

**Examining Two Elementary-Intermediate Teachers'
Understandings and Pedagogical Practices
About Global Citizenship Education**

by

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A thesis submitted in conformity with the requirements
for the Degree of Master of Arts
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education of the
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**Erica Miyuki Moizumi
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Abstract

In this qualitative study, I examine two elementary-intermediate teachers’ understandings and pedagogical practices of global citizenship education in the Ontario and British Columbia classroom contexts. Key findings reveal contrasting portrayals of global citizenship education that foreground particular themes and practices found in the literature and curriculum guidelines. One teachers’ understandings and goals highlight an environmental global justice angle whereas the other teacher focuses on critical thinking. Three broad themes appeared to underpin their pedagogical practices – child-centred learning, critical thinking, and authentic performance tasks – although each theme is portrayed in distinctive ways. Both teachers identified factors such as the departmental and school culture, a collaborative learning community, and suitable resources as either encouraging or hindering their ability to transform their preferred learning goals into practice. These findings reveal a level of ambiguity and uncertainty regarding the teacher participants’ understandings and practice, which is complicated by varying levels of support.

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*Live as though you were to die tomorrow.
Learn as though you were to live forever.*

Mahatma Gandhi

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Chapter 1: Introduction and Overview

Globalization is a process typically characterized by increasing levels of interconnectedness and interdependence among human and nonhuman systems across the planet. Globalization is a process that has multiple effects including the rate and direction of goods and information, the worldwide flow of capital, migration, cultural homogenization, and the advancement of technology. Regardless of how positively or negatively it is viewed globalization is transforming our world in significant ways. Not surprisingly, education is more and more being considered a vital medium through which to cultivate global understanding and to prepare youth for active engagement in a global civic culture. Academics and practitioners alike are actively exploring and discussing what students and teachers need to know and be able to do in response to these shifting trends and within the context of current educational policy and practice.

Education for “global citizenship” has emerged as an important dimension of these discussions and investigations. Underpinning global citizenship education are learning goals that advance a critical understanding of global themes, structures, and systems; provide opportunities to reflect on one’s identity and membership through a lens of worldmindedness; encourage the exploration of diverse beliefs, values, and worldviews; allow for the examination of rights and responsibilities within the global context; support the investigation of controversial issues and ways for managing and deliberating conflicts; promote the development of critical civic literacy capacities; and nurture informed and purposeful engagement and action (Case, 1993, 1997; Davies, 2006; Evans et al., 2009; Merryfield, 1997, 2004; Noddings, 2005a). Understanding one’s citizenship merely within the confines of nation-state constructs is no longer viewed as sufficient as social,

environmental, political, economic, and technological issues transcend borders and are increasingly interconnected. As William Gaudelli (2003) states in terms of educating the next generation of citizens, exclusive emphasis on national citizenship education “is no longer singularly sufficient for understanding our complex world” (p. 157).

Officially mandated curriculum documents are increasingly incorporating learning expectations related to students’ understandings of, and engagement with, local/global issues and cultivating expanded notions of citizenship beyond the nation-state. Scholarly literature and newly emerging educational resources are also emphasizing the importance of global perspectives, and schools and school districts are finding themselves uniquely positioned to encourage notions of worldmindedness and to prepare youth with the capacities to participate in a global civic culture. The increased attention to global citizenship education, however, has raised questions about its core goals and its location and representation in classroom and school practices. Further complicating the situation is a general lack of attention to teachers’ understandings and to their practices within Canadian classrooms. As a result, concerns have been raised about the need for more in-depth studies in this area (Canadian Council for International Co-operation, 2004; Evans et al., 2009; Oxfam, 2006, 2008; Pike, 2008; Pike & Selby, 1988, 2000). These concerns have been further reinforced by a growing acknowledgement among education researchers that “what teachers know and do is one of the most important influences on what students learn” (Darling-Hammond, 1998, p. 6).

1.1 Statement of Purpose and Research Questions

This thesis presents an examination of two elementary-intermediate teachers’ understandings and enactment of global citizenship concepts and pedagogy in their daily

practice in Ontario and British Columbia¹. More specifically, aspects of their understandings and goals, their practices, and factors that they believe affect implementation are examined and analyzed. The following questions guide this study.

- *What are elementary-intermediate teachers' understandings and goals for global citizenship education in the elementary school context?*
- *In what ways does their pedagogical practice reflect their understandings and goals of global citizenship education?*
- *What factors affect their ability to transform their understandings and goals for global citizenship education into practice?*

The impetus for conducting this study emerged from a personal interest in global citizenship education, ongoing discussions critiquing conventional educational policies and practices, and limited attention to teachers' understandings and practices of educating for global citizenship within elementary classrooms in Canada (Abdi & Shultz, 2008; Boulding, 1988; Evans, 2003; Evans & Hundey, 2000; Gaudelli, 2003; Holland, 2004; MacDonald, 2007; Merryfield, 2002; Merryfield & Kasai, 2004; Mundy et al., 2007; Pike & Selby, 2000; Schweisfurth, 2006; Shultz, 2007).

