pilot School: Daniel's transcript

728 Doreen: So, we have got weakness to this, because it is...they have to take
729 Singaporean students...
730
731 Daniel: Regardless...yeah.
732
733 Doreen: Regardless.
734
735 Tracey: But in, you said that you guys emphasize the process, do you think that by
736 emphasizing the process, that will equip their skills to do well in tests.
737
738 Daniel: Absolutely.
739
740 Tracey: Okay.
741
742 Daniel: Absolutely, I mean that's how it should be. And my other thing is that just
743 because someone did not do well in one particular test or exam, does not reflect how
744 weak or how strong the student is.
745
746 Tracey: Okay, so um...we've talked what you consider the top three most important
747 goals of a global education programme, did we talk about that? Oh, the ones that you
748 have circled, strengthen your students national identity, (Daniel: No.) identity?
749 (Daniel: Yes.) Equip them with skills to (Daniel: act on problems facing in our
750 world.) act on problems and help students reflect on their role as global citizens. Can
751 you speak about those top three that you've circled?
752
753 Daniel: Yeah, I mean, my belief is I told you that that a person has to be absolutely
754 sure about who he or she is. Without that, I don't think he is capable of acting or
755 doing anything, just like his concept would be so vague about everything else, if he
756 doesn't know who he is and doesn't know who he represents. Right? When I'm
757 saying this, I'm not meaning that he should only respect his own culture and try to
758 look for the interest of his own culture, but that's nationalism that happens in
759 our...I'm not talking about that. I'm saying that someone has to respect his own
760 culture, his own language, his own everything at the same time, understand his place

Pilot School: Daniel's transcript

761 in the world. Wouldn't want to have a melting point concept here, a set of bullets is
762 much better.

763

764 Tracey: Right. Okay, how about this one?

765

766 Daniel: Equip my students with skills...um...yeah sure we don't want to tell them this
767 is the right thing to do, we don't want to tell them this is interest for our country, we
768 don't want to tell them that...that...look, there's a problem that's how we have the
769 problem, is what we do, the thing is changing, the world is changing, they must know
770 the skills for tackling any problem for understanding that there are other perspectives
771 to the whole issue, that they should not only look from the one side of it. And so, if
772 they are equipped with the skills, then I think...it's much better.

773

774 Doreen: The last one is reflect...getting students to reflect on their roles as global
775 citizens.

776

777 Daniel: Yes, but this again, with regards to who they are. (Tracey: Right.) Right? It's
778 not just that okay, I'm a global citizen and I don't belong to anywhere, so I do
779 anything in anywhere, that's a very dangerous concept I think.

780

781 Tracey: How would you define the global citizen then?

782

783 Daniel: Well, first, if I'm an Indian, I know for sure that I'm an Indian and I have the
784 responsibilities for my own country, but at the same time, I see there's certain things
785 that in my country not good for the world, so I act accordingly, just because my
786 country um...for example, wants to use fossil fuel, because it's cheap, it's good for
787 economy. But I know the effect of fossil fuel, or overuse of energy, uh...you know, in
788 the global scale. That makes me, you know, act responsibly as a global citizen but
789 being an Indian.

790

791 Doreen: That means not being an Indian to such an extent that you...look at...

792

793 Daniel: That's nationalism right? (DOREEN: Yes.) That's suspecting somebody else
794 and you know, looking for your own interest.

Pilot School: Daniel's transcript

795

796 Tracey: Um...okay.

797

798 Doreen: So, if these are the three things important to you, alright, how did your
799 personal experience shape how you...what you think that these are the important aims
800 of global education?

801

802 Daniel: As I told you, my whole concept of global education started with teaching
803 Global Perspectives, and that's why I started thinking about...oh, okay, because my
804 education is so much...is so limited in school, you know, just not really exposed, the
805 curriculum was so much into understanding India only. Uh...that when I started
806 teaching this, and said, oh wow, that's fantastic, that's what we want, and so...that's
807 where it started.

808

809 Doreen: This is one that brought the way connecting with that concept of...

810

811 Daniel: The global education, yes.

812

813 Doreen: So, how did you end up teaching Global Perspectives? If since you said that
814 you've not taught that before.

