

Pilot School: Gigi's transcript

1 A: Interviewer 1 B: Interviewer 2 C: Gigi

2

3 Doreen: Now, Anita, can you please quickly tell us your name?

4

5 Gigi: Yeah, Anita George.

6

7 Doreen: And the number of years you've been teaching in this school?

8

9 Gigi: Five years.

10

11 Doreen: And the grade level that you have taught?

12

13 Gigi: Uh...IB one and two.

14

15 Doreen: So, maybe you could give us a brief description of your job responsibilities.

16

17 Gigi: Okay. In addition to teaching the theory of knowledge course for the IB students,
18 years one and two, I'm the IB diploma coordinator, which means I administrate the
19 programme throughout the school, which involves interviewing Secondary four
20 students and helping them find their career choices for the IB, to registering students,
21 DP two students for the exams, something results, transcripts in universities, also
22 course working with the DP one students in terms of, making sure they are happy
23 with their course selection, and writing the mock exams and the actual exams. And
24 also, I'm also theory of knowledge coordinator for the school.

25

26 Doreen: So maybe you could tell us a bit about your teaching background, where
27 you've taught before?

28

29 Gigi: Sure. I started out as a teaching assistant, you know first you're trying out as
30 your graduate work. Um...When I did my post-doctorates at Yale, for two years, and
31 I also taught freshmen English. I taught one course for a semester for XX
32 University(2:50) students. And, from there, I went on to a private girl's school in
33 Ottawa where I taught English, uh... six years, and...and became the IB coordinator
34 there toward the end. After that I went on to England, to an international school for

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35 one year, and then, was asked to come to Hong Kong to the Canadian school to set up
36 their IB programme, and then I came here.

37

38 Doreen: So, the first international school was the one in the UK?

39

40 Gigi: Yea...Yep.

41

42 Doreen: So, in total, how many years of international school experience?

43

44 Gigi: Ten? I have to say that I mean my school in Ottawa were not strictly speaking
45 any international school. Um...because Ottawa's the capital of Canada and most of
46 the kids were diplomats' kids, so we actually did have, most of the kids were
47 international.

48

49 Doreen: So, would you consider yourself to have an international background? And if
50 so, in what ways?

51

52 Gigi: Yes, aside from, you know, just the fact that I come from parents who have dual
53 nationalities, my interest has always been another cultures, so my education was in,
54 uh...is an undergraduate, and studying of ancient Greek and Latin, English accents, so
55 the English period, modern poetics, and I did my graduate degrees in comparative
56 literature. So, I've always been interested in other cultures.

57

58 Doreen: So, what let you to become a teacher in an international school as supposed
59 to a typical school, a local school, for example.

60

61 Gigi: Um...I wanted to go abroad, and I've just seen the way... 'cause I want to stay
62 with an IB school, and most, most of the IB schools are international schools. I'm a
63 big fan of the programme, so...

64

65 Doreen: So, what about that programme that you are such a big fan of it?

66

67 Gigi: Um...The fact that it's not just about making kids stronger in terms of
68 academics, but also even mission statements about making them better human beings

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69 and global citizens. So, not just thinking in terms of would an individual it would
70 what want it once only impact this on the direct society, but you know, how could you
71 help to create a better world, not just, you know, better salary for that person or better
72 family, but um...that depends, I think it's important because you know when you
73 gonna get a better world, as if you have a lot of people invested in, and creating it.
74 That's probably why I like the IB the most, and also the fact that you just, um... just
75 the understanding that there's not one perspective for anything that people think,
76 people all over the world do things differently, and use things differently. There's no
77 way to say, you know, this one is right, that one is wrong.

78

79 Doreen: Okay, so, is there any reason why you chose to teach in this particular
80 school?

81

82 Gigi: Um...I was looking for a change, and one of the things that I thought since it
83 was in Asia, I would like to work with more Asian staff. Um... Was in Canadian
84 school, most of the kids are Asian, but few of the teachers are, most of the teachers
85 are Canadian. So, I found the focus is a little bit too Canadian. Yea...that is it. And
86 there were, there was an opening of mailbox.

87

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

89

90 Gigi: Um... educating kids was an understanding that there is not the only perspective
91 and also getting them aware of the community, how they can make the world a better
92 place, so surface elements, to me, as long as surface as well as hope putting out wrong
93 perspectives.

94

95 Tracey: So, keeping in mind your understanding of global education and how you've
96 just defined it, I'm going to layout some photos, (Gigi: Sure.) and, I'd like you to
97 choose three photos that best represent your definition of global education, and it's
98 actually a two-sided task.

99

100 Gigi: Okay.

101

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102 Tracey: The next one, I'm gonna ask you to pick three photos that you think represent
103 the school's definition of global education, okay?

104

105 Gigi: Okay.

106

107 Tracey: So, there's a lot of photos but...

108

109 Gigi: That's okay. You could put things on top of things, it's alright.

110

111 Tracey: So, there are some labels on these photos but we'd like you to interpret the
112 photos.

113

114 (Gigi: Okay) the way you want it to, and how you understand that.

115

116 Gigi: Okay.

117

118 Tracey: So, the first one is your definition of global education.

119

120 Gigi: Um.

121 (Silence)

122

123 Gigi: Okay, I think I'll pick this one.

124

125 Tracey: Number 9.

Photo 9: Religions



126

127

128 Gigi: This one.

129

130 Tracey: Number 15.

131

Photo 15: Popular culture



132

133 Gigi: This is hard... 'cause some of them seem to be very not that... I think this one as
134 well.

135

136 Tracey: Okay. So, number 6.

137

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Photo 6: NGOs



138

139

140 Tracey: Looking at these three photos, sorry...looking at these three photos, can you
141 tell us more about what you see (Gigi: Okay) in these photos that makes it resonate
142 with your definition of global education?

143

144 Gigi: Um...the first one, number 9, the idea that this's not like one of religion, so
145 you've got the global...you've got these various symbols for religion, as well as two
146 major figures for different religions that apparently, so one's not being valued or the
147 other, thus, there are all these possible religions and they're all equally important and
148 valid. Alright, so, religion is a major way of how people feel the world, so that sense
149 is global. Yeah. This from the popular culture, again it's got the global education just
150 the idea of culture, must being global, because I teach theory of knowledge as well,
151 we look a lot that is how different cultures fill the world. So, and that's very much
152 about that, I mean, you've got the occupy mask... 'Cause you've got the... (Tracey:
153 the movie) yeah, the movie, and they...you know, the Korean icon, you got
154 McDonald's, it's in Arabic, you know, different...where's this from, World Cup or
155 something other. But just the idea, you know, you've got sports, food, dance, theatre
156 as kind of the cultural elements are so different all over the world. Um...I mean for
157 me, at least, one of the reasons I got into studying ancient Greek and Latin, and old
158 English, was loving English literature and realizing, you know, we've got
159 Shakespeare and it's not fantastic to realizing that other cultures have something
160 equivalent to that that I couldn't access. ...(1.45)

161

162 Doreen: Are you of Greek heritage?

163

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164 Gigi: No.

