

Session Title:

Interrogating Global Education in the Global City: Expansions, Expulsions, and Opportunities

Objectives

Global education (GE) is a curriculum approach that aims to expand students' global awareness and develop competencies and values to participate in an interconnected world (Hicks, 2003). As is the nature of curriculum (Eisner, 2002), GE is subject to ideologies that wield powerful implications on constructions of students' roles in a globalized world (Zong, Wilson & Quashiga, 2008).

Global cities represent information-rich settings in which to examine how different ideologies shape the conception and enactment of GE. Sassen (2002) describes global cities as contexts of contradictions, where cross-border dynamics result in political, cultural, and social expansion and economic opportunity, but where, under "logics of expulsion" (Sassen, 2014, p. 1), residents without the necessary capacities or credentials are savagely sorted, expelled, and marginalized. The purpose of this symposium is to examine the ideologies that inform intentions and enactment of GE in the global cities of Hong Kong, New York, and Singapore.

Overview

This symposium highlights studies of intentions for GE, teachers' perceptions and enactment, and institutional contexts as situated within narratives and policies of the three global cities. It brings together researchers adhering to interpretivist and comparative perspectives in order to illuminate how meanings of GE are constructed within dialectic processes among individuals, schools, societies, but are likewise nested within global forces (Pike, 2000).

Significance

Few studies have examined global cities to illuminate the ways that the societal and global milieu of these settings inform and influence the conception and enactment of GE. By focusing on empirical studies from Hong Kong, New York, and Singapore, this symposium will highlight localized theories of GE while providing a platform to understand how "grounded, particularized analyses link with larger, even global, economic and political frameworks" (Mohanty, 2003, p. 501) in preparing students to face the challenges of the 21st century.

Structure

The symposium comprises four papers. The first paper exposes the ideologies that shape GE reform through an analysis of curriculum intentions in the three global cities and how these implicate the study of global issues. The remaining papers focus on case studies of individual schools, with each paper adhering to differing theoretical and methodological approaches. Paper 2 integrates Pike's (2000) model of GE meaning-making with theories of school leadership to illustrate how one local Hong Kong school shifted constructions of GE from a deficit model to one that leveraged

students' cultural diversity. The third paper examines the case of a public school in New York to identify the ways that a team of administrators and teachers created agentic spaces in GE in a generally inhospitable context for global learning. Paper 4 employs narrative approaches in unpacking the interaction of city- and school-level influences on teachers' practice of GE in one international school, and reveals how teachers' engagement in research encouraged reflection and sowed potential for action. The symposium concludes with a cross-analysis and discussion of the scholarly, policy, and practical implications of the research.

Paper 1

Towards Issues-centered Global Education: Examining Curriculum Intentions in Three Global Cities

Purpose

Preparing young citizens to address issues confronting the world community – such as environmental degradation, social exclusion, and economic disparity – is a common imperative in global education (Hicks, 2003; Merryfield & Duty, 2010). This paper draws on analyses of policy and curriculum documents from New York, Hong Kong, and Singapore to illuminate the implications of global discourses on the study of global issues in classrooms.

Theoretical perspectives

The paper discusses theories of curriculum as discursive practice (Abowitz & Harnish, 2006) to unpack competing ideological propositions in the study of global issues. The nationalist perspective aims towards a shared identity and employs rationalities of patriotism and national security to strengthen the nation's standing in a highly competitive, unequal, and politically volatile world. Neoliberalism forwards technocratic approaches where citizens are reconfigured to participate in capital as workers, consumers, or entrepreneurs. Within both ideologies, the study of global issues follows a path towards predetermined, conventionally-conceived cultural and social spaces (Zong, et al., 2008). In contrast, cosmopolitanism is built on the premise of fallibility, which requires consideration of issues in light of participants' perspectives and knowledge, and wherein decisions are mindful of the dignified human existence to which all are entitled (Appiah, 2008).

Methods

We analyzed two types of documents: policies that sketched the national context of GE and curriculum guidelines pertinent to the exploration of global issues (e.g. Liberal Studies in Hong Kong, New York's Global History program, and Singapore's Humanities curriculum). We employed discourse analysis by attending to language within and across both sets of documents (Gee, 2005). Analysis adhered to a constant comparative approach, wherein we inductively noted categories and created themes within each city-context, and subsequently, across the cases to capture common characteristics and influences on the enactment of issues-centered GE.