815

816 Daniel: Okay, when it wasn't to do...I think it's 7 years back, and they were looking
817 for a teacher who can actually teach this. With my background, in international
818 education, when I did my masters, and then my interest in economics, and uh...the
819 religious and philosophy and all that, they thought they I was the most suitable person
820 to teach this, you know, person to teach this. Uh...I have no idea what the whole thing
821 is about. But then the first year when I was in an experiment, the result was fantastic.

822

823 Doreen: So you said your masters background? What was your masters?

824

825 Daniel: In comparative and international educational development, which, you know,
826 includes global education and...

827

Pilot School: Daniel's transcript

828 Doreen: So, have you always, okay, even though you said that you've only taught
829 about global education ever since you have to teach about Global Perspectives, right?
830 But in any point earlier in your life, have you actually taught about these goals? That
831 these goals are important?

832

833 Daniel: No, no. because that's why I'm saying that I have a transformed view about
834 education, until then, it was so many, you know, you much into you know, content
835 and trying to know those things. That we never thought about, okay, there's a
836 worldview outside, that we have to respond on a global scale.

837

838 Doreen: So, would you, do you feel that working in this school makes it easier for you
839 to achieve your goals on what you think global education should be?

840

841 Daniel: To a large extent, yes. You know given the fact that, I've been given a free
842 hand to teach this particular subject the way I want. So with those 14, or next year 24
843 kids, no one can do anything for that. So, that's how we want to do it. However, there
844 was one more element that I used to do before, which was to, for example, if kids are
845 working on poverty, they look at poverty in Hong Kong, they look at solutions for
846 Hong Kong. But then I took them to another country to see, okay, how similar
847 problem work with different cultures and different solutions.

848

849 Tracey: Right. Where you take them?

850

851 Daniel: Um...to Thailand. To a village in Thailand.

852

853 Doreen: Not in this school, was it in this school?

854

855 Daniel: Not this particular school. But it was my previous school, which is a
856 limitation that I'm facing here.

857

858 Tracey: Okay, let's talk about your...okay. Let's talk about limitations. Keeping in
859 mind your beliefs about global education, here's a list of potential constraints that
860 teachers face when teaching about the world, do you agree that the following are the

Pilot School: Daniel's transcript

861 constraints to your teaching about global education, in this school, again in this school,
862 okay?

863

864 Daniel: Okay.

865 (Silence)

866

867 Daniel: What's the difference between social background and cultural background?

868

869 Tracey: One would be more about their socio-economic status.

870

871 Doreen: Wealth, whether they are from poor background.

872

873 Daniel: And the cultural background would be...

874

875 Tracey: More like ethnicity.

876

877 Daniel: Oh, I see, okay.

878 (Silence)

879

880 Daniel: Well, how would you, what could you say for parents' expectation? As a
881 cultural or social economic thing?

882

883 Doreen: Maybe a new category that you can put if you think that is not within...

884

885 Tracey: Parents, that's here.

886

887 Daniel: Lack of support, oh...

888

889 Tracey: There's a particular wants for parents.

890

891 Daniel: Okay. Um...I would say this to be yes.

892 (Silence)

893

894 Daniel: Not really sure about this.

Pilot School: Daniel's transcript

895

896 Doreen: Which one?

897

898 Daniel: Students' apathy. Could be...I'm not very sure.

899 (Silence)

900

901 Doreen: You state limited curriculum materials as a constraint, (Daniel: yep.) why?

902

903 Daniel: Um...I mean the part from...from Global Perspectives, a subject, I mean
904 which other subjects do we have an emphasis on global education.

905

906 Doreen: Okay, but when you're teaching Global Perspectives, do you see that the
907 curriculum materials are limited?

908

909 Daniel: No, I'm not saying, so that's only one subject, I'm looking at the whole
910 school. Yeah, so GP should be just one thing. But I don't think there is enough in any
911 other, that promotes global education I'd say, there might be information here and
912 there, that's happening in America, that's happening in there...

913

914 Tracey: Um...I'm interested in your response about the students' level of maturity as
915 being a constraint. Can you speak more about that?