165

166 Doreen: No, not at all? (Gigi: No.)

167

168 Gigi: No, no, no. My mother's Dutch, my father's Canadian. So, no. But this is why I
169 studied languages because I want to read, so that's pretty exciting to realize that
170 English literature doesn't have the market on Greek literature, this Greek literature all
171 throughout the world, that we've access to it. So, for me that's a different culture, just
172 to think, you know.

173

174 Tracey: It seems like a lot of these photos you've related them to the shaping of one's
175 worldview... (Gigi: Yeah) and being exposed to those different worldviews and
176 building awareness on it.

177

178 Gigi: Yeah, 'cause if you don't have, you don't have awareness of it, then you don't
179 value it, right? You then get a mind-set of your culture's right, everybody else's
180 wrong, and it's okay to bomb them, (B: Yeah.) because they are not real people,
181 right? In this, I might think...uh...with the NGOs just the idea of caring for the rest of
182 the world, so, you know, if I'm, let's say, I'm American, which I'm not, but let's say I
183 was, it's not the matter of, you know, I only have to care about American market and
184 culture. So, who cares if I'm stripping the forest from the Amazon and the rainforest
185 is gonna be gone, because we're happy, right? I mean, a more global understanding is
186 realizing that what you do has an impact, you know, when you outsource, when you
187 outsource some of your factory work to um...you know, India, and you pay people a
188 nickel, when you would have to pay them a decent wage in the United States. So,
189 that's something about you and what you're doing to the culture world, you're not
190 paying a fair wage. So, this, this again, just the idea that we have a responsibility to
191 other people around the world, and then things that we do have an impact on them.

192

193 Tracey: Nice. Okay. Um...now, in the second part of the task, to look at these photos
194 again and pick the three that you feel represent the school's definition of global
195 education.

196

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197 Gigi: Most probably gonna be quite different. (laughter) I can tell you that right away,
198 and apparently, I'm going to pick some like those...yeah...and I would pick one like
199 that.

200

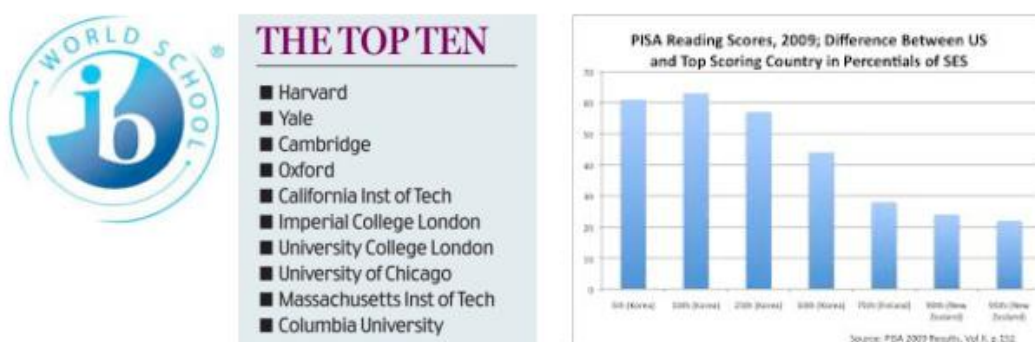
201 Tracey: Number 13 (13:36).

202

203 Gigi: I'm gonna try to pick this one as well.

204

Photo 13: International certificates and world-class standards



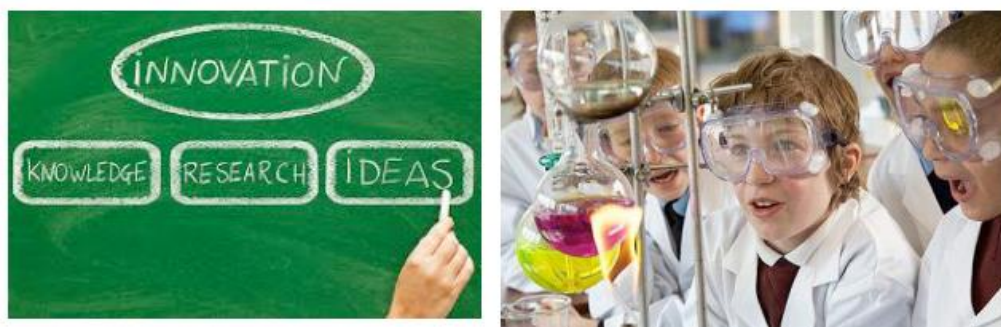
205

206

207 Tracey: Okay, **number 17**.

208 (Silence)

Photo 17: Science & innovation



209

210 Gigi: I'd like to pick the environment one but I don't think it's actually true. I think
211 I'm gonna pick this one.

212

213 Tracey: Okay, photo 1.

Photo 1: Twitter, Facebook, CNN



214

215 Gigi: Yep. Can we clip these for you?

216

217 Tracey: Oh, thank you. You wanted to pick the environment, but...

218

219 Gigi: But I thought you know, well, the kids are concerned with the environment, but
220 the school does permit an anti-environment teacher to give talks saying that the whole
221 environmental movement is bogus. And because of that we had kids who would
222 come by the time they had a DP, will tell me that there is no such thing.

223

224 Tracey: Well, in the name of multiple perspectives...

225

226 Gigi: But of course you have to...

227

228 Doreen: Did they know that you were, you were going to see that?

229

230 Gigi: Yes, of course, they do.

231 (Inaudible question 15:20-15:25)

232

233 Gigi: He does it every year.

234

235 Doreen: I didn't realize that. 'Cause I was not allowed in that and then that section
236 told me about that.

237

238 Gigi: He's in there every year, and he's actually been allowed to, yeah. But he has
239 school platform which means that kids don't see this, another perspective, they see it

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240 as the school sanctioned, perspective. (Tracey: Oh...) Yeah, the school gets the whole
241 kids and say you're all on assembly, you're all gonna hear this talk, by so and so, you
242 have a whole-hour talk about how, you know, there is no such thing as a global
243 warming, and uh...

244

245 Tracey: (Inaudible 15:55) Right? How they call in someone that talk to global
246 warming?

247

248 Gigi: Oh yeah...as soon as she left.

249

250 Tracey: Yeah, as soon as she left?

251 (Inaudible conversation 16:00-16:06)

252

253 Gigi: So, I need...

254

255 Tracey: Okay. Wow.

256

257 Gigi: You know the kids, I think, are interested in environmental issues, but um...

258

259 Tracey: I hope somebody can rebut the arguments put forward by this person. Do
260 you've some other from science?

261

262 Gigi: We've never given a lot of chance.

263

264 Tracey: Behind that, research has been debunked.

265

266 Gigi: I know that, and in fact, I'd actually had a talk when I mentioned it to like, DB
267 two kids in TOK. They don't know that doesn't exist, 'cause you know, teacher said
268 so, and you know, of course they will...why would the school let us, let them tell us if
269 it's not true.