Findings and significance

Scholars (e.g. Mitchell, 2003) contend that dominant ideologies in education further polarize societies based on social class, power, and privilege. The findings affirm these contentions by illustrating that nationalist and neoliberal discourses work together in these contexts to forward unsustainable economic growth. The findings further reveal that GE in the three cities operate within discourses of excellence; knowledge that is measurable; pressures of national and international comparison; and – especially in Singapore – nation-centric and depoliticized renderings of global problems. In all, the findings indicate that rather than addressing public issues and promoting social justice, students are likely to experience discursive spaces that limit their capacities to meaningfully interrogate how global issues manifest in the political realities of their daily lives. To conclude, we suggest learning competencies anchored on Appiah's (2008) notion of fallibility in the study of global issues, to contribute to scholarly efforts in building, clarifying, and consolidating cosmopolitan agendas for GE.

Paper 2

From “Minority” to “International”: A Study of Hong Kong School Leaders’ Mediation of Global Education

Objectives

Global education (GE) operates within an institutional (i.e., school) culture (Pike, 2000). School culture, in turn, is influenced by leadership activity (Deal & Peterson, 2009). This case study applies this lens to examine the role of leadership in interpreting GE and in establishing the institutional cultures required to enact this understanding. Through our analysis, we aim to address:

1. What are the contextual factors and beliefs that school leaders negotiate in enacting GE?
2. How do school leaders shape school culture to influence the enactment of GE?

Theoretical Perspectives

Sassen's (2014) concept of global cities informs our study by sensitising analyses to the marginalizing potential of globalization on cultural minority groups. Pike's (2000) framework postulates that globalization and institutional cultures have reciprocal influence, and that the latter is shaped by the constructs of leadership, professional development, external support and community involvement.

Methods and data sources

This paper presents a case of GE enactment in one Hong Kong school situated particularistically against criteria of engagement in international education. A vice-principal and a team of teachers with direct involvement in GE curriculum planning

were selected for interviews. Data were analyzed using the constant comparative approach.

Findings

Table 1 shows the alignment of contexts, leader beliefs, and actions to shape school culture. The school leadership worked to navigate three *contextual factors*: a) the competitive neo-liberal context of Hong Kong education, where schools compete for students and pushes leaders to build a distinctive reputation; b) the national culture in which non-Chinese students constitute visible minorities; and c) the school's location in a community where family income range falls within the lowest 1/3 socioeconomic stratum. These corresponded to three identified needs: to attract students, to leverage ethnic diversity, and to improve student opportunity.

Participant *beliefs* about GE encompassed three interwoven dimensions: pragmatic, personal, and instrumental; and underlined GE's potential to develop students' capacities to interact across cultures, eliminate discrimination in the classroom, and work or study internationally. To *enact* this understanding, the school leadership formally redefined the school as a "global school" that develops students' "international outlook," adopted a robust international languages programme, developed a network of overseas sister schools for teacher and student exchanges, participated in international public language examinations that allowed students to matriculate into overseas universities, established a curriculum director to support alignment of GE across the curriculum, and appointed a cultural minority alumnus to the school board.

Significance

There are two key areas of significance. First, the leadership reconstructed the role of cultural minorities from one of "deficit" to "international" by adopting diversity as core to supporting the school's vision and creating an alternative identity for students (Author, 2009). Second, the school leadership adopted a model of GE driven by a robust language curriculum in order to address identified needs. Collectively, these findings inform current literature by revealing novel paths towards enacting curricular visions of GE aimed at expanding opportunities for historically marginalized communities.

Paper 3

The Case of Renew Global Education Academy in New York City

Objectives and Perspectives

This qualitative study centers on Renew Global Education Academy (hereafter, RGEA), a public school in New York City founded upon a vision of global learning that resonates with the local community's ethnic and linguistic diversity and the broader educational discourses about cultural diversity, peace, sustainable development and human rights education. The school is somewhat unique in the context of NYC as few schools embrace these curricular premises. Too, the school operates within the US, a generally inhospitable context for global learning of a humanistic variety given its geopolitical position and economically hegemonic relationship vis-à-vis other countries (Author, 2012; Author, 2009).

Method and Data Sources

Interviews of faculty and administrators, focus group, observations, and document analysis comprised the data sources. Interpretive and comparative perspectives guided analysis of data; whereas, multi-level techniques (Bray & Thomas, 1995) and triangulated data provided the basis for case development, illuminating teachers' GE-related understandings and beliefs (Bogdan & Biklen, 2003).

