

## Pilot School: Henry's transcript

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1 A: Interviewer 1      B: Interviewer 2      C: Henry

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3 Doreen: Can you give us your name?

4

5 Henry: Yeah. Henry.

6

7 Doreen: And the number of years as Principal in this school?

8

9 Henry: One and a half.

10

11 Doreen: Okay, you number of years as teacher? In a teaching...in education service?

12

13 Henry: In the education service...I didn't count...since 1995.

14

15 Doreen: Since 1995.

16

17 Henry: So is...

18

19 Doreen: Almost 15 years. And the number of years as a curriculum leader? As a  
20 principal.

21

22 Henry: As a principal, previous school was 7 years. So, one and a half....so eight and  
23 a half.

24

25 Doreen: Eight and a half. So, can you give us a brief description of your job  
26 responsibilities?

27

28 Henry: Um...actually for principal would be everything about school, I supposed.  
29 Yeah...and I think the difference between here and in Singapore will be that over here  
30 we will have to manage uh...even...even the human resource and the finance part of  
31 the school operation...yeah...whereas in Singapore, usually the financial part and the  
32 human resources are to be kept by the ministry, but here everything you have to  
33 manage it.

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34

35 Tracey: So, in that way, it's like an independent school.

36

37 Henry: Um...

38

39 Doreen: This would be like independent school in Singapore.

40

41 Henry: Yea, but even independent school, there is XXX2:27 given to you by the  
42 Ministry of Education, (Tracey: Right.) whereas here it's totally zero. So, it's totally  
43 about the income from fees. (Tracey: I See.) It's...

44

45 Doreen: Could you tell us a little bit about your teaching background? The subject  
46 that you have taught, what you have taught, the previous schools...

47

48 Henry: I was trained as a teacher for Physics and Mathematics, so my teaching  
49 experience will be the subject of Physics, um...spent 4 years in Serangoon Junior  
50 college. So, there will be my teaching experience.

51

52 Doreen: And then after Serangoon JC?

53

54 Henry: After Serangoon JC, I went to Ministry of Education, the research and  
55 evaluation, so that was the scoop there would be more on the evaluation of the  
56 national policies and administrative. Uh...and also in terms of um...studies, say for  
57 example, when it comes to PSLE exams, one thing that every year the ministry need  
58 to do is to...is to do test equating to make sure that the standard of the paper from one  
59 year to another is roughly equivalent, so we have to run massive detailed analysis  
60 based on certain anchor samples to make sure that...you know to parallel equate  
61 between the performance in this year's PSLE and last year's and therefore to decide  
62 on the cut of points for the different grade boundaries. So, that was something that we  
63 do...and um...my branch was also in charge of administrating the teams study. So  
64 that was something that we involved as well as the country's administrator. (Doreen:  
65 Yes.) Yes. So that was something that we run and we coordinated. So that was the  
66 experience.

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67

68 Tracey: And following that?

69

70 Henry: Following that, then in 2004, I was posted to Chung Cheng Main High, as the  
71 vice principal. Um... for a year and a half. Then after which I attended the LEP in  
72 NIE. Then followed by principal in Chungfu School, which is a primary school, in the  
73 Asian area. And then, after that, here.

74

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

76

77 Henry: Not really, not until I was here. Yeah.

78

79 Tracey: Can you tell us about why you were posted here?

80

81 Henry: Why I was posted here...

82

83 Tracey: How did you end up here basically?

84

85 Henry: How do I end up here...Okay...um...the previous principal, Madam Mak, was  
86 um... my vice principal when I was teaching in Serangoon Junior College. So,  
87 um...so at the end of the staying here, she felt that she should also actively source for  
88 her replacement. So, she felt that I could perhaps come over here. So, she  
89 recommended my name to the Ministry of Education, and they evaluated and felt that,  
90 okay, this is an acceptable arrangement. So, so they sent me here.

91

92 Doreen: So, it was not really an opening posting, so it was kind of a...because Madam  
93 Mak asked it.

94

95 Henry: Uh...when it comes to principal posting in the Singapore context, there is no  
96 open posting. So, everything is decided by...centrally by the Ministry of Education.

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98 Doreen: So, that's why I asked. We mean that the ministry just centrally posted you in  
99 here, it's not that direct posting formula. It's because Madam Mak was sourcing for  
100 another principal.

101

102 Henry: Yeah, so it wasn't so much that the ministry went through the criteria and  
103 thought that I was able to do it, it's because there was a recommendation.

104

105 Doreen: Right.

106

107 Henry: Yes.

108

109 Tracey: How do you like being the principal here in this school?

110

111 Henry: It's challenging.

112

113 Tracey: Challenging?

114

115 Henry: Yeah. Uh...frankly speaking if I know, you know given a choice, probably  
116 would have a better-off staying back in Singapore. (Tracey: Oh...) Because it's  
117 tougher, it is tougher here. Yes. So... it is challenging.

118

119 Tracey: It's a new environment. But it's also, I guess it's also something that about  
120 just staying in a new place...so, how long is your contract?

121

122 Henry: Um...the official contract signed is for 5 years. (Tracey: Okay.) But generally  
123 principals would you know, so far in the past, all the past principals did at least 6  
124 years here. So, likelihood would be that, probably staying 6 years if not more.

125

126 Tracey: Okay.

127

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

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130 Henry: Um...for me, my interpretation will be that, uh...it'll be about educating  
131 students to be able to face the world. Yeah.

132

133 Doreen: Can you extend what you mean by face the world?

134

135 Henry: Um...Face the world would be that to understand what are the global  
136 challenges. So, understand that, um...a lot of perspectives...um...will look different  
137 from the global angle as compared to a local angle. And that for most of us, I mean,  
138 uh if our exposure is only within the local context, and we are not aware of what the  
139 rest of the world is experiencing of thinking about certain issues, then, then our  
140 worldview would be very much limited. So, global education to me is about educating  
141 them to know what are the other perspectives and what are the thing happening in  
142 other parts of the world, so that their worldview will be a lot wider, so that's one  
143 aspect. And also to know that in terms of competition, it's not just within the local  
144 pool of people, that the competition right now is global. So, so a lot of things you  
145 have to see it from a much more macro point of view than just...just the local  
146 perspective which...which we tend to be trapped into, because when we live, I mean  
147 what matters in our lives would be the local context. Whatever it happens in the world,  
148 sometimes really have very little bearing on what happens to our life, our everyday  
149 life. So, it's very easy for us to be trapped in the local perspective and that the global  
150 perspective would be something that we have to do is to engineer it into the way we  
151 teach our students.

152

153 Tracey: We have here some photos, for you to look at.

154

155 Henry: A test.

156

157 Tracey: It's like a test. We would like you to look at these photos, and think, given  
158 what you understand about global education, can you choose three photos that best  
159 capture your definition of global education.

160

161 Doreen: Can you see that? Just treat that...things capture your understanding...

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163 Tracey: Your personal understanding of global education.

164

165 Henry: Uh...okay.

166

167 Tracey: I will just clarify a bit. (Henry: Yes...yes...) The first part is choose three that  
168 captures your personal understanding. (Henry: Okay.) And later on, we want you to  
169 think about the three that would capture what you think the school understands as  
170 global education.

171

172 Henry: Okay.

173

174 Tracey: Okay? So, first, you have to capture your personal understanding.

175

176 Henry: I'll choose this one.

177

178 Tracey: The environment, **photo 7**.

179

**Photo 7: The environment**



180

181

182 Henry: I'll choose this one.

183 A. **Photo 16**. Democracy and the occupying movement.

184

Photo 16: Arab Spring and Occupy movement



185

186

187 Henry: I'll choose this one.

188

189 Tracey: **Photo 5**, poverty in inequality. Okay.

190

191

Photo 5: Poverty, inequality



192

193

194 Henry: I...okay.

195

196 Tracey: Let's start further.

197

198 Henry: Can?

199

200 Tracey: Can. Can I borrow these?



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201

202 Henry: Yes, yes, yes.

203

204 Tracey: Okay. Mr. Pek, tell us more about this. You say that these photos capture  
205 your personal definition of global education. Can you say more about why you chose  
206 these photos?