270

271 Tracey: Okay, sorry, (Gigi: Yeah...anyways) not affect me.

272

273 Gigi: Okay.

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274

275 Tracey: Tell us about these pictures, and why you think they represent the school's
276 definition of global education?

277

278 Gigi: Well, I think, number 1, there is a view that seems from an IB school, where
279 automatically international without having to do anything. (Tracey: Um...Okay.) So
280 the focus is very much still on being Singaporean school, and I suppose to
281 international school. Um...The focus is very much on results, and getting kids into the
282 top, top universities. As if defined this, a very limited of the famous ones, it's not the
283 one that's even about X (17:26).

284

285 Tracey: Right...know that definition.

286

287 Gigi: It's mostly about the level of achievement, top universities, you know, I mean
288 just because you call yourself an IB school, doesn't mean that you're necessarily
289 international. You can have staff who are from other countries, it doesn't make you an
290 international school. Alright, it's just a factor, but it's not the factor for making it.
291 You got to do the complete worldview. Um... I mean work, it's not a usual thrust to
292 be told without how they do in Singapore when I'm thinking...well...not are we, you
293 know, I'm not Singaporean went to international school but you're not even in
294 Singapore, and well, the kids aren't Singaporean either. So, it's understand that it's
295 got to do with um...you know, school identity, and makes to the administrative stand
296 up, but then something you need to, we need to move away from that to some degree.
297 Um...again, here, this one, the number 17, I picked because I think that we see this
298 focus on...um...science and addition, learning. So what our focuses in changing, in
299 changing the education has a lot to do with getting the kids away from the rote-
300 learning content-based teacher-driven education, that they may have in traditional
301 Singaporean school, so I don't know if it's true or not, just the impression I have.
302 Maybe 50 years ago. (B: Yes.) Um...and then, part of that because we need kids to be
303 IB kids, which means we have to get them to be more participated from class, and to
304 be more creative in their thinking, and doing good ideas. Um...it will just good but of
305 course it's not the only thing. And um...I also picked this one, the number 1, because
306 being international is a lot more than being media international. And we do focus a lot
307 on um...use of various media, I mean, I use my laptop in class so that kids tell me a

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308 lot more than teachers do. Um...I've actually been surprised because I've had my DP
309 kids told me that, you know, you're the only one who uses a lot of that stuff. Okay,
310 teachers would think I don't know what I'm doing because I'm older than them, but
311 actually I do use it. But, even so, there's a place for something (noise).

312

313 Tracey: So, you think this school promotes that, they promote, or they...

314

315 Gigi: They promote the...Um...I think there's a promotion of the laptop...being a
316 laptop school but, you do have the, you do have to set some lines on how it's used in
317 class. (Doreen: Okay.) Uh...I'm reading right now, *The Shallows*, which is about the
318 effective the internet on the brain, and as I read and which, you know, there's no
319 surprise to me at all when I'm reading. I'm thinking here we are, talking more and
320 more about, you know, I mean we heard the meetings...have an English saying, we
321 don't order books in the library anymore, books are not in need. I was like I don't
322 think so, I order books for the kids, and you can't go under, there's whole thing about
323 wow...everything should be digital, your textbook, everything...but you know, you
324 don't get the same. Going into all the latest technologies doesn't make you innovative.
325 (Tracey: Yes.) Do you know what I mean? I mean I remember there was a kid when
326 they brought in, when television became the educational tool, so then everybody had
327 to do it, when was in every lesson. But, did it add to our education? Most cases no.

328

329 Doreen: Yea. It's your pedagogy that's important.

330

331 Gigi: It's the teaching, the context.

332

333 B: The rest are Doreen: just the tools.

334

335 Gigi: The rest are tools, but so you don't want to be driven by the tools. So the
336 growing maybe a little too driven by the tools. (Doreen: Yes.)

337

338 Tracey: Aside from the pictures that we chose, do you think that there's a part or an
339 aspect of global education that we did not cover, that you would have like these to
340 have included.

341

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342 Gigi: I don't think so.

343

344 Tracey: Okay. Alright, Anita, Gloria(19:40) and I, we interviewed another copy of
345 yours last week. And this's striking how the three photos that they choose to
346 represent the personal understanding of global education is different from the three
347 that they chose to represent the school's.

348

349 Gigi: So, it's the same.

350

351 Tracey: Okay, can you say more about that? Are you surprised by that?

352

353 Gigi: No. (Laughter)

354

355 Tracey: Okay. (Laughter)

356

357 Gigi: No, no. Uh...I just think that...I think their decision to go IB was not made to
358 be a global school, and was not made because the administration of these in the IB
359 mission statement. Uh...it was made because Hong Kong is going IB, it is
360 competitive.

361

362 B: So, it's the difference between the JC system or the IB system, right?

363

364 Gigi: Yeah...And just the fact that...well...everybody's going IB, parents want IB,
365 kids need to have it if they gonna get into the good universities, so they do it. But, I
366 even, I think in the early meetings XXX. (22:48) You know, would you be going IB
367 primary... Oh...no way. That's just completely dismissed, so, no interest in doing it
368 at the lower levels because it's only the more academic one is gonna have that. That's
369 not really the philosophy of the IB (Doreen: Yeah.) so much as a means to an end I
370 guess. Business decision.

371

372 Doreen: Yea, that's why the schools get XX (23:12). It's got so many different
373 programmes.

374

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375 Gigi: Oh yeah, oh yeah, oh yeah. I mean...I'm not a huge fan of the IB literally each
376 programme, only because it doesn't fit very well, a lot with the curriculum. But, the
377 programme was absolutely fantastic, but they're not even interested in here about it.

378

379 Tracey: So, given that this school, even the name of the school is Singapore
380 international school, do you think that global education should be a key component in
381 the curriculum of this school?

382

383 Gigi: Well...it has to be because when it's IB school, it's one of the requirements.

384

385 Tracey: Okay.

386

387 Gigi: So, it's not... it's not a...we don't have to do it, it's one of the terms of
388 authorization (Tracey: Okay.) that we do it. And if we don't do it, we don't do well,
389 we don't have to account for what you have worked with you.

390

391 Doreen: You actually mentioned, when I asked you why you chose to teach in an
392 international school. If I'm not mistaken it, you said you were interested in global
393 issues? Was that the term you used?

394

395 Gigi: Probably.

396

397 Doreen: Yeah. Do you see any difference between global issues and global education?

398

399 Gigi: I don't know. Um...I don't know, I mean most international schools will have
400 um...a whole school of clubs to get kids involved in global issues. I really don't, we
401 really don't. I mean the...Canadian school, just where I came from, they have like a
402 um...different kinds of clubs for different issues, right? Well, we have a CCA
403 programme where it's decided, okay, this term we're going to work on this, but it's...
404 it changes all the time, and as a kid, if I am the kid, I'm not gonna join the club just
405 because I want to do the community service. I might want to be involved in um...you
406 know...animal rights. If there's an animal rights club, I would join it...but we don't
407 do it that way. So, the kids they aren't going to join it because they don't even know
408 what course they're gonna be working towards. Just decide it afterwards.