The intended benefits of this study are to create a space for teachers to reflect personally and professionally on their teaching and to explore their own understanding of what it means to be a global citizenship educator. For school administrators, coordinators and program developers, this study provides insights into the experiences of practicing teachers and to assist in the facilitation of future development of curriculum expectations, professional programs, and/or resources. Within the academic realm, this research was intended to add additional understanding and depth to the limited literature on elementary-intermediate

¹ In this study elementary-intermediate refers to British Columbia and Ontario Grades 6-8.

teachers' understandings and pedagogical practices in regards to this educational area. The larger goal is to investigate ways of supporting practitioners so global citizenship education is more readily taught in schools.

1.2 A Review of Pertinent Literature

Chapter 2 presents an overview of global citizenship education as it is revealed in the literature. The literature reviewed draws on the work of Canadian academics specifically researching the Canadian context and international scholars who are frequently referred to in Canadian literature. Theoretical understandings of global citizenship education are examined and contrasted in connection to the core learning goals, core teaching and learning practices advocated, and the various factors affecting its implementation. Theoretical perspectives reflect a desire to construct a global orientation to citizenship in new and multiple ways not limited to the space defined by the nation-state (Pashby, 2008, p. 23). A strong blending of learning goals associated with both citizenship education and global education are evident, albeit with varying degrees of emphasis and levels of complexity. Central to these discussions is an emphasis on a range of pedagogical practices including the use of participatory, child-centred, and inclusive practices in the realization of learning goals associated with global citizenship education. Strictly speaking, actively practicing those values is indispensable because education cannot and should not be value-free (Case, 1993, p. 320). Finally, factors that influence teachers' motivation and/or capacity for implementing certain learning goals are considered.

1.3 The Research Study and Methodology

Chapter 3 identifies the study's focus and describes the qualitative nature of the study. The selection of the sample for this study – two elementary-intermediate public school teachers, one from BC and one from Ontario – is explained along with the sampling criteria and recruitment process. The stages and timeline of the study are outlined, moving from the proposal submission through to the thesis submission. Data collection methods including semi-structured interviews, classroom observations, and document analysis are noted followed by an explanation of the process of analysis. Validity and ethical considerations are subsequently considered.

In Chapter 4, I introduce Thomas and Markus (pseudonyms), the two elementary-intermediate public school participants selected to participate in this study. An explanation of their personal and professional journey in becoming 'global citizenship' educators is outlined, as are the respective schools and the provincial curriculum contexts in which they work. Both teachers are actively engaged in global citizenship education and have extensive teaching experiences in this area. Elementary-intermediate curriculum documents in British Columbia Ministry of Education's 'Prescribed Learning Outcomes' and the Ontario Ministry of Education's 'Learning Expectations' are reviewed in relation to the guiding questions of the study. The school and curriculum contexts in which they work are introduced as critical factors that affect their ability to transform their educational ideals into practice.

In Chapter 5, I present and contrast teacher participants' understandings and goals, their practices regarding global citizenship education, and factors affecting its implementation assembled from the interview and observation data. Themes arising from the data, including varied and contrasting learning goals, the subject-oriented nature of the curriculum context,

the curricular content and organization concerns, and preference for child-centred instruction, critical thinking and authentic performance tasks are explored and contrasted. Factors such as departmental and school culture, a collaborative learning community, and resources affecting teachers' ability to transform their expectations into practice are considered as well.

Chapter 6 presents my analysis of emerging themes in the data against the backdrop of scholarly literature and the Ministry guidelines. Attention is given to similarities and differences between what the teacher participants were saying and doing in comparison to general curricular expectations in British Columbia and Ontario Ministry of Education curriculum documents and in light of the literature review findings. Teacher participants' understandings and goals of global citizenship education, their pedagogical practices, and lastly, their understandings of factors supporting and/or hindering implementation are analyzed.

1.4 Concluding Reflections and Ways Forward

Chapter 7 contains my concluding reflections on the lessons that I have learned while researching and writing this thesis. Included are a synopsis of key findings in relation to the three core questions, a summary and assessment of the merits and challenges of the research methodology used, a few concluding reflections on some of the key issues emerging in the analysis, and questions regarding future areas for exploration. More specifically, Thomas' and Markus' contrasting perspectives and orientations to global citizenship education are described. Regarding the research methodology, the small-scale qualitative study is discussed in relation to the in-depth examinations of two teacher participants' experiences and its limitation for any large-scale generalizations. Key issues that surfaced in this study include the ambiguity and complexity around conceptual understandings and goals of global

citizenship education, the value in child-centred pedagogy, and the necessity for a supportive school culture and suitable professional learning opportunities for educators are discussed.

Last, possible ways forward are offered.