207

208 Henry: Um...first of all, this is about poverty and inequality. (Doreen: Yeah.) And I  
209 think for many our students who live in Hong Kong or even in Singapore is that they  
210 are not aware how fortunate they are to be living in...in these two cities. And that  
211 awareness of...of the poverty and inequality situations in other parts of the world  
212 would be important in terms of putting things in perspectives. Sometimes I think our  
213 youth, when they grow up, they are unhappy with certain things. But they don't quite  
214 see that, whatever they are unhappy with, sometimes, compare to what other people  
215 are suffering in other parts of the world, it's actually insignificant, and that they need  
216 to see that perspective and therefore to appreciate their lives in whatever that they  
217 have even more. I think that is something that I feel it's important in terms of  
218 educating the young. Um...this one here, in terms of XX(12:56) and the occupying  
219 movement. Um...I supposed I'm not so much about the subject per se as in XX or  
220 occupying movement. (Tracey: Right.) But more of that concept of the importance of  
221 governess, of politics uh...in our lives as a citizen...about that participation, that  
222 awareness that interest, and the willingness and ability to one to ship it for the  
223 betterment of the society. I think I'm see that...that's the thing that comes to my mind,  
224 not so much about the subject, but more on those aspect.

225

226 Tracey: Participation.

227

228 Henry: Participation, yes. And also active shaping. (Tracey: Active shaping.) I think  
229 the other part about my own thinking about young people these days is that,  
230 sometimes they complain, they are not happy with things, but there is not enough  
231 action from them. There is not enough understanding. I supposed with this, I might  
232 want to jump to the recent incidence in Taiwan about the students occupying the  
233 legislation (Tracey: the legislation...yeah...). Yeah, so, that to me, um...they might



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234 have been reason why they are doing so, but in terms of, I think some of the  
235 newspaper will even say that and I agree with that, it's a little bit extreme, it's a little  
236 bit extreme about how they do, 'cause I think that you know that kind of...it's my  
237 own interpretation and I might be wrong in terms of saying in this way, but I feel that  
238 sometimes if the students, if they, if they look at the things a little bit from more naïve  
239 and close-up perspectives, then that would result this kind of things happen in the  
240 society. And that was something I feel...something is not right in the way the use of  
241 being educated. (Tracey: Okay.) And I think there is importance as being educators as  
242 we want to be very careful about what kind of values we teach them.

243

244 Tracey: So, participation and active shaping, but not too radical.

245

246 Henry: It's not about too radical, it's about understanding deeply about the issues on  
247 hand. (Tracey: Okay.) Yeah..

248

249 Doreen: It's informed activism.

250

251 Henry: Yes, informed activism, and understanding. Because a lot time...I mean of  
252 course there are governments who are you know, incompetent, and you know, just  
253 playing useless...but there are also a lot of time whereby the policy makers actually  
254 have quite of things they have been juggled and balanced before a certain policy  
255 being made. So, well, certain policy might not be very um...very popular to the public,  
256 but people need to be able to see why such unpopular policy needed to be made.  
257 (Tracey: Okay.) And people must be willing and say that, 'well, okay, it's not popular,  
258 it's inconveniencing me, it's...maybe costing me more in terms of my expenses, but if  
259 it's necessary for the society to survive or to move forward, I think that's something  
260 that they need to be able to see. (Tracey: Cool.) So, that's that. And for the  
261 environment, would be, I, this again personal, would be that, um...I mean the earth  
262 that we are living is very beautiful, and I think sometimes people forget about the  
263 beauty. (Tracey: Yeah.) Back in Singapore, I used to cycle around the island every  
264 weekend, and sometimes when the weather is right, when we're cycle along the  
265 Changi road, there would be that rare of morning sunlight that penetrates through the  
266 clouds (Tracey: Yeah.) and the kind of golden light that is everywhere, and it's really

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267 beautiful. So, that is something that I appreciate, and therefore, this whole thing  
268 about what the whole thing that we're doing in terms of development, in the name of  
269 development, that is um...causing harm to the environment. It's something that we  
270 need to be aware and be actively doing something about it, so, like we cycling, the  
271 awareness about not wanting to create too much rubbish because they cannot be got  
272 away of easily, I think so that...I think it's something that I would like the youth to  
273 also learn about that, and the importance of that. You know, how our lifestyle is  
274 affecting the earth and how some of the beauty that we are seeing that they might not  
275 even be appreciating enough, it's going to disappear before that you even learn how to  
276 appreciate it. So, these are things I feel very important for our students to learn.

277

278 Tracey: Okay, why don't we now shift...oh, do you want to ask some questions?

279

280 Doreen: No.

281

282 Tracey: The second stage is, I'd like you to work again with these photos.

283

284 Doreen: Which means include these.

285

286 Tracey: This time, we would like you to select the photos that you think best represent  
287 global education in this school as conceptualized in this school.

288

289 Henry: As conceptualized in this school. It's not the intended one, right? It's what  
290 is...what has been implemented?

291

292 Doreen: What's been done in this school?

293

294 Henry: So, of course this one will be. It might not be intentional. (Doreen: Yes, yes.) I  
295 supposed, maybe one about this, okay. Only three right? (Tracey: Um.) (Laughter) Oh  
296 dear, I want to select more than three...but...I'll just go for this.

297

298 Tracey: You can tell us the other contenders later.

299

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300 Henry: Yeah...

301 (Noise)

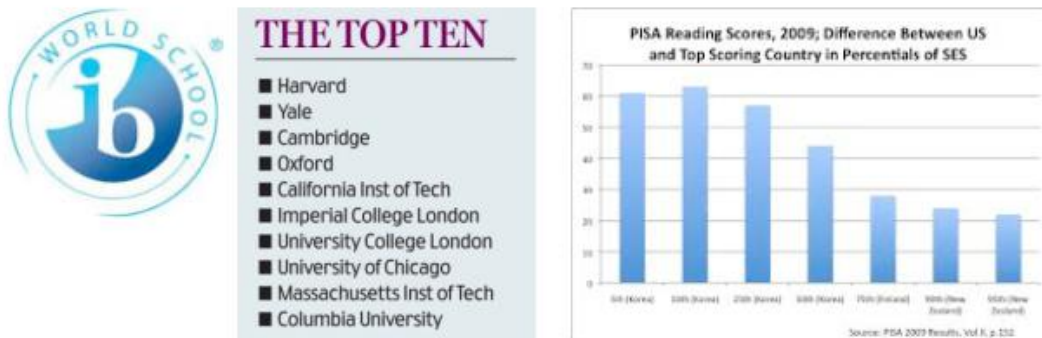
302

303 Tracey: Okay, you chose photo 13, 17 and 6. So, why do you say, why did you select

304 these photos to capture how global education is conceptualized in this school?

305

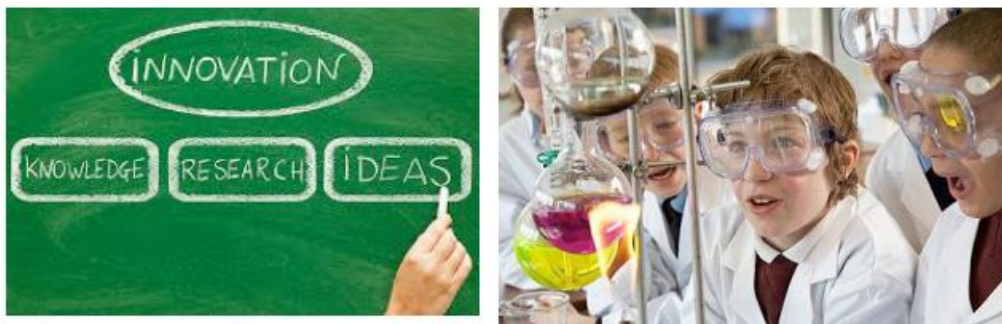
**Photo 13: International certificates and world-class standards**



306

307

**Photo 17: Science & innovation**



308

309

310

Photo 6: NGOs



311

312 Henry: Yeah, I'm not so sure whether I'm answering the question correctly, in terms  
313 of how global education is conceptualized, because we...yeah. I'm not so sure how to  
314 make up the word conceptualized. But I'm selecting these three pieces based on my  
315 understanding of how the students here will see what global education is all about.