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409

410 Tracey: Are these issues covered in...like the main stream academic classrooms? Like
411 okay, we'll cover global issues.

412

413 Gigi: Yeah, we do. Well, we don't cover them in terms of educating the kids about
414 them. (Tracey: Alright.) But...um...when we look at, one of the things we look at is
415 real-life situations, there're knowledge issues and questions related to them. And we
416 go to current events for those, so, yes, we do discuss those things in class.

417

418 Doreen: And towards the next in global perspective I think.

419

420 Gigi: In global perspectives, of course, as well. (Tracey: Yeah) It was as well no
421 longer mandatory or compulsory.

422

423 Tracey: Did you want to follow-up on that?

424

425 Doreen: No, I just wanted to see whether she has a different... Yeah...

426

427 Tracey: But, would you consider the school to have a global focus?

428

429 Gigi: No. (Laughter)

430

431 Tracey: Not even! Okay.

432

433 Gigi: No, no, no.

434

435 Tracey: Not the way you would define it or...

436

437 Gigi: No, I don't...I don't see it.

438

439 Tracey: Why not?

440

441 Gigi: I just don't see it. I mean, it's um...I just don't see it. I mean...we...talk about
442 how things are done in Singapore, kids will be going to Singapore, they enter into

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443 universities, to Singapore or the UK, I've had to...I've had to...I've had to make a
444 case, an argument repeatedly to get them even consider suggesting the kids to go to
445 Canada for university. Right, anywhere out of the UK, or Hong Kong, or Singapore.
446 It's...and it's...

447

448 Doreen: But was it the students' choice?

449

450 Gigi: No, students never talk about it. Students are led by us in terms of where they go
451 for universities. They don't know anything about it.

452

453 Doreen: Okay. So, that was right, I mean, (Gigi: Well, we discuss...) considering the
454 fact that there are helicopter parents and the parents don't?

455

456 Gigi: The parents won't know about it.

457

458 Doreen: Okay.

459

460 Tracey: Oh, what you're saying that it doesn't have a sufficient focus on a wide range
461 of countries, or other cultures. (Gigi: No) But you think it is too Singapore-oriented?
462 Is that what you're saying?

463

464 Gigi: Singapore-Hong Kong-oriented.

465

466 Tracey: Singapore-oriented.

467

468 Gigi: But also Hong Kong.

469

470 Doreen: Yeah, because you have a large component of Hong Kong students here

471

472 Gigi: Yeah. I got to say, I mean, the Canadian school, despite the fact you might think,
473 most people think, Canadian school, the kids are all um...western kids, but not,
474 they're mostly Asian kids. And I would say probably most of them are from Hong
475 Kong, China, some Japanese, some Korean, um...some Singaporean.

476

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477 Tracey: Okay, this might seem like a very similar question to the last, but we're trying
478 to get some views on global.(noise) Okay?

479

480 Gigi: Sure, Okay.

481

482 Tracey: How about, when you consider that the school programme attempts to global
483 awareness?

484

485 Gigi: Oh, that's probably better, yeah. (Tracey, Doreen: Okay) That's probably better.
486 Um...yes, more and more. Um...so, for example, the DP kids do a CAS trip in
487 Cambodia, so there is some, global awareness. The focus is too strong on work, for
488 me.

489

490 Tracey: Okay, global awareness is raced in what way you think? Did you mention
491 CAS?

492

493 Gigi: CAS trips, (Tracey: CAS trips, yeah) so the creativity actions serve as
494 components, the DP one kids going a trip...

495

496 Doreen: But this is also part of the IB requirement, right?

497

498 Gigi: Yes, (Doreen: Yes.) it is an IB requirement. Yea, it is an IB requirement. In fact,
499 kids don't do anything like that in lower grades, you know what, they could. So they
500 don't do the service.

501

502 Doreen: Yes...I'm wondering why when we talked about the wild trips.

503

504 Gigi: There's no service, I wanted to. And that certainly could be. Alright. Most of the
505 schools set their own services requirement, even at the lower levels.

506

507 Tracey: So, you'd say that, if you were to...um...scale these three terms, you'd say
508 that global awareness, yes; global focus, not so much; global issues, even less. (Gigi:
509 Um.) Okay. Alright, Anita, our next task for you is, we're going to give you a list of

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510 expectations and we'd like you to read them according to level of importance to
511 global education in this school.

512

513 Gigi: Okay.

514

515 Tracey: So, one would be the least important and four would be most important.

516 Okay?

517

518 Gigi: Okay. Okay.

519 (Silence)

520

521 Gigi: Some of these things are one things that I decide myself that I'm going to do.

522

523 Doreen: Oh.

524

525 Tracey: Okay.

526

527 Gigi: Okay, so they're not expected to me at all, they don't care. (Tracey: Okay.) I did
528 that many way.

529

530 Tracey: Maybe you can tell us which one.

531

532 Gigi: (inaudible 30:36-30:39)

533 (Silence)

534

535 Gigi: Now, this is interesting, 'cause this is the one I don't think I'm supposed to be
536 doing...but...I'm gonna be honest not putting...

537 (Silence)

538

539 Gigi: You have to remember that my subject is one that actually has certain
540 requirements that may not be what the schools ask for teachers.

541

542 Tracey: Okay.

543

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544 Gigi: So there's like a...there's a...there's difference between what I have to do as
545 my subject, I supposed to the school might do.

546

547 Doreen: Because she is teaching theory of knowledge.

548

549 Tracey: That's right.

550

551 Gigi: Uh...just some of those things. Okay, so, some of these things that I got...some
552 of these things that are really important to me in terms of being a TOK teacher, theory
553 of knowledge teacher. But I'm not necessarily the school expects me to do. I don't
554 think that the school expects me to work on strengthening my students' self-
555 awareness.

556

557 Tracey: Um...why did you say that?

558

559 Gigi: I just don't think it's a big issue apart from um...unless a kid has psychological
560 problems and has to see counselors, nobody seems very interested at it. I see this
561 important because I see that, I mean, in the theory of knowledge course is one of the
562 core components of the IB. And it's all about raising the students' awareness, students'
563 self-awareness. (Tracey: Right.) Um...that's my main focus in what I do, whether it's
564 shared with somebody else's different. Um...certainly, the school wants me to prepare
565 their own tests and get into people...universities. (Tracey: Okay._ I think they also
566 want us to strengthen the national identity to some degree. But I'm not really expected
567 to do it, because of what I'm teaching.

568

569 Tracey: You say any national identity that the child identifies, whether it's specific to
570 Singapore because of the mission of the school.