Chapter 2: Global Citizenship Education Theoretical Understandings

In Canada notions of global citizenship have received increasing attention in recent decades as a result of both internal and external forces. Canada's historical interest in world issues, international development and its deepening multicultural context have shaped its understandings of global citizenship and participation as *world actors*. Canada's historical interest in world issues and international development, for example, received heightened attention in the 1960s and 1970s partially due to the influx of immigrants to urban centres like Vancouver, Toronto and Montreal (Canadian Council for International Co-operation, 2004; Mundy et al., 2007; Pike, 1996). Simultaneously, grass-root organizations such as Canadian Crossroads International (CCI), Canadian Council for International Cooperation (CCIC), World University Services of Canada (WUSC) and the Canadian University Service Overseas (CUSO) emerged, thereby leading to larger numbers of Canadians volunteering and working abroad and thinking about world affairs. Moreover, the federal government established the Canadian International Development Agency (CIDA) in 1968 to deal specifically with foreign aid and to fund global education projects (Canadian Council for International Co-operation, 2004; Evans et al., 2009; Mundy et al., 2007).

At the same time, external forces such as a deepening of global information and communication systems, an increasingly interdependent global economy, challenges in human rights and the publication of documents like the *Universal Declaration of Human Rights* (1948), the *Canadian Charter of Rights and Freedoms* (1982) and the *UN Convention of the Rights of the Child* (1989) created stresses and conditions requiring more integrated, worldwide understandings and responses. Subsequently, educators have been exploring what it means to educate for citizenship within Canada and within a global context, and what

might be done in classrooms, schools and the school systems to nurture awareness of diverse and universal values, global systems, and global issues. Osler (2002) writes,

We live in an increasingly *interdependent* world, where the actions of ordinary citizens are likely to have an impact on others' lives across the globe. In turn, our lives, our jobs, the food we eat and the development of our communities are being influenced by global developments....Education for living together in an interdependent world is not an optional extra, but an essential foundation. (p. 2)

Similarly, Elise Boulding (1988) states “No one society can create or impose the universal social order; therefore, it is *incumbent* on societies to find creative ways of *working together* which acknowledge our human diversity” (p. 75). Within the realities of this continual mixing, people may identify with more than one nation. Added to this are the various groupings between and among people based on age, gender, ideology, language, locality, race, religion, and sexual orientation (Young, 2003, p. 22). As a result, national attitudes have gradually shifted from assimilation to celebrating diversity through tolerance and respect for multiple worldviews.

Chapter 2 presents an overview of global citizenship education as it is revealed in the literature. The literature review draws on the work of Canadian academics specifically researching the Canadian context and international scholars who are frequently referred to in Canadian literature. Section 2.1 considers theoretical understandings of global citizenship education in connection to the core learning goals associated with this dimension of education. Section 2.2 investigates core pedagogical practices advocated in the literature and Section 2.3 acknowledges the various factors affecting its implementation. Findings from the literature will serve as a basis for later analysis in the study.

2.1 Core Learning Goals

The literature reveals a number of learning goals that are associated with global citizenship education. Notably, there is also a strong blending of learning goals associated with both citizenship education and global education. Below I offer an overview of these core learning goals. In addition, contrasting theoretical emphasis and orientations are acknowledged. Core learning goals associated with global citizenship education often emphasize nurturing understandings of interconnections with, and interdependence in, the world. Other learning goals common to global citizenship education include particular kinds of understandings about the world and how it functions. Deepened understandings of global themes, structures, and systems (e.g., environmental systems and sustainability), social justice (e.g., global inequities), diverse beliefs, values, and worldviews (e.g., religious), rights and responsibilities (e.g., human rights), global issues (e.g., climate change), civic literacy (e.g., community engagement) and worldmindedness are some of the core areas of learning acknowledged in the literature with varying degrees of emphasis and levels of complexity (Canadian Council for International Co-operation, 2004; Dower, 2008; Evans et al., 2009; Evans & Reynolds, 2004; Merryfield, 1997, 2004; Noddings, 2005a; Oxfam, 2006, 2008; Shultz & Hamdon, no publication date).

Global citizenship education theorists and practitioners, for example, stress the importance of learning about rights and responsibilities from a global perspective (refer to Table 1 – Davies, Evans & Reid, 2006; Dower, 2008; Ibrahim, 2005). Traditional principles associated with ‘citizenship education’ that typically entail three dimensions - membership or identity with a wider community, a set of rights and freedoms, and a corresponding set of obligations – are considered within the global context, and thus, are no longer bound only to

the nation-state. To illustrate this point, geographical borders do not limit citizenship for many people; instead, it consists of a myriad of associations, groupings, and relationships (Young, 2003, p. 22). In reaction to such conditions, many global citizenship practitioners (Abdi & Shultz, 2008; Dower, 2008; Pike, 2008) ascribe to notions of a *global ethic*, which is defined as transnational rights and responsibilities based on universal norms and values (Dower, 2008, p. 41). Wringe (1999), for example, relates one of the principle elements of responsible global citizenship is to people's moral obligation to address injustices and inequalities so that "the collective arrangements to which we give our assent do not...secure the better life of some at the expense of a much worse life for others" (p. 6). Global citizenship education aspires to cultivate an understanding of a shared common humanity, diversity to be essential to life, acceptance of citizenship rights and responsibilities, recognition of local and global connections, the importance of multiple perspectives, and acceptance to take action for the common good (University of Alberta International, 2002-2009).