316

317 Tracey: Okay, that's close to what we want.

318

319 Henry: Yeah, that's now I see it. These are...to me...um...very obvious and clear  
320 messages that they go through the education here, they would definitely see it and  
321 wouldn't miss it. So, I'm selecting as in I'm quite sure that the students understand  
322 these. (Tracey: Okay.) And if these are the aspects of global education that you have  
323 listed here for me to select, then I'm saying that, I'm quite sure that our students  
324 understood what these three are about.

325

326 Tracey: Okay.

327

328 Henry: Yeah. So, IB definitely, because I'm taking the IB exam, so, it is that. It might  
329 not be about how IB is that global education or teaching the international mind. And  
330 well, of course, I mean it's something that about we, you know the teachers would tell  
331 them about what IB's all about, the philosophies and things like that how much of it  
332 deemed the lights, I'm not quite sure, but at least the name itself and what IB aspire to  
333 do in terms of the plan of education, I think that is something most of us should at  
334 least have a little understanding. So, science and innovation, it's because, it's part of

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335 the curriculum. And of course for that, I could very well choose poverty and  
336 inequality which is again part of the content syllabus that they definitely will have.

337

338 Tracey: But why are you...

339

340 Doreen: I mean poverty and um...

341

342 Henry: Inequality?

343

344 Doreen: Inequality, would you say that it's all the students...

345

346 Henry: No, it's not all. (Doreen: Yeah.) But this is an aspect. So, that's why I'm  
347 choosing this as a representative. But I'm choosing perhaps, what is in my mind  
348 is...I'm seeing these as um...as content matters...content matters and coverage.  
349 Um...that they would have, I supposed if we do it well, um...science and innovation  
350 are the things that we drive progress forwards. And then particularly, I think in the  
351 Hong Kong context is that, there's generally still a sense of focus and preference in  
352 terms of the science subjects. (Tracey: Right.) And mainly in the science areas...so I  
353 supposed that's why I choose this, and innovation is perhaps the part that...that would  
354 also include other aspects that might not be so science. (Tracey: Yes.) But it still part  
355 of the innovation and trying to creature what you already know and then...and create  
356 something new.

357

358 Tracey: Can I go back to photo 13, do these other images in this set resonate with you,  
359 we listed down like the most competitive US, would universities, and then here, this  
360 one also supposed to represent international (noise). Do these images resonate with  
361 what you think? Global education as how to define the conceptualized in this school?

362

363 Henry: Again, for me I would look at it as more on how a student is seeing global  
364 education, not I agree with them. But this will be what they are experiencing and what  
365 at least the general culture within them is what global education about. Global  
366 education is about being able to have access to these top universities.

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368 Doreen: Would you say that it's not only the students who share this...  
369  
370 Henry: Even the parents, and perhaps some of these mentalities were shipped by the  
371 parents. To some extent, even the teachers as well. That's how they think.  
372  
373 Doreen: That I just shift the question a little bit because you asked the intended and  
374 the enacted curriculum. (Henry: Yes, yes, yes.) So, if it was up to you, because you  
375 are the curriculum leader in the school, how would you...uh...which three would you  
376 bring in to represent global education as the intended curriculum?  
377  
378 Henry: Intended. Okay, so I have to move this.  
379  
380 Tracey: Yeah.  
381  
382 Henry: Okay.  
383  
384 Tracey: If I had a choice...  
385  
386 Henry: If I had a choice...  
387  
388 Tracey: What you...  
389  
390 Doreen: And then within the constraints of the school because I maybe already saw  
391 your personal view.  
392  
393 Henry: Yeah. So, in fact, to me, I would very much choose back...  
394  
395 Tracey: We didn't discuss this one.  
396  
397 Doreen: Oh, okay.  
398  
399 Henry: Yeah.  
400

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401 Tracey: You're not coming back for this first?  
402  
403 Henry: We will come back to this first.  
404  
405 Tracey: Yeah.  
406  
407 Henry: Okay, I supposed again it's about a very explicit message to them about past  
408 of the CAS, that they would have to work with the NGOs. (Tracey: Right.) So, I think  
409 to the CAS, and maybe I think the CIP process, I think most of our students in their  
410 lives in this school, they will understand what NGOs is all about. And then this is  
411 operation in Hong Kong, and if not even in Cambodia where the...  
412  
413 Tracey: Okay. XX (25:37) requested you to...  
414  
415 Henry: Yes, she picked to choose what would be, how I would want.  
416  
417 Doreen: Within the constraints of...the Singapore International School.  
418  
419 Henry: Yes. Um...within the constraints...okay those are personal. Within the  
420 constraints of an international school, I suppose I would choose something that...okay,  
421 I'll have this. Um...I'll go for this. And I would choose this to represent...these three.  
422 Okay. So, I choose back the photo of the XX and the occupying movement. I think  
423 my own personal belief is that the active...I think for me, it's I'm very much feel that,  
424 I want my students growing up um...having that concept about them as an...playing  
425 an active part in the development of society. And how their action should not just  
426 bring about personal benefits, but they bring betterment to the rest of the society. And  
427 if there is something that I would want to do that, I mean doing that is important, and  
428 it's not just about the society, as in the local society, but if they are good enough to  
429 even bring about the betterment to the rest of the community as well. So that's  
430 something that I would strongly choose. Science and innovation, again, um...now, my  
431 different perspective that it's not just as science as something that the parents  
432 um...are choosing um...kind of like...from the humanities, but more of like I look  
433 at...um...very fascinating to me. I supposed it's about science and technology and



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434 innovation being that important driver to drive society forward. And therefore, if I'm  
435 saying that for this school, we are trying to, we are trying to educate young people to  
436 be able to lead Hong Kong uh...or maybe even Singapore, to...to kind of like march  
437 forward in this road. I feel that science and innovation is important. (Tracey: Yeah.)  
438 Without science and innovation, you're not creating new things. You're not creating  
439 values and therefore if there's none of that, then the survivors in this society in this  
440 global context will be very much affected. So...

441

442 Doreen: So, how do you see science and innovation as creating them?

443

444 Henry: Um...science...okay, so, in terms of science, okay...innovation, definitely, I  
445 mean innovation going beyond science or even the non-science innovation to me is  
446 important because you create...you create, okay I supposed I'm gonna put it this way,  
447 you create values um...in a very transactional way that is valued by others, and  
448 therefore you have something that you can bring forth on the negotiation table. I mean  
449 the reality of global society is that if you are nothing, you cannot control anything to  
450 the global community you will be left out.

451

452 Doreen: Okay, value in that sense.

453

454 Henry: To value in that sense, that the Hong Kong must have something, and  
455 Singapore must have something that the global community value, and for the whole  
456 year, Hong Kong can do this. Okay. (Tracey: Right.) That's include then, in our  
457 conversation.

458

459 Tracey: Does that can...does it also link to what you've just said about...

460

461 Henry: Yeah, but some people can be very active but yet, there's nothing inside, be  
462 concrete. So...

463

464 Tracey: So, it may be the socially responsible type of innovative thinking.

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466 Henry: And I supposed that's why here maybe, I'm also influenced by the reading  
467 about...how say, for example, um...United States is very concerned about um...the  
468 kind of students registering PMET something like that, the professional...

469

470 Doreen: The professional, the management professional, technological...

471

472 Henry: Yes, something like that, the technological part, they're worrying about how  
473 uh...increasing...they're not seeing enough of their students persuading...