916

917 Daniel: Uh...I don't know for some reasons, students here are narrowly focus on this
918 is what we've been taught and this is what we pass the exam. Um...the going of the
919 box, thinking out of the box, are seem, are there exposure to other things, other
920 religious things as well, they just stop there. And I don't think...that's the reason
921 perhaps they're not mature enough to talk or comment to anything you know...

922

923 Tracey: So, do you think there's not enough of multiple perspectives here? Is there a
924 narrow mindset? And in that, not a negative way...

925

926 Daniel: Yes...No, no, no. But we are very very focused, very focus on this typical
927 thing, that is what we gonna do, and this is what at the end of the year, this one will be
928 achieved. If anything sort of that...you know.

Pilot School: Daniel's transcript

929

930 Tracey: In your previous school, was this the case?

931

932 Daniel: No.

933

934 Tracey: Um...who were your students? Were they different from the student body
935 here?

936

937 Daniel: No, they are of the same age, everything is the same, I think the fact that their
938 education from primary school onwards was so different, was so independent research
939 type. So, self-directed learning style.

940

941 Doreen: So, Was Yewchung also a full school?

942

943 Daniel: Yes, it starts, it takes students from six month old, until community college.

944

945 Tracey: But they encourage more independent thinking?

946

947 Daniel: Yes.

948

949 Tracey: Okay.

950

951 Daniel: And so, I would consider...it's out of discussion (Tracey: No, no ahead.) Year
952 7, which is primary 6 student, to be of the same maturity as a Sec 3 student.

953

954 Doreen: Yeah, I was quite surprised when I first came. And my Sec 2 students were
955 behaving like, students just come up from primary 6.

956

957 Tracey: Do you think that is because they are used to just following a formula?

958

959 Daniel: That's what I mean. And that essentially happens in primary school.

960

961 Tracey: Yeah.

962

Pilot School: Daniel's transcript

963 Daniel: They're not exposed to independent learning, sort of rote learning style, that I
964 think when they come to secondary school, they are so much used to hang, being
965 hang...

966

967 Tracey: Independent thinking, how important is that to a global education?

968

969 Daniel: Well, I think it should begin in primary school. Um...guidance to how to
970 think, and must be developed a lot when it comes to secondary school, I think without
971 that you don't want your students to be robots, and it just not doing that thing pressing
972 that button. And without that, there would be no creativity, there would be no new
973 solutions to new problems.

974

975 Tracey: This cluster, curriculum, lack of curriculum...limited curriculum time,
976 curriculum content and lack of support from schools administration, could you speak
977 more about that?

978

979 Daniel: Well, so as I said, the philosophy of the school is so important. And the goal,
980 you know, what the management want to see for the school is very important. And if
981 the goal is to run your school as one of the top schools in Hong Kong only
982 academically, then you definitely go for that.

983

984 Tracey: Okay, are you okay, Sachin?

985

986 Daniel: Yeah, absolutely.

987

988 Doreen: So, what policies are being implemented in this school, alright, to try and
989 overcome these constraints, the constraints they you have just...

990

991 Tracey: identified...

992

993 Daniel: Uh...okay, I think, the only way I think we have done is to through this GP
994 and TOK to certain extent to say that there's nothing absolute. And soon, find it very
995 difficult to think...uh...very abortion is wrong, you know, this kind of things. Should
996 be rely more on faith, is faith rational, for example, you know, those kind of things.

Pilot School: Daniel's transcript

997 Um...and I think CAS is the only other way that we're trying to overcome this, but
998 then, these gain, are very compulsory elements that they cannot do otherwise...so...

999

1000 Doreen: That means they are doing it because they believe in global education.

1001

1002 Daniel: I know, yes.

1003

1004 Doreen: Because it's about the IB curriculum.

1005

1006 Daniel: Yes. I think wild trips are okay, but then again, they are now tied up with the
1007 curriculum.

1008

1009 Tracey: More and more...

1010

1011 Daniel: Yea, from this year onwards, it's been tied to the curriculum, which is...it's
1012 not really global education now. For example, the Sec 3 trip will be a History trip. So
1013 they have to go to a place which has some significance to World War II.