Learning goals associated with global citizenship education also highlight the investigation of diverse beliefs and values in connection to notions of "tolerance" (Pigozzi, 2006; Pike, 1997), "caring" (Noddings, 2005a; Pike, 2000a; Werner & Case, 1997) and/or "empathy" (Boulding, 1988; Shultz & Jorgenson, no publication date) towards others. These objectives are to be achieved through acceptance of diverse opinions and perspectives (i.e., perspective consciousness). Supporting the ideals of social justice is particularly apparent in the literature when proponents speak of a sense of responsibility or concern for the well being of others (Oxfam, 2008; Pike & Selby, 2000; Young, 2003). Lynn Davies (2006), for example, stresses that addressing issues of racism, sexism, and human rights is crucial for

young learners because through these issues they become aware of injustices and hopefully inspired to take action (p. 15).

Attributes related to skill development include informed and ethical decision-making, non-violent conflict resolution, critical thinking, collaboration, identity development, and civic literacy (Case, 1993; Evans & Hundey, 2000; Merryfield, 1997; Noddings, 2005a; Pike & Selby, 2000; Werner & Case 1997). Along these lines, Oxfam's *Curriculum for Global Citizenship: Key Stages 3 and 4 (UK)* serves as a practical guideline for comparing relevant knowledge, skills and values². As an aside, Tasneem Ibrahim (2005) contests Oxfam's model because of its heavy emphasis on process. He argues relevant content or knowledge and understanding of rights and responsibilities, as well as, *political literacy* with a global context is just as important (Ibid, p. 192). Strictly speaking, political literacy requires understanding national/international political systems and institutions, and in so doing, being able to influence decision-making at various levels. Likewise, Evans and Reynolds (2004) agree political participation is valuable in order that students acquire the requisite tools to deliberate and act for the common good with regard for both local and global consequences. Nonetheless, big ideas and overall purposes regarding global citizenship education's goals are largely consistent across the literature.

The term global citizenship education, as well as, other expressions related to the concept is more frequently used within academic circles and educational discourses. That said, various distinctive orientations are emerging across literature and practice; thus,

² **Knowledge** relevant to global citizenship consists of an understanding of social justice and equity, diversity, globalizations and interdependence, sustainable development, and peace and conflict. Corresponding **skill** development includes critical thinking, the ability to argue effectively, the ability to challenge injustice and inequalities, respect for people and things, and cooperation and conflict resolution. Appropriate **values** and **attitudes** are self-esteem and sense of identity, empathy and sense of common identity, commitment to social justice, value and respect for diversity, concern for the environment and commitment to sustainable development, and a belief that people can make a difference (Oxfam Development Education Programme, 2006, p. 5-7).

comparative studies are challenging because the terminology is not universal. For instance, depending on the individual, organization and even the country, other terms are used (e.g., *cosmopolitan citizenship*, *multidimensional citizenship*, *multiple citizens*, *world citizenship*, and *world studies*) to express similar educational goals and purposes. Furthermore, the term global citizenship education, itself, is often used as an umbrella term encompassing a wide range of topics such as *global education* (Case, 1997; Davies, Evans & Reid, 2005; Gaudelli, 2003; Merryfield, 1997; Mundy et al., 2007; Pike, 2008; Pike & Selby, 1988, 2000; Werner & Case; 1997), *multiculturalism* (Banks, 2001), *development*, *human rights* (Abdi & Shultz, 2008; Dower, 2008; Pigozzi, 2006; Shultz & Hamdon, no publication date), *peace*, *social justice* (Gaudelli, 2003; Noddings, 2005a) and/or *environmentalism* (Carlsson-Paige & Lantieri, 2005; Noddings, 2005b; Selby, 2000). Scholars use these terms in different ways to highlight certain goals and/or worldviews, creating at times, an unhelpful sense of ambiguity.

Debates about global citizenship education's goals give rise to divergent understandings of what it does and should entail. For some, global citizenship is tantamount in preparing youth for the global marketplace to gain a competitive edge, thereby increasing their chances of success within a liberal global environment. In such instances, knowledge about other countries and cultures is learned through course work, and complemented through international travel and cross-cultural experiences. Global citizenship education is used as a means of building human capital and improving opportunities for advancement. In other instances, global citizenship education is a means for supporting personal and social transformation. In those situations, attention is given to global injustices, power relations and civic engagement, in addition to an understanding of different countries and cultures (Davies, 2006; Evans et al., 2009; Mundy et. al., 2008; Pashby, 2008; Shultz, 2007). Strictly speaking,

many academics and practitioners critique nurturing for the marketplace (Noddings, 2005a; Shultz, 2007; Shultz & Jorgensen, no publication date). Of particular concern is the lack of a critical analysis (i.e., global issues, social and political structures), and failure to reflect on one's position relative to the rest of the world. Lynette Shultz (2007), for example, reiterates "if citizens of the wealthiest nations learn that their role as global citizens is to compete in the global marketplace, then the structures of inequality that keep members of less wealthy countries marginalized will be perpetuated, if not strengthened" (p. 257).