474

475 Tracey: Science, technology, engineering and mathematics.

476

477 Henry: Yes, science, technology...STAM. So, so, and I think it's that particular  
478 worries stands from that beliefs about how science and technology is the one that is  
479 creating values. If you don't, if a society cannot progress or hit very high in that area,  
480 your competitiveness or your voice in this global community might be diminished. So,  
481 that's how this... I think it's self-actualization, this will be something that I have not  
482 choose before. For me, in the school context, it's about, in today's world, it's about  
483 who we are, um...what is our relevance, what is our angle in this world. I think it's  
484 something whereby we have to, we have to ask our students to, to keep thinking, I  
485 don't think there is a right or wrong answer about that, but I think it's important for  
486 each individual to always think about who we are, and what is it there you can do or  
487 should do in terms of your position in this school. Yeah, in relation with all the rest,  
488 all the things related to you. So, if you say Hong Kong, so Hong Kong has a mix of  
489 both the Eastern culture and Western culture. So, then for them, their identity, who  
490 they are, do they see themselves associating more with the western culture? And what  
491 is the implication of that? Or do they see themselves as more associated with the  
492 eastern culture? And what is the consequence in there. Or do they see themselves as a  
493 unique lamb of both. And what is them for looking up from that kind of notion. And I  
494 think different people might take different views on that but it's something that by  
495 there to keep thinking about it by themselves. And as they go on in their life, I think  
496 all of them will have very different life experiences, depending on what they are, it  
497 will shape them differently. But I want them to...to have that awareness and to

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498 continue and keep on thinking about it as they leave the school and go to workplace  
499 and live their lives. And I think that something that I feel is very important.

500

501 Tracey: I like that, their identity and their reflection of who they are. (HENRY: Yes,  
502 who they are.) Um... Do you notice that what you chose for the three different tasks  
503 were different from each other.

504

505 Doreen: Even your explanation.

506

507 Tracey: Yes.

508

509 Doreen: Even though two or them are the same.

510

511 Tracey: Yes.

512

513 Henry: Yes.

514

515 Doreen: The explanation is...because it's from a different angle...

516

517 Henry: From a different angle. Yeah...so, yeah.

518 (Noise)

519

520 Tracey: I just want you to say more about what you think the students, the kind of  
521 education they experience here, what they...that taught to them here, it seems to be  
522 quite utilitarian. Is just too utilitarian, you saw the examination-oriented, the IB,  
523 okay...

524

525 Henry: So, there was a gap, between the ideal of what we aspire what education to be,  
526 and what we are or the students are experiencing in reality, and that...

527

528 Tracey: Where does that come from? Who's defining that for them?

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530 Henry: Multiple factors, I mean the Hong Kong community's aspiration, and the  
531 general beliefs, so, um...yeah. And how teachers, it might not be our fault, but maybe  
532 they're going through different schools that might be more utilitarian in nature.  
533 Um...I, myself, may have been brought up that way, yeah. So, it's a mixture of all  
534 those factors.

535

536 Tracey: How do you feel about that? How do you feel about what you presume as a  
537 gap between your ideals and that the students are experiencing in this school?

538

539 Henry: I feel...of course, the feeling will be, that's more that we can do to improve  
540 the way we teach them.

541

542 Doreen: So, I mean questions and then I supposed from what we have been hearing,  
543 we can assume that for you, you think that global education should be a key  
544 component in the curriculum in this school?

545

546 Henry: Um...key component...Okay, I'm not sure whether I would say it's a key  
547 component or whether I should say that it should be at the centre of the...of what  
548 education is about.

549

550 Doreen: So, you believe it's at the centre.

551

552 Henry: Yes. It should be at the centre, it should not just be a component. (Tracey:  
553 Right.) It should be at the centre. Of course we need to define...so that it is...well  
554 positioned.

555

556 Doreen: So, can you tell us a bit about the school's global education programme? Is  
557 there a global education programme?

558

559 Henry: Yeah...is there a global education programme. Um...In a more...say...more  
560 concrete...from a more concrete angle, of course we can say that oh...there is this  
561 aspect of the curriculum that we have, you know, we have global perspectives, we get  
562 them to do CAS, so these are elements of global education that are definitely existing

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563 in this school. Um...But if you ask me whether I see global education as being placed  
564 at the centre, then I would say that...um...we still have some ways to go. Yeah, we  
565 still have some ways to go. And it's not easy, I suppose I'm not even sure if the  
566 school one day, will be able to place it at the centre.

567

568 Tracey: Why do you say that?

569

570 Henry: Um...to me, it's complex, it's complex. So, if you say about the self-  
571 actualization and self-identity, to say that, oh we're doing very well and you know,  
572 we... all our students know very clearly about you know, what is self-actualization  
573 and identity. I think I don't know, I really feel that I would never be confident to say  
574 that. It will be a journey that we'll be always trying to move in...every student will be  
575 different, some will be able to see it clearly, but there will be others that will have  
576 their own journey of struggles. And at the end of it, before they leave the school, they  
577 are still not very sure of who they are. Um... so to say that we arrive at that position  
578 whereby this is at the centre. I don't know, I would not be so presumed as just say that  
579 we will be able to reach that. But it will be something that it is meaningful and we  
580 should be march into that.

581

582 Tracey: So, can you tell me more about the curriculum that your school follows? How  
583 that this curriculum become the basis, in terms of global education, okay? What do  
584 you think...

585

586 Doreen: What you mention global perspective...

587

588 Henry: Um...those...I mean the way why the school has all these elements right? I  
589 was...well I hope I'm being fair to whoever they have creating all these things for the  
590 school. They really stand from a very utilitarian consideration. Global perspectives is  
591 one of the subject that's being offered by Cambridge. So, so it's something whereby  
592 we feel that, okay, it will broaden the students' education in terms of one of the  
593 humanities subject. (Tracey: Right.) And so, we included that. And it will be helpful  
594 in terms of getting the students' understand all these perspectives or ideas they have  
595 to struggle when they are in IB, so it was introduced um...CAS as one of the

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596 components of the IB, so we need to have it. So to me, a lot of things that existing in  
597 this school, I don't think it stands from just a purely idealistic notion about okay, what  
598 belief of global education we should have, so this is what we have, but whether we  
599 are being influenced by...oh, this is the examination board that we are...you know to  
600 employ in the examination, and these are the requirements that we have to fulfill, and  
601 therefore we do this. So, I think that is the reality of the education field.

602

603 Tracey: Okay, the next three questions may seem similar, but we're trying to get at  
604 the ones of global education. Would you consider this school to have a "global focus"  
605 and in what way?

606

607 Henry: Um...if we talk about extent, I would say that to some extent, we do have the  
608 elements of global education. Um...very simplistically, just based on the subjects, and  
609 the components that they need to do, they will have some perspectives about what  
610 global issues are and what is global issue...so to me, to a certain extent, there is a  
611 focus there.

612

613 Tracey: Okay. So, if you look at the school's programme, uh...in what ways does it  
614 attend to global awareness, or is there even any programme that would attend to  
615 global awareness?

616

617 Henry: Um...a few angle, of course global perspectives the subject itself is one, so  
618 that's a very simple. In terms of the CAS perspective, we get them to do the  
619 community work um...reaching out to the society...to me it's the first step of that  
620 global education that they should have is that...um...they start by looking beyond  
621 themselves, beyond their own family, beyond their own school, do you get the  
622 community? And I think that is the first step and then they...later on when they go  
623 overseas, is then to see that okay, what else is happening in the rest of the world. So I  
624 think that CAS do give them that perspectives of what global issues are about. Yup.

625

626 Doreen: So in that sense that will be the programme because that was part of the  
627 school curriculum. (Henry: Yes.) What about the ones they...you know they're

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628 having the technical...they asking them to donate IT part staff, you know collecting  
629 money, is that a programme or are those like one of the things...

630

631 Henry: Those are the programmes, those are part of the community work. So it's  
632 about reaching out, helping the community, knowing what the community needs.