571

572 Gigi: I think it's specific to Singapore, but it can, it's not really something that I'm
573 expected in my particular role to do, although other teachers may be expected to.
574 Yeah. Expose students to different worldviews, here again, I think that's the...it's one
575 of the basic expectations in my course, (Tracey: Okay.) teach them about
576 commonalities, it can be found across different cultures, um...this one definitely I'm
577 expected to do by this school. Um...the J. (Tracey: Okay.) They could know the skills

Pilot School: Gigi's transcript

578 of critically appraise. I don't think I'm expected to get them to get to think
579 innovatively. (Tracey: No?) No, I think it's a little bit important to the school, but not
580 that important. I do it anyway, 'cause it's important to me. But I don't think it's, I
581 think the bigger concern was to teaching kids to do well on the tests and exams.

582

583 Doreen: Okay.

584

585 Gigi: Yeah.

586

587 Tracey: Okay.

588

589 Gigi: Broadening awareness about environmental issues, I don't see that is
590 being...(Tracey: Okay.) yeah...definitely I'm expected to get them to...equip them
591 with skills that act on problems facing in the world. This one I don't think the school
592 cares, particularly about its old sense of social justice. (Doreen: No.) I think it's not
593 very important to the school, but it's important to me, I do it in anyway because this
594 knowledge is that...good opportunity to let you to do it. Probably English teachers or
595 History teachers will do that as well.

596

597 Tracey: How would you...okay go on. Anita, I'd like to ask about how...how you
598 would define social justice and how you think it is...Okay...how about human rights?

599

600 Gigi: Uh...Yea...again, I think that that's very important. And I guess I see it just part
601 of the social justice as well. That's not unimportant to the school, but it's not a major
602 thing. (Tracey: Okay.) Um... Reflect on their roles as global citizens, somewhat,
603 there...there...again, this thing I don't think the school focuses that much on the
604 entrenched inequalities on society. It's not unimportant by the school, but I don't
605 think it's...

606

607 Doreen: One of the key components...

608

609 Gigi: No. But it's probably more important to me. Um...Just the fact that our kids are
610 very privileged kids and they...and they...don't understand necessarily that the rest of
611 the world does not...so...you know, try to make them aware of the privilege in the

Pilot School: Gigi's transcript

612 other people having differently is not because they are not very smart or they're not
613 good people, or you know, they don't deserve to have nice things. So I think in
614 discussion, we bring out things...so...

615

616 Tracey: Okay, Anita, the next would be looking at these examples, could you pick the
617 three that you think represent the most important aims of global education to you?

618

619 Gigi: Okay okay.

620 (Silence)

621

622 Gigi: Well...I'm not sure if these three yet...maybe I choose...I...

623 (Silence)

624

625 Gigi: Maybe these three. Uh...G, teach them to respect people from different cultures
626 and backgrounds; This I is really part of that...(Tracey: Okay) and equip them with
627 the skills to act on problems facing our world, and building awareness of entrenched
628 inequalities in society.

629

630 Tracey: That's really interesting.

631

632 Gigi: That not have to do with things like, you know, who has the most wealth and
633 who can access to resources and...things like that.

634

635 Tracey: Do you think that there's an unimportant part when talking about global
636 issues?

637

638 Gigi: I guess it's very important...um...given the fact, you know, something like fair-
639 trade, trying to make sure people are...pay the fare, a lot of money for what they
640 produce. I think that for the kids, when they look at the world, they think poor people
641 are poor people just because that's the way the culture is...it's got nothing to do
642 with...on unfair...they don't necessarily think about the facts, and when you got
643 companies like, let's say they're going to poor countries and get women who've just
644 given birth and say 'oh, you're used to formula instead, and just stop breast-feeding.'
645 And all in a sudden, they have to pay for formula, which they can't afford, right? And

Pilot School: Gigi's transcript

646 they have health issues, they've got huge issues. (DOREEN: They have to pay for
647 medicine because of the health issues) They have to pay for medicine because of
648 that...because of the health issues. So, you know, on the one hand, the company is
649 making...good money, they don't care, right? Because this is a basic inequality.
650 Um...

651

652 Tracey: How...How deeply do you think you get into this issue about our own role in
653 perpetuating this sort of inequality?

654

655 Gigi: I do...in class discussion. I do for a little. Um...when I was first teaching at
656 Yale, in which our courses is in...when the worst place is in America, with the huge
657 poverty problem, mostly African-American population who are unemployed, huge
658 drug problem, gangs, gang problem, the kids there of course from apparently
659 translucent. We spent a course looking at articles that dealt with how other people
660 around the world are dealing with issues, and even, you know, African, from the
661 perspective of African-American and the US. And, you know, one of the kids was
662 upset what they have to do....You make me feel like... 'you know, I'm not a good
663 person, I don't deserve what I have, and then I, everything I thought that I knew, but
664 the world was...was...that I thought I knew what the world was wrong!' And I said,
665 'well, good, you're developing a social conscience. (Laughter) But he actually
666 appreciated it at the end. You know, it's...yeah.

667

668 Tracey: Well, what all international educators do. (Gigi: Yeah.) I just wanna know
669 more about how do you feel about being part of the teaching force like caters to some
670 of the elite? That's that's...

671

672 Gigi: Yeah, yeah, I don't have a problem at that at all.

673

674 Tracey: Okay.

675

676 Gigi: The kids are all good kids, (Tracey: Okay.) and it's not the matter of, you know,
677 they're not the enemies, and in fact, a lot of it's just unawareness. Alright, a lack of
678 awareness. So I think that if they really understood, what's going on and what their
679 responsibilities may be towards people who don't have their privilege, that they can

Pilot School: Gigi's transcript

680 actually make change in the world. (Tracey: Okay.) Um...so now I see this as a good
681 opportunity to um... to make positive change. You're dealing with the kids who are
682 gonna be the business leaders, or politicians, or...

683

684 Tracey: Even they make decision, is that what you meant?

685

686 Gigi: They're gonna make decisions that won't matter, it maybe that you know, when
687 I talk to the most sort of things, they think 'oh...you know, she's crazy, she doesn't
688 know what she is talking about, it's not like that at all.' But I've actually had kids
689 years later, he emailed me and say 'you know what, you told us something about
690 class: American would have XXX(41:45) They didn't believe me, they thought
691 anybody can grow up to be president, it's not a can't. And I said this, you know, the
692 moment I actually said you know what, I've actually dismissed and you were actually
693 right. You know, I don't force they don't like what I tell them, and I say you don't
694 have to agree with me because it's a perspective.

695

696 Tracey: When you talk about respecting other um...you know, different cultural
697 perspectives, equipping your students to...you know, act on issues, and this issue of
698 inequality, um...if those are important to you, have your personal experience a shade,
699 in what way have your personal experience a shade, would you feel are the important
700 aims of global education?