Furthermore, some scholars, question whether or not the goals of global citizenship education can be realized in education systems operating in provincial and/or national contexts. Pike (2008) and Richardson (2008), for example, have both argued that Canadian curricula present global themes as a matter of self-interest, and are almost exclusively tied to the civic norms and structures of the nation-state. To elaborate, the purpose of citizenship education is to instill the knowledge, values and skills deemed necessary to function in civil society. The primary means of spreading such ideals is traditionally, through well-established national systems of public education (Canadian Council for International Co-operation, 2004; Evans, 2003; Evans et al., 2009; Pashby, 2008; Richardson, 2008). Despite global citizenship education's good intention of expanding individual awareness and loyalty and allegiance to the global context, the concept of a 'global village' is not embedded within most people's fundamental belief system. The notion of a 'global identity' and therefore, a sense of 'global citizenship' have a far shorter history. Moreover, global citizenship lacks the vocabulary, categories and master images linking worldmindedness with world citizenship, and the physical presence of national citizenship (e.g., Canadian Parliament buildings, national museums, government institutions).

2.2 Core Pedagogical Practices

Central to various theoretical perspectives about suitable pedagogical practices for global citizenship is the notion that children learn best when they are allowed to construct their own knowledge (Boulding, 1988; Bender-Slack, 2002; Case, 1993; Citizenship and Immigration Canada, 2003, 2005; Classroom Connections, 2002; Evans & Reynolds, 2005; Pike & Selby, 2000; Shultz, 2007). Children, it is contended, must be encouraged to build on their understanding of themselves and the world around them through real life experiences. Drawing upon the work of progressive educators such as John Dewey, Maria Montessori and Alexander Sutherland Neill, global citizenship educators advocate child-centred learning based on the notion that young people learn best when they are encouraged to explore and discover for themselves and when they are addressed as individuals with a unique set of beliefs, experiences and strengths (Citizenship & Immigration Canada, 2003; Evans et al., 2009; Pike & Selby, 2000). Hands-on and higher level thinking activities that can be used to teach global citizenship related concepts such as knowledge about international development and cooperation, awareness of their responsibility as members within a global village, and tolerance and respect for diversity are advocated. Gaudelli (2003), a global education practitioner and scholar, writes, “What did I learn from teaching about the world? I discovered that learning begins through a conversation with one’s students, starting with their experiences. The world is not something outside ourselves, a distant place far removed from our everyday lives; indeed, we are integrally connected to the global village” (p. xxii).

Theorists and practitioners of global citizenship education emphasize the use of participatory, child-centred, and inclusive pedagogical practices in the realization of learning goals associated with global citizenship education. This means developing an interactive

classroom and school environment using authentic performance and inquiry oriented tasks aligning with the learning goals, developing assessments encouraging learning, and using globally oriented learning resources to support learning (Evans et al., 2009). To learn about values like empathy and respect, for example, skills in consensus building and teamwork must be actively practiced through experiential learning (e.g., dramatizations, simulations, case studies, role-playing) that allow students to actually utilize and refine their skills in real life experiences (Classroom Connections 2002; Evans et al., 2008; Oxfam Canada, 2008; Pike & Selby, 1988; UN Cyber School Bus, 2008).

Additional teaching and learning strategies include a focus on critical thinking, which entails analyzing a variety of materials and critically assessing the information's validity and gradually building on students' understandings of relationships (Case, 1993, 1997; Classroom Connections, 2002; Oxfam, 2006). Encouraging children to learn cooperatively by sharing their ideas, posing questions and receiving critical feedback from each other is another approach that is highlighted. In this learning context, children's reasoning skills (e.g., questioning, inquiring, making inferences) are developed through their interaction with others (Bennett and Rolheiser, 2008; Merryfield and Kasai, 2004). Other pedagogical practices that are emphasized are the use of reflection and deliberative dialogue (Canadian Council for International Cooperation, 2004; Shultz & Hamdon, no publication date). Deliberative dialogue involves bringing together people from diverse backgrounds to explore areas of common ground, alternatives, and action on key social issues (Shultz & Hamdon, no publication date, p. 2). The guiding principles, therefore, concentrate on collaboration, listening to find meaning and possible agreement, openness to being wrong, and an assumption that each individual has something to contribute (Ibid, p. 4). The deliberative

dialogue approach is fundamentally, to replace agenda-driven debates with more holistic value-based dialogue.

To assist practitioners in bridging goals and practices, a plethora of resources has been introduced to support global citizenship education teaching and learning. These include ActionAid's *Get global! A skills-based approach to achieve global citizenship*, Canadian Teachers' Federation's *Engaging in our communities as global citizens*, CIDA's *Teacher zone*, Citizenship and Immigration Canada's *Planting the seed* and *Sharing the harvest*, Classroom Connections' *Cultivating peace in the 21st century* and *Cultivating peace: Taking action*, Evans and Reynolds' *Educating for global citizenship in a changing world*, Susan Fountain's *Education for development*, Oxfam's *Education for Global Citizenship*, Oxfam Canada's *Educational resources*, UNICEF Canada's *Global classroom*, and United Nations' *Cyber school bus*. Many of these resources integrate a range of pedagogical practices such as child-centred learning, interdisciplinary and cooperative learning strategies, and authentic assessment for learning.