633

634 Doreen: So, where does it for...the school organizational framework, when you say  
635 it's a community work?

636

637 Henry: Um...it's kind of like ...experience?

638

639 Doreen: So, who kind of like oversees this? Which department oversees this?

640

641 Henry: Um...we have CIP coordinator and CAS coordinator, so it does have people  
642 overseeing it, yes, there are organization wise, there are people who oversee the  
643 running of the programme like that. Yes, well, beyond that, I mean curriculum here  
644 would be that one thing, I mean, in term of couple of thing, we can have them in place,  
645 will be about how humanities department is doing and also discussing about how, at  
646 least, at the lower secondary, I mean the perspectives...the Singapore perspective tend  
647 to come in a little bit stronger. The rest in time to come, we may even put in more  
648 Singapore perspectives, and that Singapore perspectives will be in one way trying to  
649 get students to look beyond the Hong Kong angle. (Tracey: Right.) I think our  
650 students here are more Hong Kong centric, I think them to look at the Singapore...so  
651 we need to make that...how to say...the Singapore element in whatever part of the  
652 curriculum, to be something that is relevant to them. So, it's not just studying the  
653 Singapore per se, but how using Singapore as a case studies then you develop the  
654 skills to then look at other parts of the world. And that is something that we have do at  
655 the primary school site, whereby for at least this year, when we are doing the ME  
656 events, the racial harmony day, total...total defense day, they bring in the...other  
657 countries' perspectives, about what racial harmony is all about. So, we have  
658 um...teachers from the States to talk about what discrimination is like in the States,  
659 and then we have of course Singaporean talked about why racial harmony is that  
660 important in Singapore. So, we have Hong Kongers come to talk about their own



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661 angle other discrimination in Hong Kong society. So, at the primary school angle, that  
662 kind of event and that kind of way of bringing perspectives to me is also helpful to  
663 shape the students in terms of thinking beyond your immediate circle.

664

665 Tracey: That's a lot about global awareness, but what about global issues, do you  
666 think that that phrase apply to you? Your global education programme, does the  
667 school place importance on global issues?

668

669 Henry: Um...in...in certain ways, yes. So, in History, when we talk about...okay, I  
670 mean global issues, I mean if we say that in History, they study a whole course, to me  
671 those are global issues. They might not be very current, (Tracey: Right.) yeah, but to  
672 me, they are still global issues that we talk about. So, in terms of literature, when they  
673 select text, I think they always talk about the social context of the story, what  
674 happened in the society from this story was based on, and that kind of issues can  
675 brought out and discussed. So, even in primary school, the text that they have selected  
676 for the literature studies was all about these. (Tracey: Right.) Yes.

677

678 Tracey: We have another task for you to do.

679

680 Henry: Okay.

681

682 Tracey: Okay, looking at these expectations, okay, actually, the wordings of this is for  
683 teachers (Henry: Okay.), but here's... okay...I'll read them to the way the principal  
684 version I supposed to be. So, please read the following, while keeping in mind your  
685 beliefs about global education, this is a list of potential constraints that your teachers  
686 may face when teaching about the world. Do you agree that the following are  
687 constraints that your teachers will face in teaching about global education? So, here is  
688 the list. So, if you agree, strongly agree, it's 4, and 1 would be strongly disagree that  
689 these are constraints.

690

691 Henry: Constraints.

692

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693 Tracey: Might be...they prevent, or they negatively affect the teaching of global  
694 education.

695

696 Henry: Okay, I'll just...

697

698 Tracey: Oh, I'm sorry. I'm in the wrong page. Okay.

699

700 Henry: Okay, this one.

701

702 Tracey: Please bear in mind the following list, okay.

703

704 Henry: Constraints...

705

706 Tracey: These are not constraints, I'm sorry.

707

708 Doreen: Maybe you can read this one, I think this the one in the curriculum leader.

709

710 Henry: Okay.

711

712 Doreen: The things are the same.

713

714 Tracey: I'm sorry Mr. Pek, I...

715 (Noise)

716

717 Henry: Okay.

718

719 Doreen: Please read the following expectations.

720

721 Henry: Yes, yes, yes.

722

723 Doreen: And read them according to the level of importance to global education in  
724 this school, with 4 being the most important and 1 being the least important, as the

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725 curriculum leader in this school, I'm expected to ensure that the curriculum and my  
726 teachers would so...the other things are the same. So, you read this, and then you...

727

728 Henry: Yeah, I do this.

729

730 Doreen: Yeah.

731 (Laughter)

732

733 Tracey: I'm sorry. I went to the elicitation task...

734

735 Henry: It's fine, it's fine. So it's about the importance of these factors, so it's not  
736 about constraints, the importance of...

737

738 Tracey: The importance of these factors, we'll get to the constraints later.

739

740 Henry: Okay. So, these are the importance...are they important to the global  
741 education?

742

743 Doreen: Yes, for you as a curriculum leader in the school.

744

745 Tracey: Sorry.

746

747 Henry: No, no, no, it's fine. So, I'll do it.

748 (Silence)

749

750 Henry: Okay.

751

752 Tracey: Okay. A lot of these are very important to you.

753

754 Henry: Yes.

755

756 Tracey: Okay, can you choose, can you...do you think you can choose (Doreen:  
757 Prioritize...) the top 3, prioritize it into the top 3, most important.

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758

759 Doreen: You may put an asterisk next to the ones.

760

761 Henry: Top 3.

762

763 Doreen: Yes.

764

765 Henry: Um...

766 (Silence)

767

768 Henry: Okay.

769

770 Tracey: I'm sorry we have to ask you to prioritize...

771

772 Henry: Oh prioritize? One, two, three?

773

774 Tracey: Equip my students with skills to critically... Equip my students with skills to  
775 critically appraise...Okay. Please talk about the three, the top 3 that you chose as the  
776 most important aims of the global education in this school.

777

778 Henry: Um... To me I would say that, okay, I choose the 'students reflecting on their  
779 roles as global citizens' um...actually I was trying to choose between these and the  
780 other statement on the national identities. I thought the part about the roles as global  
781 citizens um...okay, personally, personally, I would still feel that reflecting on the  
782 roles as global citizens should not be divorced from their national identity. Yea. But I  
783 don't want just them just to have the national identity, but do not care much about the  
784 rest of the world. Okay, I don't want them to become to nationalistic. So, I want them  
785 to look at this, but I want them to look at this in relation to that. So, when they're  
786 looking at themselves and their role of global citizens, it must be anchored on a very  
787 strong sense of national identity.

788

789 Doreen: Why is this strong sense of identity important to...

790

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791 Henry: Important to me?

792

793 Doreen: Yeah.

794

795 Henry: Um...I think...I probably come from the perspectives, I think...many years  
796 ago, I think we do talk about world citizenship and about how in today's world, when  
797 countries and countries are so connected, people are travelling, so easy to move from  
798 a place to another, whether the notion of a nation should be diminishing and that we  
799 should also see ourselves as the citizens of the world and not about which country  
800 you're from. Um...but there're also voices saying that...well the notion of global  
801 citizen is actually a fantasy, that um...people are different. Different part of the world  
802 are still different. And I think people still want to maintain that uniqueness as well.  
803 (Tracey: Yeah.) And therefore, if you just say that, oh, I don't belong to any country  
804 and I just belong to the world...and I think that notion to some people might um...it  
805 might be a little bit naïve, and if they think of themselves that way, they might be  
806 facing certain reaction from certain group of people. So, to me, my own personal  
807 reflection and reaction to this discussion is that it is about how we need to  
808 acknowledge who we are and where we come from. So, we come from this part of the  
809 world, these are the traditions that associated with us being born and raised in this  
810 context and this part of the world. I think we need to embrace it and to know that this  
811 is part of us. Uh...and that part should be very strong. And then this, therefore, we see  
812 the world through these lenses, and that lens that we are using are shaped by these  
813 context where we are from should be one that is also very uh...um...very  
814 encompassing? That is not very narrow-minded, that doesn't mean that because you  
815 are raised in this context, and therefore you are narrowly seeing the world. But then  
816 with this context, it should help you to see, still see the world from its broadest view,  
817 to fit your context, but yet have your own unique interpretation and still care and want  
818 to do so. So...I'm not sure...