1014

1015 Doreen: To the Sec 3 curriculum.

1016

1017 Tracey: But my question is, okay. Sometimes, um...well, what would you in vision as
1018 the ideal then? Let's say there are trips, if there are stand-alone trips, and there are not
1019 reinforced in the curriculum, okay, then maybe they'll become, you used the word
1020 'events', they'll become events if they are not tied more directly to the curriculum.

1021

1022 Daniel: Not necessarily. Um...trips could be something like world classroom, the
1023 classroom without not here...understanding for example, a trip to...to somewhere in
1024 Africa, for example, to understand what poverty is and it further extends their
1025 understanding of you know reality, like you know, living within those issues, trying to
1026 see how people cope with it, trying to think you know, talk to NGOs, and that's what
1027 we have to do as in GP trips before. We stayed there for a week, ten days, and with
1028 the people, talking to NGOs, talking to government officials, trying to find out okay,
1029 so what they're doing and how those solutions are actually working or not working, or
1030 what further could be done, you know.

Pilot School: Daniel's transcript

1031

1032 Tracey: Okay, alright...how about...

1033

1034 Doreen: Who are the main advocates of global education in this school?

1035

1036 Daniel: Who are?

1037

1038 Doreen: The main advocates.

1039

1040 Daniel: You mean people?

1041

1042 Tracey: Yes.

1043

1044 Daniel: I don't know really. If behalf any.

1045

1046 Tracey: Well, aside from you...

1047

1048 Daniel: Yeah...I'm saying yeah...I don't think...I don't think anybody thinks that
1049 way. Everybody thinks that is the curriculum and that's what I should do.

1050

1051 Tracey: Do you have any counterparts in the IB programme who think the way you
1052 would like about global issues?

1053

1054 Daniel: So, that's CAS. (Tracey: CAS.) CAS is the only one, yeah.

1055

1056 Doreen: So, I assume therefore, when we look at question 19, sorry, question 20, you
1057 would say that overall, the institutional culture of this school is not too supportive,
1058 and then based on your previous answers, yeah.

1059

1060 Daniel: Definitely needs a new pattern then, and I'm of the opinion that if we are so
1061 exam-focused and trying to prove that academically we are a very good school,
1062 eventually, I don't think parents will think that way, because even now, they are being
1063 educated about what is education.

1064

Pilot School: Daniel's transcript

1065 Doreen: You mean the parents.
1066
1067 Tracey: Okay, they're being educated about a more critical type of...
1068
1069 Daniel: They, well, they now know that academic performance, academically is not
1070 the only thing about education.
1071
1072 Tracey: Okay, right.
1073
1074 Daniel: So um...and so you know what it's happening, right.
1075
1076 Tracey: You think, so you think parents are more to know about a new type of
1077 definition about learning?
1078
1079 Doreen: Well, we still have parents who are very much traditional-focused, but we
1080 also have a number of parents who are actually taking our Sec 4 up at this school,
1081 after the students finish the IGCSE. That means they are not studying an IB in this
1082 school.
1083
1084 Daniel: I think as much as 30%...yeah...30%.
1085
1086 Tracey: Wow.
1087
1088 Doreen: So, what about being located in Hong Kong, do you think the school's
1089 location support the type of global education your school wants to promote?
1090
1091 Daniel: You mean the school being located in Hong Kong. Oh yeah. Sure. Sure. I
1092 mean Hong Kong being a global city is only in terms of finance, and you know, that
1093 thing. I think the population in Hong Kong is still not very global minded. Um...but I
1094 think that makes, gives a more potential that you know, the fact that Hong Kong is
1095 free, it's a free country. And a lot of emphasis by the government to start international
1096 schools to bring in more international population into Hong Kong. I think it's, yeah,
1097 definitely.
1098

Pilot School: Daniel's transcript

1099 Tracey: But what type of global education do you think it promotes in Hong Kong?

1100 More of the utilitarian type, like what the school promotes, or the critical type that

1101 you've been explaining about, global issues...

1102

1103 Daniel: It's been happening, or?

1104

1105 Doreen: In Hong Kong.

1106

1107 Tracey: Being in Hong Kong, what tends to be emphasized more? The utilitarian type

1108 or maybe the more critical thinking and idealistic type?