Basically, recommended pedagogical practices related to global citizenship education are similar among theorists and practitioners, although variations do exist. Perhaps the most prominent division is the activist component. Lister (1998), for example, identifies two aspects of citizenship: to be a citizen and to act as a citizen. Whereas being a citizen means enjoying the rights necessary for agency, as well as, social and political participation, acting as a citizen involves fulfilling the full potential of that status (p. 328-329). Likewise, Davies (2006) asserts "citizenship clearly has implications for both rights and responsibilities, of duties and entitlements...one can have the emotion and identities without having to do much about them. Citizenship implies a more *active* role" (p. 6). In this regard, being cognizant of

one's moral and ethical obligation as a 'citizen' is said to facilitate an individual's intrinsic motivation to take action. Oxfam (2006) contends that empathy is not enough when dealing with issues; instead, people must be outraged and actively protest social injustices (p. 3). In each case, pedagogical practices with an activist learning intent in the classroom and across the whole school are advocated (e.g., student council, equal opportunities policies, global project week) in order that students have opportunities to be engaged in and learn about active citizenship. Along similar lines, James Banks (2001) proposes children to be *knowledge producers* by participating in democratic and social action, thereby preparing them to challenge mainstream academic meta-narratives that marginalize the voices of certain groups.

2.3 Factors Affecting the Teachers' Implementation of Global Citizenship Education

The literature identifies a variety of factors influencing teachers' motivation and/or capacity for adopting and enacting certain educational goals and initiatives. Although many teachers view education for global citizenship positively, the literature suggests that its actual implementation continues to be hampered by numerous constraints like workload, administrative support, and resource availability. A recently completed national report, *Charting global education in Canada's elementary schools: provincial, district and school level perspectives*, revealed many teachers choose not to integrate global education into their classroom because they feel overwhelmed by other priorities, receive limited professional development opportunities and curricular support, and indicate limited district collaboration for such programs (Mundy et al., 2007, p. 98-99). In England, similar concerns were raised. According to the results from the Department for International Development (DfID)'s

'Enabling effective support' (EES), the majority of respondents identified lack of time, suitable resources, and adequate training as the main barriers for including global dimensions into their lessons (Davies, 2006, p. 19).

The structural design and organization of schools and of the education systems are not always conducive to the cultivation of a positive global citizenship education environment. Global citizenship education, for example, encourages the use of cooperative learning strategies, whereby teachers' work in teams to brainstorm ideas and provide support for each other; however, many teachers continue to find themselves teaching in isolation and behind closed doors (Bennett & Rolheiser, 2008; Miller & Seller, 1990). Furthermore, limited district and ministry supports for in-service training professional learning and/or funding for projects make program development and recruitment difficult. As such, implementation of global citizenship education within Canada is not without challenges. At this time, the literature does not suggest whether these factors are showing improvement.

2.4 Conclusion

Chapter 2 drew attention to common characteristics and general distinctions regarding contemporary theoretical understandings and pedagogy in line with this educational dimension, as well as, current discussions pertaining to the core research questions guiding this study. Central to education for global citizenship was attention to a global orientation to citizenship leading to informed and active engagement within a global civil society. Core learning goals associated with this practice tended to focus on cultivating understandings of interconnections and interdependence, appreciation for diversity, awareness of global issues, civic literacy and worldmindedness. Nevertheless, the degree of emphasis and level of

complexity varied depending on the individual. Abdi and Shultz (2008), Dower (2008) and Pike (2008), for example, ascribed to notions of a global ethic whereas Ibrahim (2005) and Evans and Reynolds (2004) stressed the importance of political literacy.

Core pedagogical practices related to global citizenship education were based on child-centred approaches that promoted higher-level thinking through authentic learning experiences. In connection, students were encouraged to interact with each other and actively participate in the learning process. A plethora of globally oriented resources had also been introduced to assist practitioners in bridging goals with practices. For the most part core pedagogical practices were similar among theorists and practitioners; however, the main difference among some scholars was the activist component (Banks, 2001; Davies, 2006; Lister, 1998; Oxfam, 2006). For instance, Davies (2006) argued children's knowledge, values, and skills about global citizenship education must eventually lead to action.

Further complicating the situation were internal and external factors that may support or challenge teachers' ability to transform their educational beliefs into practice. Of particular concern was the lack of time, support, funding and professional development opportunities for such initiatives, thus, the number of teachers enacting global citizenship education within their classrooms and schools continued to be limited in scope.