819

820 Tracey: No..no! I find it was very clear.

821

822 Henry: Uh...in term of critically appraise texts, media, to me, will be a little bit  
823 utilitarian, but I feel that um...in today's world, where we're bombarded by all these

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824 different messages from all kinds of sources, it's important that the students can  
825 critically think that...okay, to what extent can I trust this piece of information, this is  
826 somebody's view, to what extent should I be agreeing with that view or not. So, these  
827 are things that I think they really need to actively and constantly practicing, perhaps  
828 practicing that skills (Tracey: Right.) because without that, they will just be drowned  
829 in the whole sea of, or confused by all the different views that people are saying and  
830 they don't even know what to do or how to do things. So, I think that skill to me is  
831 also very critical...yeah, when we are very much open up to the rest of the world.  
832 Um...Equipping them...so, after choosing J, then I choose N, equipping the students  
833 with the skills to act on problems facing our world, I think it's about that active  
834 citizen that I'm talking about (Doreen: Yes.), I want them to do their part. Um...to  
835 help the world. Yeah.

836

837 Tracey: Thank you, okay. It seems that the notion of identity, having the skills to be  
838 able to be certain, what's important, what's reliable, and acting, these are very  
839 important to you. In what ways has your personal experience shaped what you feel are  
840 important aims of global education?

841

842 Henry: Um...I supposed the answer to be to a large extent.

843

844 Doreen: So, when did you think your conception of...you feel that these things are  
845 important, when did it take place? Did anything in your life, you know, changed the  
846 way you think?

847

848 Henry: Okay, my point about understanding that is that every day of my life, I'm  
849 changing. (Tracey: Okay.) 'Cause every day I'm experiencing new things, so to say  
850 that at what point or what happened that changed it that way, I can't quite pinpoint.  
851 (Tracey: Okay.) All the changes kind of like (Doreen: Was gradual...) when other,  
852 yeah, so it's more the information having and then gradually as the information kind  
853 of like fit together or not fit together in creating certain shirt gradually...so...

854

855 Tracey: But what about the...those things that inform what you think as in what you  
856 feel or...oh I...you talk about the biking in Singapore. (henry: Yeah.) Being a biker

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857 and seeing how nature was that makes the environment important to you. How about  
858 what you identified that's the important things of education? Has anything in your life  
859 shaped that you would feel that critically appraising things are important or acting on  
860 problems facing our world...or...

861

862 Henry: So, in terms of that, that might be about like how we interact with students,  
863 sometimes when we hear the way they express their views about certain  
864 things...(Tracey: Okay.) okay. They're not seeing it right, and they're lacking in those  
865 perspective, so that would be very much how...

866

867 Doreen: Would you also say through your reading? Because I understand you do a lot  
868 of reading yourself.

869

870 Henry: Yes...so I mean like the...Taiwan students incidence or even locally in Hong  
871 Kong, some of the reaction of people, even in Singapore, how people reacted to the  
872 white paper on population, I think these are all things that made me think  
873 that...yeah...if people are not thinking deeply into these issues, and to react in a  
874 certain way and that might not be helpful (Doreen: Yeah.) for the progress of the  
875 society and perhaps that, these are all, I think rather recent incidence, so that, that is  
876 perhaps one the reasons why I feel that it is very important.

877

878 Tracey: And you seem to be on top of the news.

879 (Laughter)

880

881 Henry: A few days...cut it out, I don't have the chance to read this.

882 (Laughter)

883

884 Doreen: Um...so do you feel that working in this school makes it easy for you to  
885 achieve these goals? As oppose to maybe you are the principal in a school in  
886 Singapore?

887

888 Henry: They each have their own challenges, I would say that um...the aim and the  
889 target will be the same. But schools in Singapore would have different set of changes



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890 as compared to um...to that here. To say that this school is easier...I don't think so.

891 Yeah.

892

893 Tracey: But is it easier you think to have a global education programme in the school

894 such as this?

895

896 Doreen: An international school rather than local school.

897

898 HENRY: Um...in some ways, it's easier. Perhaps in an international school, there is a

899 larger mix in terms of the teachers or even sometimes the students who are coming

900 from different parts of the world. And I think that helps, in terms of that very literal

901 notion of what the global community, or different perspectives or different cultures is

902 all about. I think that is very obvious to see so, in that context, global education

903 explicitly will be easier to get through to the students as compared to a local school

904 context.

905

906 Tracey: Okay. Do we have time?

907

908 Henry: No, no, no.

909

910 Doreen: Do you have time, Mr. Pek? Do you have another meeting?

911

912 Henry: Yes, yes. There is a measurement meeting at the...but need to, I could stay

913 here.

914

915 Doreen: Okay, we don't have that much things left.

916

917 Henry: Okay.

918

919 Doreen: Okay, that is the other elicitation task.

920

921 Henry: Okay.

922

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923 Doreen: So, you will read this one, this was the one she told...(HENRY: Yes, yes,  
924 yes.) so that's a curriculum leader one.

925

926 Henry: So, constraints.

927

928 Doreen: Yeah, that your teachers would face.

929

930 Henry: That I feel...

931

932 Doreen: That your teachers will face.

933 (Silence)

934

935 Tracey: Wow, you feel that a lot of the um...that the... a lot of these...factors are  
936 really constraints...okay.

937

938 Henry: Um...maybe...I mean just my immediate kind of like...response to that.

939

940 Tracey: Can you talk more about students' socio-economic background and cultural  
941 background, these are the ones you indicated were more of the constraints.

942

943 Henry: Yes, I perhaps pointed it more of the students' side, I feel that the students  
944 said, perhaps it's something whereby we have less control of, and therefore that  
945 would create constraint to us. Um...because they are not something that we could  
946 directly influence. So, socio-economic background, I think one of the very simplistic  
947 answer will be that if the children are born in a very well-to-do environment, then for  
948 them to appreciate the kind of difficulty that men on the streets are going through is  
949 going to be a challenge. So, that is something whereby we cannot deny it. I mean  
950 these are things as educators, we really need to think very hard as to how we bring  
951 that perspectives into the students' worldview is something that we have to be very  
952 deliberate. So, cultural background, again, it's the same thing that about where they  
953 come from, how they experience, and how that shape their view and how these are  
954 potentially difficult for us to deal with. The rest would be different, because to me the  
955 rest would be more within our control and to me, when I look at my own personal

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956 constraints, or my own school constraints will be that, constraints will always be there,  
957 but then we are supposed to think, within these constraints, what is the maximum that  
958 we can do, rather than keep thinking about this is the constraint fullstop. And  
959 therefore, I don't want to say that these are constraint, because to say that these are  
960 constraints, there are so many things that is constraint. And therefore, once we go into  
961 that, then nothing can move. And so I would say, yes, the potential constraints to the  
962 curriculum time, yes, the curriculum time will be always limited. No matter how  
963 many hours you have, at most we have 24 hours a day. Um...so there's no way that  
964 you're gonna have enough curriculum time to teach everything you want to teach. So,  
965 it's about, okay, this is what we have, how do we make sure the global education is  
966 being featured properly here.

967

968 Doreen: I'm interested in you're listing teachers' beliefs being not that much of a  
969 constraint.

970

971 Henry: Because, to me...teacher, again, teacher would be something that is us...so to  
972 change it and to shape it, I want to believe that um...I think constraints in the teachers'  
973 side and the students' side would be that it's much easier for teachers to change as  
974 compared to students? In some ways...of course we can say that, some teachers,  
975 sometimes they're worse than students. But I see that if the teachers there's no hope  
976 to change, then really there's no hope for the students to change at all. And much of  
977 the belief that, there's a hope that the teachers can change, and I do believe that,  
978 um...they can change. And therefore, I don't see that that's a constraint, I see that that  
979 is part and that is something that we have to look on.