701

702 Gigi: Oh...well...I come from a working class family where nobody finished high
703 school. I came from a family with no...uh...no advantages. I had to work for
704 everything I got, I didn't go to school...to university till I was thirty. Um...and I had
705 to take a night course in order to qualify 'cause I would never get in otherwise. And I
706 got in on my... on my performance on the task. And actually in the university, it's a
707 working class, thirty-year-old, with twenty-year-old rich kids, who had access to
708 resources that I didn't have. I didn't have a computer at home before. So you said I
709 basically camped out at the library, so I could use the one computer to work my
710 access out.

711

712 Tracey: Where were you based when this was happening?

713

Pilot School: Gigi's transcript

714 Gigi: Toronto.

715

716 Tracey: In Toronto.

717

718 Gigi: Yeah, I was living in, I was living in poverty for many many years because I
719 wanted to go universities, and uh...I did get funding, but the funding is minimal,
720 compared to what you need to live in Toronto. So, I was serving on a boat. The 8,000
721 Canadian a year that time which is... (Tracey: a year?) yeah..., which is pretty...I
722 mean the rent was uh...I actually had a basement room at somebody's house, so as to
723 paying about 500...600 for rent. Um...you know...

724

725 Tracey: Wow...

726

727 Gigi: And I was competing with kids who, you know, had their own houses.
728 And...you know, trying to get funding and for teaching assistantship and scholarship.

729

730 Tracey: But, being in that kind of...um...I don't know, did you feel any resentment,
731 or is that one of the...in what way did it drive you to teach in this sort of setting?

732

733 Gigi: Um...I did feel resentment, but not necessarily uh...not against the individual
734 students. It was against the system, and the fact that this, it was a class system, a blind
735 class system. So, you know, Canada would say, we don't have class. Alright, there's
736 no such thing as a social class. But that's obviously untrue because if you've got one
737 kid coming for the school like I came from in my kind of neighbourhood, trying to get
738 into universities on those grades, compared to the kid who comes from privileged
739 family and went to one of the best schools, forget about we don't even get...I've got,
740 you know, I've got in my school to qualify. And...you know, what's gonna be the
741 difference in grades when you've got somebody like me who had to work part-time
742 and in addition to go to school, who doesn't own a computer so how's to basically
743 camped out and write the essays on the one computer in the library. You know,
744 obviously, it's not fair, we're not on the same playing field. So...yeah...it does
745 make...

746

Pilot School: Gigi's transcript

747 Tracey: So, have you always thought these goals were always important, always in
748 something that evolved as you went through these experiences?

749

750 Gigi: Probably evolved when I went through those, 'cause I...as I was going through
751 those experiences, that I realized that was true, that there actually was a class system,
752 and at the same opportunity, we're not necessarily comparable to everybody. Well, I
753 mean, intellectually...It'd never been faced with it, in that way before.

754

755 Tracey: This is Canada. (Gigi: Yeah.) They're supposed to be a society that...

756

757 Gigi: Of course. But you're dealing with...what you're dealing with people, and
758 that's people are like, I mean it's yea... It's like it's much worsened of any places.

759

760 Doreen: Do you feel that working at this school makes it easy for you to achieve the
761 goals that you have for global education?

762

763 Gigi: I think that because of the subject that I teach, yes...I have...I have the freedom
764 to be able to do that. Um...and I'm very aware of the fact that uh...I don't push...I
765 don't push my point of view on the kids ever. I always make it clear, we discuss
766 issues, we look at the various points of view, and I don't privilege one over the other.
767 And if I have an opinion, that's also only my opinion. But I would put it out there, I
768 would put the awareness that it may not have an impact today, it may not have an
769 impact at all, but it might have an impact ten or twenty years from now, when the kids
770 are in position to do something.

771

772 Doreen: Have you tried like...pushing your agenda to the school and asking whether
773 the school would be willing to move in that direction?

774

775 Gigi: I would pretty sure they wouldn't be. (Laughter) Well, I mean, in terms of
776 um...yeah...what through the authorization, we won't with these things came out, it's
777 not like, it's never been brought out.

778

779 Doreen: This was under the XX 47:02, right?

780

Pilot School: Gigi's transcript

781 Gigi: Yeah, I mean, we did, we did talk about what it...what do we need to do to be
782 an international school and um... it just...it just was not seem to be important. Yeah.
783 They're at least my perspective of it, they're not perceiving at all.

784

785 Doreen: Okay. To the elicitation task 3, so, you read from A to Q (Gigi: Alright) and
786 keeping in mind you beliefs in global education, alright? So, these are the list of
787 potential constraints that teachers would face (Gigi: Okay) when teaching about the
788 world. So, do you agree that these are the constraints when teaching about global
789 education? One being strongly agree, to four being strongly...oh sorry, one being
790 strongly disagree to the four being strongly agree.

791

792 Gigi: Okay. So...

793 (Silence)

794

795 Gigi: Language ability...I'm not sure...

796 (Silence)

797

798 Gigi: Okay.

799

800 Tracey: Alright, let's see. Are you...Did you answer these relative to your role as the
801 TOK teacher?

802

803 Gigi: No, 'cause you're asking about teachers face, not a person...

804

805 Tracey: Oh, okay.

806

807 Gigi: Uh...so I'm thinking mine in terms of teachers.

808

809 Tracey: Teachers generally...

810

811 Gigi: In general. Do you mean to find a constraint when teaching about global
812 education? (Doreen: Yeah.) I mean, I don't really teach global education, apart
813 from...you know, but, potential constraints that teachers may have, I think this's more
814 about teachers in general. Um...but some of the questions would apply to me.

Pilot School: Gigi's transcript

815

816 Tracey: Um...you seem to feel that students' characteristics do not, are not a
817 hindrance (Gigi: No.) and they do not constrain the teaching of global education in the
818 school.

819

820 Gigi: No, even that the apathy which and language ability which are maybe
821 somewhat...um...the apathy can really build for come if they have a passionate
822 teacher.

823

824 Tracey: In terms of curriculum materials, collaboration and time, you feel that this is
825 just slightly...

826

827 Gigi: Yeah...yeah...

828

829 Tracey: Okay.

830

831 Gigi: Yeah...I don't think it's a big problem.

832

833 Tracey: We have the flexibility to discuss like global issues at least for equality and
834 see like, do you have a new way to do something about, your interest in terms of
835 global education if that works are happened.

836

837 Gigi: We've had the opportunity to talk, but we wouldn't have an opportunity to
838 actually collaborate and do something, I would say probably not because the school is
839 so restricted in terms of when we can do things like that. We can't have clubs at lunch,
840 we can't have clubs at break, it's got to be on a...on a CCA designated day. And it's
841 got to, we've got to submit a proposal with a budget and it comes for every meeting
842 that we have, and how we're gonna to access I mean as a course, I mean, that's not
843 supportive of anybody getting together and forming a club. The kids to do something.