1109

1110 Daniel: No, um...

1111

1112 Tracey: Or both.

1113

1114 Daniel: I don't know what to say, because some schools definitely, they think towards

1115 uh...the service industry that we have in Hong Kong, you know. So you grow up, you

1116 know, your global education is actually trying to make Hong Kong a global city or

1117 any place in a global organization. On the other hand, we have a national education

1118 coming in, and trying to do the other side, the balance of trying to imbibe in students'

1119 of who they are, but those really are very extreme things happening in Hong Kong.

1120

1121 Doreen: So you're saying national education is not developed in Hong Kong actually

1122

1123 Daniel: It's developed in China, yes.

1124

1125 Doreen: So, there's a perception among the general public that international schools

1126 offer a means for students to attain prestigious diplomas and therefore ultimately, help

1127 them gain access to high-paying jobs. Do you think this is a fair characterization of

1128 this school?

1129

1130 Daniel: This school, yes.

1131

1132 Doreen: Why?

Pilot School: Daniel's transcript

1133

1134 Daniel: This is what they...come for the school for...

1135

1136 Tracey: The parents send them...

1137

1138 Daniel: Yes, absolutely, absolutely.

1139

1140 Doreen: There's, and there is another perception that some international schools are
1141 too Western-centric which is something that you mentioned earlier, right, uh...in the
1142 type of knowledge that they present through textbooks and teaching. Do you think
1143 that your school falls into this category?

1144

1145 Daniel: Somewhat. Somewhat. Uh...yes, I mean, because there is no way...there's no
1146 escape from IGCSE and IB, the set curriculum. But we've chosen China to be our
1147 higher level, in that way just like a balance.

1148

1149 Doreen: Chinese?

1150

1151 Daniel: In IB we have China.

1152

1153 Doreen: China Studies.

1154

1155 Daniel: China Studies, right? And the lower Sec, we have the Singapore...but that's
1156 part of History. Apart from that, it's a very Europe-centric. (Tracey: Right.) Uh...you
1157 know, the system.

1158

1159 Tracey: Sachin, we have another task that we would like you to do, you can do it on
1160 your own (Doreen: You can do it on your own, yeah.) because it's about having you
1161 explain how you would present a global issue, which is inequality, ties into one of the
1162 photos that you chose, actually. So, we're going to conclude the interview, but before
1163 we do that, we'd like to thank you for participating in this interview about
1164 international school personnel's conceptions and practice related to global education.
1165 Is there any question that you thought we could've been asked, but they're not? Is
1166 there any other thought that you would like to share?

Pilot School: Daniel's transcript

1167

1168 Daniel: I want you to clarify what actually you meant by global citizen or global
1169 education.

1170

1171 Tracey: You mean even before we start the interview?

1172

1173 Daniel: Yes. So, I was assuming a lot of things (Tracey: Right.) about global
1174 citizenship.

1175

1176 Tracey: I would...that's an interesting comment because our objective was to find out
1177 how you understood it.

1178

1179 Daniel: Alright.

1180

1181 Tracey: We didn't want, we want to...

1182

1183 Doreen: We didn't want to color.

1184

1185 Daniel: Right, absolutely.

1186

1187 Tracey: We don't want to fill in your thinking. (Daniel: Right, right.) So, that's why it
1188 seems a bit, you know, off the cup. (Daniel: Right.) But actually Sachin, the readings
1189 in decades there are so many ways people define global education.

1190

1191 Daniel: Absolutely.

1192

1193 Doreen: So, one of the problems, therefore is that, there's actually no one comment or
1194 perception what global education is.

1195

1196 Tracey: But we're finding out, yes. These conceptions have deep rooted values and
1197 ideologies that don't necessarily. They're not namely have, you know, they may have
1198 incompatible, they overlap in some areas. Or, what's interesting is that, in this school,
1199 you see that it co-exists in a way. So, for me, it's interesting to even study one setting
1200 to see how these different views play out or co-exist, or are even reconciled.

Pilot School: Daniel's transcript

1201

1202 Daniel: Right.

1203

1204 Doreen: Because there are the personal perspectives, and there's what the school

1205 wants. So, and they tend to kind of like exist within each other. It is very typical in

1206 any teaching, in any institution, any occasion...

1207

1208 Daniel: Right.

1209

1210 Tracey: Okay. Thank you so much, Sachin.

1211