980

981 Tracey: Mr. Pek, do you think that there is...you know, um...the type of global  
982 education that you in visual for this school which was different from the type that was  
983 being conceptualized or even caught by the students I guess. Do you think that there's  
984 a...is there a space for the type of global education you envision to be implemented.

985

986 Henry: Yes.

987

988 Tracey: You said yes?

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989

990 Henry: Yes, yes, yes.

991

992 Tracey: Yes, 'cause I can see that you say that...

993

994 Doreen: 'Cause your beliefs are very strong that you think that...you know that  
995 certain things we can change.

996

997 Henry: Yes, we can change.

998

999 Tracey: I think you note down you have the resources, you have the materials, you've  
1000 the...

1001

1002 Henry: We have the materials. Materials, we can always create or find out. (Doreen:  
1003 Yeah.) There's an internet out there, there're so many things we can...we can pull out.

1004

1005 Tracey: It seems that you have faith in your um...the parent support, and the  
1006 school...uh...let's see. That's the teachers' beliefs.

1007

1008 Henry: I didn't tick K, because I don't think I should be answering that, right?

1009

1010 Tracey: Okay.

1011 (Laughter)

1012

1013 Tracey: You're right.

1014

1015 Doreen: Yes. Okay, so as a curriculum leader of this school then, what policies would  
1016 you implement to try to overcome the constraints in that list that you have listed as  
1017 being strong constraints?

1018

1019 Henry: Um...I'm not a very...policy-driven kind of person, I'm a more uh...I want it  
1020 to happen in a ground...(Tracey: On the ground, okay...) kind of person. So it's not  
1021 about setting policies and to me, it's much to say that, it's about...about that

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1022 conversation, that we need to get through to the teachers, to the students, to open their  
1023 mind up. So, um...yeah...yeah...that's how I would look at it. Maybe in that way,  
1024 I'm not very effective, but um...yeah...I tend not to be a person that would look  
1025 at...okay, if this is not in place, what should be the policy, because policy when it  
1026 comes to implementation, to me, I see that sometimes it's what is being implemented  
1027 that that makes a difference, rather than what is the policy that I put up.

1028

1029 Tracey: Someone has to start the conversation, (HENRY: Yeah.) if some want to start  
1030 to ground up, (HENRY: Yes.) someone's got to ask a question. (HENRY: Yes.)  
1031 That's a conversation.

1032

1033 Henry: Yeah. And what happen in my previous school is really through the  
1034 conversation. And it would not be a very fast process, you'd not say, okay he said the  
1035 policy, okay, very clear and therefore people follow, it was not. It's not, I didn't do it  
1036 that way. I do it by a conversation with people and it'll be a smaller group, and then  
1037 slowly it will spread, and I will talk to more people, and then of course in between we  
1038 meet arguments, and then disagreement, but as we talk more, then perspectives are  
1039 being shaped and we shaped. And usually, especially my previous school it was a  
1040 primary school, so what I notice of primary school teachers was that, once you get  
1041 them to change, the change in very permanent, even after you leave, they would hold  
1042 on to that. As compared to secondary schools, sometimes when you are there, they  
1043 change, because they know that is what you want. But once you're gone, they change  
1044 back. (Tracey: Yeah.) The change is not very permanent. So, with primary teachers,  
1045 that conversation was very helpful, I mean the conversations that we had in terms of  
1046 struggle and get to people to talk about things. Um...really, to me when the teachers,  
1047 a group of teachers got it, and saying 'yeah, I see the point, I like what this is all about,  
1048 I'm gonna do it.' And they will run with it, yeah, and I think that, that was something  
1049 that to me was more powerful than having that this is the policy, so therefore do it. I  
1050 can't tend to get it work.

1051

1052 Doreen: So, aside from you, who would you see are the main advocates of global  
1053 education in this school?

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## Pilot School: Henry's transcript

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1055 Henry: I suppose, actually, most of us would have our view of what global education  
1056 is all about. Uh...I think, you know, in a sense, everyone is an advocate, uh...the only  
1057 thing that would be different is that people might not know if this way can be done, or  
1058 that way can be done, and it takes that conversations do kind of like get it out, okay  
1059 what do you want to do, and then is it possible for us to create that space for them to  
1060 do it...so, some of the changes, like over the last one year, we have made some  
1061 changes to the students' programme. And those are things done by...the teachers have  
1062 the idea, but um...before it was being brought out, we didn't know that there was  
1063 something that they need. So, when they bring out and say well, can I have space to  
1064 do this, this, this, this and this, you say okay, we are able to cater for that, okay, let's  
1065 make it work in terms of time-tabling, and in terms of structure and then, it will get  
1066 done. So, advocates, I would believe that everybody, and then through them,  
1067 interaction, then ideas are being shaped in aligned. So, to me, I see that everyone  
1068 potentially is an advocate.

1069

1070 Tracey: I think you guys have a meeting...

1071

1072 Doreen: No, I don't have...

1073

1074 Henry: I'm okay, I'm okay.

1075

1076 Doreen: Yeah, because the lead will be the VP.

1077

1078 Henry: Yeah, the lead will be the VP, so, so...yeah I can...

1079

1080 Tracey: Okay. So, would you say that the type of overall institutional culture of this  
1081 school is supportive of the global education your school wants to promote?

1082

1083 Henry: By and large, by an large. That's potential there. We might not have gotten  
1084 ourselves fully aligned and people might not be able to see okay, we do have these  
1085 constraints, what can we do? People might not have a XX(1:14:30) that.

1086

## Pilot School: Henry's transcript

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1087 Tracey: Are you talking about the ideological type of global education (HENRY: Yes.  
1088 Yes. Yes.) you think they're supposed...  
1089  
1090 Tracey: How does your belief, well I have to ask this, (HENRY: Yes?) how does your  
1091 belief overlaps with MOE's "twenty-first century skills" programme? You know what  
1092 I'm talking about?  
1093  
1094 Henry: Yeah, yeah.  
1095  
1096 Tracey: Okay.  
1097 (Laughter)  
1098  
1099 Henry: I'm not so sure if there are any (Doreen: overlap) parts that is not overlapped.  
1100 (Laughter)  
1101  
1102 Tracey: Okay...  
1103  
1104 Doreen: It's very compatible.  
1105  
1106 Henry: Yeah, I mean, I would want to believe that, I mean MOE might have different  
1107 views on that, but I would say that whatever I have, I don't think it's inconsistent. I  
1108 might have my own interpretation or so that emphasis that MOE might not...even  
1109 MOE is a framework, but in different people, when they look at that, they might have  
1110 different interpretation. So, I believe that my interpretation, by and large should be  
1111 consistent.  
1112  
1113 Tracey: It's very consistent. Okay, sorry, I skipped one question. How about being  
1114 located in Hong Kong, does your school's location support the type of global  
1115 education your school wants to promote?  
1116  
1117 Henry: Um...this school in Hong Kong, I suppose the mix of staff and the locality in  
1118 Hong Kong, I would say makes the school unique in terms of that ability and the kind  
1119 of brand of global education that it can give as compared to other schools in Hong

## Pilot School: Henry's transcript

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1120 Kong or other schools in Singapore. So, compared with Singapore is that, Hong Kong  
1121 is...um...in...I mean my own personal perspectives, that I think it has a more global  
1122 connection, um...yeah, as compared to Singapore. So, from that angle, um...doing  
1123 global education in Hong Kong, I suppose it's easier to get the students to see the  
1124 point, or even to get the staff to see the point, yeah...

1125

1126 Tracey: What about...okay, two more questions. There's a perception among the  
1127 general public that international schools offer a means for students to attain  
1128 prestigious diplomas and ultimately, help them gain access to high-paying jobs. Do  
1129 you think this is a fair characterization of your school?