844

845 Tracey: That's a lot of steps.

846

847 Gigi: Well, at your point, you just say, I will not be bother.

848

Pilot School: Gigi's transcript

849 Doreen: And then the school.....So, you...
850
851 Gigi: You can't get, or they have lessons until 4:30, so you can't get them.
852
853 Tracey: Anita, you said that the administration is support from the administration
854 support from parents, these would be out of our larger constraint. Can you talk about
855 that?
856
857 Gigi: Just the fact that the...
858
859 Tracey: Oh, and also with the global, with the local community.
860
861 Gigi: Yeah, I mean just the fact that the school is not set up to allow teachers, I
862 mean...I'll give you an example. I started an animal protection club at my own school,
863 which just up the road, same community of kids, and it was asked for about the kids, I
864 work for animal rights, so I'm an activist, um...and I said...sure, let's do it, and we
865 started with ten kids. They have over 70 kids in their club now. And, they meet every
866 week, they have events, we could never do this at this school. In fact, when I've first
867 suggested it, the Principal at the time said, 'No, we don't do that, we don't do things
868 for animals.' I said 'what do you mean? We are interested in the animals.'
869
870 Tracey: The Prin...The school...
871
872 Gigi: Yeah, the Principal.
873
874 Doreen: The previous principal...
875
876 Gigi: Said 'no, we don't do things for animals and we don't help animals'. I said
877 'Well, I know the kids will be really interested.' 'I don't care. If you want to do
878 something, you have to do something to help people.' But even now, we wouldn't
879 have the flexibility as we had. There are only the things like...um...we would find
880 like an animal that Hong Kong dogs is having difficulty homing. We have actually
881 advertised the animal and helped them, helped get find them home. And we do, we

Pilot School: Gigi's transcript

882 would get animals homes, we would have some new, started new shelter for dogs, we
883 organized a drive, we got all kinds of dog beds and food and...

884

885 Tracey: I said aside, can you explain further at it, what this caring for animals have to
886 do with global awareness?

887

888 Gigi: Wow, it's huge, it's a part of our society, I mean, you look at the situation
889 uh...in Asia, where people actually eat dogs, you know they actually, they've actually,
890 people in China have come to Hong Kong and kidnapped pets who still put their
891 collars on, and driven them over the border and sell it in the market for food. This is a
892 huge, you know, you see the mistreatment of elephants in...Thailand. I mean, there is,
893 we share the world with animals, they're not like...they're not like...you know, a
894 carrot. It's not as be living-being with the us all, I mean we have to respect them.

895

896 Tracey: Okay, Anita. (Gigi: Sorry!) (Laughter) Sorry, I need to

897

898 Doreen: She's really into...

899

900 Tracey: Good! Good! I love your explanation. Okay, they're just constraints that you
901 identified with, the limited curriculum time, (Gigi: Yeah) Okay? Teachers' beliefs and
902 focus on examinations. Can we talk about why you think these are the hindrances?

903

904 Gigi: Um...Focus on exams, I think that a lot of teachers see that the grades are the
905 most important thing, and they basically teach them exams, they teach tests. Um...I
906 don't think they give any room to discussion of anything that doesn't exactly is to
907 gonna get examined. Teacher beliefs, it has to see the one teacher was...(Laughter)

908

909 Tracey: The climate change teacher?

910

911 Gigi: Yeah...you know, we've got some teachers who don't think it's actually
912 important to um...or even if they do think it has some importance, they don't think
913 it's as important or equal important as grades. So grades are more important.

914

Pilot School: Gigi's transcript

915 Tracey: So, Anita, do you think that there are policies that are implemented in order to
916 try to overcome these constraints? Or does that question just not fit into...

917

918 Gigi: I don't think it fits in here. I think (Tracey: Okay.) I may have been told this,
919 this is the way we do things, we have a system. You know, you can do it during the
920 CCA night, you can do your proposal, you can do that, and if it doesn't fit that matrix,
921 then u can't do it.

922

923 Tracey: Who are the main advocates of global education in the school?

924

925 Gigi: Um...There are some, I mean certainly uh...certainly it would be me and
926 probably would be the TOK teachers, um...the humanities department, uh...the
927 global perspectives course...

928

929 Tracey: This is the way you would understand to refine global education, (Gigi: Yes.)
930 the other ones who would advocate for that kind of point of view. (Gigi: Yeah.)
931 Would you say...

932

933 Gigi: Probably a lot of humanities and English teachers, but not just that they're not
934 aware of anyone else.

935

936 Tracey: Anita, would you say that the overall institutional culture of the school is
937 supportive of the type of global education your school wants to promote?

938

939 Gigi: Say that again. (Laughter)

940

941 Tracey: Would you say that the overall institutional culture of the school is supportive
942 of the type of global education your school wants to promote? The way that's defined.
943 (Gigi: Yeah) Is there a system in place to, you know, to support this?

944

945 Gigi: They wanted to it is, which is...

946

947 Tracey: And the teachers' valued to it?

948

Pilot School: Gigi's transcript

949 Gigi: Yeah, but it's not necessarily how I would see.

950

951 Tracey: Okay.

952

953 Gigi: Yeah.

954

955 Tracey: And the students, they agree with it or they fit that mind of what you said
956 with the three photos that you chose?

957

958 Gigi: No, the students...the students do want to do more about issues. And you know,
959 I had kids...uh...you know I had kids that ask things you know, why can't we...kids
960 are not actually not just me, that they approached to other teachers and said why can't
961 we have something that of animals... You know, we can't do animals. So, the kids
962 have actually asked about having this kind of thing before. But that's just not, the
963 system is not, it's like there is a very rigid system in place. And if you want to do
964 something, it's gotta to fit in that system.

965

966 Tracey: Right.

967

968 Doreen: Is it the system or the people who are running the system? You mean if the
969 people change, would you think that the system would change?

970

971 Gigi: I don't see why the system can't change. But if people have a rigid view of it,
972 saying that this is the only way we can do, that's a problem, right? There're lots of
973 ways that things can be done. We don't have to have a system...like no other school
974 or international school has it...right? Only we have (noise)... and if it's the time to
975 take out constraints, then get somebody in who knows how to do the timetable better.
976 I can do it because everybody else can. I mean it's not important if you don't do it,
977 right?

978

979 Tracey: How about, okay, I'm gonna tweak a little bit question of it. Okay. Being
980 located in Hong Kong, what type of global education is it more supportive of the type
981 that your school promotes or the type that you believe in, which is also I suggested I
982 supposed to the school's.

Pilot School: Gigi's transcript

983

984 Gigi: I think it's...I think there're international schools in Hong Kong that have the
985 same kind of agenda that I have...

986

987 Tracey: But what about the wider community of Hong Kong instead?

988

989 Gigi: I think it's probably more about the grades? I think it really is. (Tracey: Okay.) I
990 think it really is. It's the kids who probably more interested in some of the broader
991 global issues. Um..the parents not so much. They like the idea of the kid being a
992 global citizen (Doreen: But only in...) but in a very (Tracey: utilitarian way?)
993 yeah...utilitarian, exactly, right? So the kids can go to be a lawyer, and (Doreen: or a
994 doctor) a doctor in the UK, whatever. And not necessarily yeah...um...yeah..