Chapter 3: Research Methodology

Much of the existing research on global citizenship education within formal schools in Canada is situated at the secondary school level (Holland, 2004; MacDonald, 2007; Schweisfurth, 2006; Young, 2003). Global citizenship education has been more prevalent in high school curriculum through courses such as *Canadian and World Studies*, *Civics*, *Economics*, *Geography*, *History*, *Humanities*, *Politics* and *Social Studies*, and electives like *Global Education*, *Global Issues* and *Global Perspectives* (Case, 1997; Evans, 2003, 2006; Holland, 2004; Lyons, 1996; Mundy et al., 2007; Pike, 2000, 2008; Young, 2003). The underlying argument being that senior secondary students are deemed to be more capable of dealing with sensitive and/or controversial issues.

More recently, however, there has been increasing attention to global citizenship education at the elementary school level, as young children are being more and more exposed to a wide range of global topics and issues through various media sources and networks (e.g., Internet, television, movies, magazines, music, video games). In response, official curriculum documents in British Columbia, Ontario, and other parts of Canada are revising their curriculum to include more exposure of global citizenship concepts and related skills as curriculum is revised, as highlighted in Chapter 2. Accordingly, elementary teachers are increasingly being expected to teach more about aspects relating to global citizenship education, often without much guidance. Not surprisingly, there has been little attention devoted to examining teachers' understandings and/or practices within elementary classrooms in Canada. Chapter 3 identifies and describes the research methodology applied in this study. Section 3.1 outlines the research focus and research orientation. Sections 3.2 - 3.7 summarize the sampling criteria and recruitment process, the stages and timeline of the

study, the data collection and analysis process, and validity issues and ethical considerations. Finally, section 3.8 provides concluding comments.

3.1 Study Focus and Research Orientation

The focus of this study was to investigate two elementary-intermediate teachers' understandings and teaching practices in relation to global citizenship education. In addition, internal and external factors that may support or challenge their ability to transform their educational beliefs into practice were considered. Teachers, by and large, are the “curricular and instructional gatekeepers through which all pedagogical decisions ultimately flow” (Thorton as cited in Gaudelli, 2003, p. 42) and, as educational researchers are increasingly acknowledging, one of the most important factors determining student learning is what *teachers* know and do (Darling-Hammond, 1998, p. 6). Three key questions guided the study:

- *What are elementary-intermediate teachers' understandings and goals for global citizenship education in the elementary school context?*
- *In what ways does their pedagogical practice reflect their understandings and conceptualization of global citizenship education?*
- *What factors affect their ability to transform their understandings and goals for global citizenship education into practice?*

A qualitative inquiry orientation shaped the study's design and implementation. This research orientation was chosen because it offers rich descriptions of teachers' understandings and practices. Moreover, this grounded approach encourages meaning to be derived from real world experiences. Last, a qualitative orientation allows the data to be collected and meaning to be constructed as the study unfolds, through the analysis of words, detailed views from informants, and attention to the natural setting to achieve a complex and

holistic picture of what participants say, do think, and the meaning they ascribe to their words, deeds and thoughts (Creswell, 1998, p. 15). Given the complex and potentially controversial nature of global citizenship education, a qualitative orientation seemed the most appropriate approach. Moreover, as evident from the literature review, the term itself is subjective and open to multiple interpretations depending on the individual's personal and professional background.

3.2 The Sample: Sampling Criteria and Recruitment

The sample for this study was made up of two elementary-intermediate public school teachers, one from BC and one from Ontario. Teacher participants were selected based on *purposeful sampling* to yield in-depth information from a small number of cases (Berg, 2001; Creswell, 1998; Patton, 1987; Teddlie & Yu, 2007). More specifically, characteristics of a particular subgroup of interest were highlighted to facilitate comparison. Teachers were selected based on their demonstrated exemplary work as global citizenship educators. In addition, the sample selection depended on two other criteria: (1) the individual must teach in the public school system, and (2) have at least three years teaching experience. Teachers from the public school context were selected because they were required to follow provincial curricular guidelines, which may not be the case for certain private and independent schools. Additionally, public schools are open to all children; therefore, students come from a variety of backgrounds. Most district hiring practices try to reflect that diversity in their teaching staff. Teachers with more than three years experience were selected because they were more likely to be familiar with the curriculum whilst adapting methods to their preferred style. Importantly, the first years of teaching are often spent in survival mode; thus, many or most

teachers do not feel or demonstrate professional competence until at least three years into their career (Martorella, 1986; Miller & Seller, 1990; Sternberg & Horvath, 1995; Torney-Purta et al., 2005). To locate information-rich informants, *snowball sampling* was used during the preliminary stage (Patton, 1987). A list of potential participants was created based on referrals from classmates, supervisors, professors, and program coordinators; concomitantly, teacher organizations involved in global citizenship related work were contacted as well.

3.3 Stages and Timeline

This research project had taken a year and four months from conception to completion.