1130

1131 Henry: Um...not sure whether they think of this school as that means...but that  
1132 general notion of that...to me...not exactly true. I don't think it is true.

1133

1134 Doreen: So, when the schools send the kids to the school, they're not hoping to...

1135

1136 Henry: They are hoping, but that to me is okay...did I answer that question?

1137

1138 Tracey: Here's the question.

1139

1140 Henry: Yeah, general public that international schools, yes...

1141 Fair characterization...this is what the parents think, I mean, but I don't um...

1142

1143 Doreen: Perception, 'cause that is the perception of the general public.

1144

1145 Henry: Yeah, I'm not so sure, because the question is fair characterization, so do we  
1146 see our school as one that helps students attain prestigious universities and high-  
1147 paying job, uh...I would say that that expectation is a little bit different from what we  
1148 want to do.

1149

1150 Tracey: But the perception is there.

1151



## Pilot School: Henry's transcript

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1152 Henry: But the perception is there. Yes. But that's not a accurate characterization on  
1153 what we want to do as a school.

1154

1155 Doreen: So, there is another perception that some international schools are too  
1156 Western-centric (HENRY: Western centric...) in the type of knowledge that they  
1157 present through textbooks and teaching. Do you think that your school falls into this  
1158 category?

1159

1160 Henry: To some extent, yes. I think of course, to some extent, no. When we're  
1161 bringing the Singapore perspectives, that is featured a lot stronger in this school as  
1162 compared to any other schools here, make us unique in that, in that way it  
1163 is...Singapore is not really very western. So, um...with that perspectives of Singapore,  
1164 we've already making this school less western-centric as compared to other  
1165 international schools. But to a larger extent, this is still very western-centric because  
1166 the texts and the teachers that we engage are still very western. And...like it or not,  
1167 the western culture is still more dominant in today's context as compared to other  
1168 perspectives like the eastern, or even, if you want to sub-divided into the different  
1169 eastern culture.

1170

1171 Doreen: So, when you say the texts, any particular subjects?

1172

1173 Henry: All. In fact all. I mean English, um...Yeah...even science, the way it's being  
1174 taught. Humanities, um...the angle of interpretation, the texts that we've selected, the  
1175 perspectives that these are being written, a lot of texts are written by westerners. So,  
1176 um...all, I mean the western values...is...too...is very dominant, so to me, that is the  
1177 reality. Yeah.

1178

1179 Tracey: How do you feel about this? That it is western centric...is that an issue?

1180

1181 Henry: Um...I think well...it will be an issue, it is an issue. But it's something that  
1182 it's the reality and you cannot avoid. To me, we're seeing right now is that  
1183 um...different groups, different cultures are...I mean, okay, when we talk about  
1184 globalization, when we talk about how the world is flattened, so it means that the...in

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1185 the past, when there is this...this...kind of a hierarchy goal, um...stacking of the  
1186 different nations, or different communities, because of the access or lack of access to  
1187 the information. Right now it's all flattened because the access is almost everywhere,  
1188 a lot more competitive as compared to the past.

1189

1190 Tracey: As compared to the past.

1191

1192 Henry: As compared to the past. So, that access to information therefore level  
1193 everybody up and therefore everybody else's opinions and views now slowly become  
1194 more and more important. Um...If you look at the Singapore perspectives, then you  
1195 always, I mean if you look at the history, so Singapore is always, or even Malaysia for  
1196 them, in some parts of the history it says, if we say um...I mean, we struggle, we'll be  
1197 saying that, we want to do things our way, and it's not about what the western society  
1198 feels that we should do. So, when it comes to law, when it comes to punishment,  
1199 when it comes to policies, when it comes to say the notion of democracy, the notion  
1200 of controlling your...financial situation, I mean one example would be on doing the  
1201 financial crisis when I'm wanting to come to some of the help, they would have  
1202 prescribed things that each nation would want to do, and Malaysia say that, I don't  
1203 want to do it that way, (Tracey: Right.) I would do it my way and because they can it  
1204 be done, but they made work for themselves. Singapore, again, same thing, in many  
1205 aspects, we divide the western notion of what should be the proper thing to be done,  
1206 and we do it and say 'it worked for us, it worked for us.' (Tracey: Right) So, it's  
1207 increasing about those different notions about what is the right way to do things, that  
1208 will come in...and I think for me, personally, the students should see that it is not  
1209 about just believing everything that the western culture they say, and take it as this is  
1210 the truth. But to look at, how does it apply to our context. Yeah...does it work, does it  
1211 not work...education, a lot of education, a lot of studies are being done in the western  
1212 schools, so when we as educators, reading those articles, okay, so that's something  
1213 that the schools have found out...does it really necessarily work in our school, we  
1214 have to think it very carefully, not just saying that...oh, in this studies, it has said that  
1215 this work or this didn't work and therefore, let's just implement it that way. It'll be  
1216 wrong.

1217

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1218 Tracey: ...1:23:47everybody wants to be in Singapore base.  
1219  
1220 Henry: Yeah, but to me, I also want to be very careful that does it mean that because  
1221 everybody want to look at Singapore and it means Singapore is correct?  
1222  
1223 Doreen: Yeah...  
1224  
1225 Henry: We have to be very critical about that as well.  
1226  
1227 Doreen: Yeah, of the choices we make.  
1228  
1229 Henry: But to know that it's not just a pre-dominated views saying this and then they  
1230 must be right. I mean democracy, XX 1:24:09, when he was interviewed by western  
1231 media, he always get bombarded by people when the subject of democracy come out,  
1232 but he would hold his line (Tracey: Yeah.), and I supposed is that...  
1233  
1234 Doreen: He actually, we actually invited him a speaker in the humanities conference  
1235 that we have, (Henry: okay.) MOE and NIE, (Henry: alright) and he gave a talk and  
1236 he was saying that western democracy is on the decline...  
1237 (Laughter)  
1238  
1239 Henry: But the western media...  
1240  
1241 Doreen: And we have British educators because we would have people from London I  
1242 of E...(Henry: Oh dear...) Yeah, so we asked them, then we asked them, then they  
1243 said, educators are very different, their thinking is a bit more broad, so some of them  
1244 said, they find...yeah...  
1245  
1246 Tracey: Well, I think democracy, even western democracy has evolved into these  
1247 different types (Doreen: Yeah.), you can't just make it, you can't just impose it.  
1248  
1249 Doreen: So, I always tell my students, I always tell my students when I'm teaching  
1250 then History, and I said you know, America always tries to impose what the believe to

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1251 be a democratic system to other countries. But our historical past did not develop on  
1252 the same line as America. So, we cannot have the kind of democracy that America  
1253 expects from us. (Henry: Yes.) You know, because we don't develop in the same way,  
1254 our his...the way we became our nation is very different from the way America  
1255 became a nation. (Henry: Yes, yes.)

1256

1257 Tracey: There's one more task that needs to be covered, but we won't do it.

1258

1259 Doreen: No, no, no, actually it's not in the leader one.

1260

1261 Tracey: That was it. No more homework.

1262 (Laughter)

1263

1264 Tracey: Thank you for participating in this interview about international school  
1265 personnel's conceptions and practice related to global education. Before we end, is  
1266 there any question that you thought we could have asked but did not?

1267

1268 Henry: No, no, no. 'Cause I don't know your research...

1269

1270 Tracey: Is there any other thought that you would like to share?

1271

1272 Henry: I like the activities you had about choosing the pictures, I have thought that  
1273 was something very powerful to draw some of the inner concepts...

1274

1275 Doreen: I decided not to send the pictures after the research....So that they have to  
1276 think on the spot.

1277

1278 Henry: Yeah, in the way you lead and the way question, I think it could draw up a lot  
1279 of information and I thought that was very powerful.

1280

1281 Tracey: I hope it helped you to think about...

1282

1283 Henry: It did, it did.

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1284

1285 Tracey: So, thank you so much. I'm so glad to get to talk to you.

1286

1287 Henry: Thank you, thank you.

1288