995

996 Tracey: You wanna do number...

997

998 Doreen: Okay, so there's a general perception among the public, alright? The
999 international schools offer means for students to attain prestigious diplomas and
1000 ultimately gain access to high-paying jobs. So, is it a fair characterization of the
1001 school?

1002

1003 Gigi: Yeah, I think so, yeah. I think so.

1004

1005 Doreen: Okay, why?

1006

1007 Gigi: Um...that's how we sell the programme, isn't it? I mean, I've actually been told
1008 not to talk about the average grade...um...initially when I had my parent discussions,
1009 I would talk about, you know, the average grade for the diploma worldwide, out of 45
1010 is 30, and you can get the diploma at 27 or 28. And I was told...don't say that because
1011 that suggests that...we think that's okay.

1012

1013 Doreen: That should be below 28.

1014

1015 Gigi: Yeah, I said it is okay, the kid gets an IB diploma, they're gonna get into good
1016 universities. No, but we don't accept that, we don't accept the grades that so low,

Pilot School: Gigi's transcript

1017 okay? So...(Tracey: Wow...) It's okay if you got in a leader school in terms of their
1018 mission but we don't. We do have a very open missions policy, especially for
1019 Singaporeans.

1020

1021 Doreen: Yes, because we have to accept.

1022

1023 Tracey: Yeah.

1024

1025 Gigi: Yeah.

1026

1027 Doreen: The Singaporean students, no matter what their...

1028

1029 Gigi: No matter what level of their ability of level is. And if you've got, that seems to
1030 me that, you know, it's unfair to say to the kids: you gotta get a 35 or 45. There we
1031 got to shut it down. Um...but no, that's very much geared, and we had to talk about
1032 quality passes...

1033

1034 Doreen: So, there's another perception that some international schools are too
1035 Western-centric, (Gigi: Yeah.) alright? In the type of knowledge that they present
1036 through textbooks and teaching. (Gigi: Yeah.) So, do you think that our school falls
1037 into this category?

1038

1039 Gigi: No, no. There're some but I wouldn't say we are one of them.

1040

1041 Tracey: In what way do you think that this, the school curriculum...is not Western-
1042 centric?

1043

1044 Gigi: Je...I mean um...just the fact that most of our teachers are not Western, uh...I
1045 just not...even...I mean, theory of knowledge, we've got one South-Asian, two
1046 Westerners, um...talk about the whole range of philosophies, there is. English
1047 department...uh...they do fordifferent worldmap...(1:02:03) um...I don't
1048 see...

1049

1050 Doreen: Even though most of them are from the western English department?

Pilot School: Gigi's transcript

1051

1052 Gigi: Most of the them are the English department..

1053

1054 Doreen: Yeah...I mean, but, but I've seen different texts...yeah...

1055

1056 Gigi: Yeah...I just...I just don't see that. I mean, more Western schools were without
1057 focus. I don't know, I mean, our webpage has mostly Asian kids, alright? I mean, if
1058 you look at the Canadian school in which I used to be, if you look at their webpage,
1059 you would think that they're all white kids, because all the kids in the photographs are
1060 white.

1061

1062 Tracey: Okay.

1063

1064 Gigi: And the white kids who are going to school are probably about 3-4% of the
1065 entire student population. But if you get to their webpage, you see all these smiling
1066 (Tracey: Haven't they wanna...) white young kids. I don't know if they think about it.
1067 I honestly don't know, I don't think it's a conscious decision. (Tracey: Okay.) I would
1068 be surprised if it were...um...I think it's probably an unconscious... I think...but
1069 you'll see a few in the EFL schools as well. As the kids would be...

1070

1071 Tracey: Well, with this question, we also wanna look at, not just having like a
1072 predominant worldview in terms of Western and Eastern traditions, but what is the
1073 worldview that predominates that you think, here, is there a... or international school
1074 as a whole.

1075

1076 Gigi: You mean, this school or international...

1077

1078 Doreen: Just international schools.

1079

1080 Gigi: I wouldn't say it's necessarily Western, I mean I don't think you could say that,
1081 to be honest. I mean, I know people who work at Chinese international, there would
1082 be same kind of things. There's...

1083

Pilot School: Gigi's transcript

1084 Tracey: What about not look over Western and Eastern like how we... what would be
1085 the worldview of an international school? Is it a SES...a worldview based on SES?
1086 Or...

1087

1088 Gigi: What's SES...

1089

1090 Tracey: Sorry, social economic status.

1091

1092 Gigi: Oh...um...I mean I take a lot in the intentional schools, you know, Hong Kong
1093 do that well. I mean they do have a good understanding of um...looking at various
1094 positions in worldviews. It's harder for us because most of our kids are either for
1095 Singapore or Hong Kong.

1096

1097 Doreen: And this is because we only have Chinese as a second language.

1098

1099 Gigi: Yeah, we only offer Chinese.

1100

1101 Doreen: So, it's difficult for other people who want to do other languages.

1102

1103 Gigi: They can't, they can't do it, whereas other schools they also have the other
1104 language. I mean just one language.

1105

1106 Tracey: Right. We don't have time for this section, we'll just ask Anita...

1107

1108 Doreen: Maybe you just answer these on your own and (Gigi: Sure.) hand it to me
1109 once you've finished.

1110

1111 Gigi: Sure, which one is that?

1112

1113 Doreen: Is the last section of task 4, about how you would teach (Gigi: Great.) uh...
1114 global Gini coefficient.

1115

1116 Gigi: Uh..What is that?

1117

Pilot School: Gigi's transcript

1118 Doreen: Um...remember? That day when our global perspectives students went on
1119 the stage, (GIGI: Yeah...) Yeah, to do the presentation? On uh...even it's about social
1120 economic inequalities. (Gigi: Okay, yeah.) If you think you can comment on this.

1121

1122 Tracey: Anita...um...in this interview, I was supposed to ask you about you
1123 conceptions and factors relating to global education, before we end and you go on to
1124 do the elicitation, the last task, are there any questions that you thought we could have
1125 asked but they're not asked, about global education.

1126

1127 Doreen: About your beliefs of global education?

1128

1129 Gigi: No. it's interesting actually. It's interesting. Um...Interesting that there's such a
1130 break between my view and the school. And that...that...which doesn't mean that,
1131 you know, I should leave the school. Maybe just means that I need to argue more...

1132 (Laughter)

1133

1134 Tracey: You could also see this as...you know, embodies this whole notion of
1135 different perspectives. (Gigi: Exactly) to flexible...

1136

1137 Doreen: Yes. So, you know I kept asking previously whether you would try with this
1138 principle.

1139

1140 Gigi: I don't felt these chances for this would be better to be honest.

1141 (Laughter)

1142

1143 Tracey: Thank you so so much Anita.

1144 (Laughter)

1145

1146