Findings

We observed a robust yet piecemeal approach to global learning at RGEA, what we are calling *auxilirification* of global learning, or the process of maintaining and building new projects in ways that do not disrupt the socially anticipated functions of schools. Thus, the strong commitment of RGEA faculty to its educational mission requires strategic engagement in the contemporary policy space. We view their highly engaged efforts in this light not to diminish the work, but to sustain an earlier commitment in an inhospitable context. We organize the discussion around four subthemes:

a. Curriculum and Instruction. Curriculum largely abides a systematic type drawn from the NY State Standards for social studies, science, English language arts, and Art. Yet the more robust dimensions of global learning, were the out-of-schedule activities organized by faculty, including experiential learning through partnerships with outside organizations; the creation of Global Labs for intensive foci on interdisciplinary global topics; and advisory periods to help teachers mediate diverse student background within the school culture.

b. Conceptualizations. Teachers focus on student development of self-awareness as they valued awareness of self and others as foundational to global learning. A focus on *people-as-content* made the learning more relatable to students, leveraged the cultural diversity of students as a learning resource while promoting the acquisition of knowledge of others.

c. Policy Milieu. Faculty are passionate about the global mission of RGEA though viewed themselves as swimming against a tide of policy reforms unwelcoming

to global learning. They pointed to the challenges of assessment and related tasks as daunting in light of their preferred focus on global learning.

Significance

This case provides needed insights into how economic and social stratification endemic to an era of globalization manifests in light of various discourses and ideologies. A potential contribution of this research is to promote curriculum-making mindful of these discursive parameters as to what education means in an era of globalization.

Paper 4

The City and the School: Teacher Reflections and Rationalizations of Global Education

Objectives

International schools are settings that cater traditionally to expatriate communities and, thus, encapsulate transnational dynamics of education in many global cities. This paper describes GE as enacted by a team of teachers in Bayview Academy, an international school in Hong Kong (HK). Taking two interacting narrative positions – that of city and school – we created descriptive profiles to identify historical and contextual milestones in the evolution of the school’s global mission, unpack teachers’ rationalizations of a GE curriculum aimed at students’ self-actualization, and elucidate the ways teachers’ perceived barriers to their efforts are tied to entrenched societal structures.

Theoretical perspectives, Methods, and Data sources

This qualitative case study draws on perspectives of narrative inquiry that posits teachers as curriculum-makers working within nested landscapes of reform (Craig, 1999, 2006). Such a perspective adheres to an interpretivist paradigm, where researchers seek to understand teachers’ knowledge and experience as situated within the relational world of interactions with students and the abstract world of encountered philosophies, materials, and expectations that inform their practice. Further, engaging in narrative and reflective forms of research provide teachers with opportunities to inform their practice. Interviews with 6 teachers and a long-serving curriculum leader became the basis of descriptive profiles (Stake, 2005) that described teachers’ understanding of GE, their narrations of personal and historical events that shaped their instruction, and perceptions of how their school responded to HK’s changing political landscape.

Findings

The analysis yielded several points of convergence in the narrative trajectories of teachers, city, and school. Among these were the school’s establishment as a religious school meant to serve children of missionaries and diplomats. The 1997 Handover of HK to China triggered school reforms that shifted Bayview’s mission *from religion to*

spirituality, and granted teachers autonomy to explore transdisciplinary curricular approaches. The revised mission intersected with teachers' understanding of GE as inclusive of different beliefs and grounded on developing students' "holistic identity" towards "self-actualization." The *focus on students' selves* was further evident in the teachers' design and enactment of a service-learning and issues-based GE program with aims to instill empathy and an ethical sense of responsibility for others. Through the course of research, teachers increasingly acknowledged the *depoliticized* approach to GE, which mirrored a pervasive mentality in HK of constructing "good citizenship" primarily through discourses of morality (Lee, 2006). Participants likewise identified the school's *reputation for academic excellence* and *historical catering to a predominantly Western elite class* as barriers to an expressed desire for a GE program that moved beyond students' personal transformation.

Significance

The study contributes to current scholarship in GE that seeks empirical evidence of how teachers understand and enact GE. Although the study supports contentions that teachers work within structures that promote "awareness raising" rather than the critical examination of global issues (Pike, 2000), the study illustrates the potential of research to awaken in teachers new realizations and impetus towards actions in GE.

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Table 1. *Alignment of school context, leader beliefs, and actions*

<i>School Contexts / Needs</i>	<i>Leader Beliefs / Ideologies</i>	<i>Actions to shape School Culture</i>
Neo-liberalism: the need to compete	GE to establish school distinctiveness (Pragmatic)	- Modern languages curriculum and assessment (requiring all students to study English, Chinese and one other language for all 12 years of education) - School identity
Societal culture: the need to leverage “deficit” into diversity	GE to move beyond local culture (Personal)	- International professional development opportunities - Low-cost student exchange programme - Renewed vision
Socio-economic status: the need to expand opportunity	GE to develop skill and capacity (Instrumental)	- Resource management - Modern languages curriculum and assessment