Below is a detailed break down of the various stages and timeline for the study.

| | |
|---|---------------------------|
| Review of the Literature | January 2009 – April 2010 |
| Development of Proposal | January 2009 |
| Proposal submission to the University of Toronto's Ethics Board | February 2009 |
| University of Toronto's Ethical Approval | February 2009 |
| Sampling in Ontario | February – May 2009 |
| Proposal submission to two Ontario School District's External Research Review Committee | February – March 2009 |
| Ethical Approval from one Ontario School District | March 2009 |
| Proposal submission to three BC School District's External Research Review Committee | September – October 2009 |
| Ethical Approval from two BC School Districts | September – October 2009 |
| Sampling in BC | July – October 2009 |
| Data Collection | May – November 2009 |
| Analysis | May 2009 – March 2010 |
| Thesis Submission | April 2010 |

A proposal was submitted to the University of Toronto's Ethics Board in early February 2009; shortly thereafter, approval was granted. In subsequent weeks ethical consent was

sought from two Ontario school districts. Once approval was granted from one of the Ontario school districts' *External Research Review Committee*, invitation letters were sent out electronically to principals and recommended elementary-intermediate teachers (Appendices 1 and 2). Voluntary applicants were contacted from mid-April until late May, yet in the end only one Ontario teacher from an urban school district was able to participate. An introductory meeting was arranged in early May 2009 to go over expectations, and obtain administrative and participant consent from him. Once all parties were in agreement, signed copies of the consent form were distributed for their record.

Due to the diversity of provincial and territorial curriculum guidelines, the study was initially limited to Ontario. Given personal circumstances, it was eventually expanded to include teachers in British Columbia. The reason for the change was because of the researcher's decision to move back to Vancouver in July 2009 to return to work. That said, my supervisor and I both agreed the research objectives would not be compromised as the study is still being conducted within Canada; moreover, it would provide a comparative lens within the Canadian context. During the initial phase to recruit BC teachers, emails were sent from mid-July until late August 2009 to my former Global Education professor, a contact at the *British Columbia Teachers' Federation* (BCTF) and to the *BC Peace and Global Education* (PAGE) coordinator. Through these contacts I was able to connect with interested candidates, and subsequent meetings were arranged with teachers who fulfilled my sampling criteria. The process for ethical approval, similar to the Ontario scenario, was undertaken; in the end two out of three school districts' research review committees approved my research proposal. Once again an electronic version of the invitation letters were sent to principals and recommended teachers in October. Bearing in mind the researcher's requirements and the

necessary time commitment, one elementary-intermediate teacher from a suburban school district agreed to participate in this study.

3.4 Data Collection

Data collection consisted of semi-structured interviews, classroom observations, document analysis, and conversations with students to obtain a comprehensive picture of teachers' understandings and practices. Initially, *semi-structured interviews* were undertaken to explore participants' beliefs and understandings in relation to the study's core questions. Ten open-ended questions covered five general categories: (1) defining global citizenship education, (2) relevant personal and professional experiences, (3) pedagogy related to global citizenship education, (4) support and challenges for this initiative within their school and district, (5) advice and suggestions for future development (Appendix 3). The first interview with the Ontario teacher (Thomas) was conducted in May 2009 in the teachers' staff room. The interview lasted just over an hour. The second interview was completed in his classroom in early June and took approximately fifty minutes. The first interview with the British Columbia teacher (Markus) was conducted in early November 2009 and lasted about an hour and ten minutes. The second hour-long interview was completed late in November 2009. Both interviews were conducted after school in his office. All interviews were digitally recorded and transcribed. Furthermore, edited versions of the transcripts were sent to participants for their approval to strengthen reliability. Any clarifications regarding participants' responses were made via email correspondences.

The second phase of data collection involved *semi-structured observations*. At the request of the Ontario school board, a *Parent/Guardian Information Letter* (Appendix 5) was

prepared, and distributed at the teachers' discretion. After seeking the teachers' permission I assumed a *participant observer* role in order to observe classes and interact more freely with students. Three in-class observations were undertaken in May and early June 2009 in the Ontario teacher's (Thomas) classroom. Two consecutive classes of Geography 7 classes and one Geography 8 class were observed. Due to scheduling conflicts, only one observation was undertaken in the British Columbia teacher's (Markus) Social Studies 7 class in November. During the observations I took notes on the lesson's intended learning outcomes, big ideas/key concepts, instructional and assessment practices. The duration of each activity, teacher' and students' actions, and additional notes/comments were also recorded. Prior to observations, teachers briefly explained the rationale for the lesson and intended activities, and whenever possible, a ten minute post conference took place to hear their reflections. In each instance, notes were recorded. Relevant student work was also examined during the visits to enrich my understandings of the teachers' guidance, support, and practices. In addition, notations about the school's physical environment, classroom layouts, and participant interaction with students and staff were recorded throughout my visits. Being on site was beneficial as I became more immersed into these teachers' daily routines and workplace situations. All field notes were later re-typed on to the observation forms (Appendix 4). Again, participants reviewed edited electronic copies to verify the accuracy of the researcher's account. Data from multiple sources provided opportunities for the researcher to corroborate evidence, thereby being more confident in the results.

3.5 Data Analysis

The purpose of data analysis is to reduce and organize raw data so interpretations and inferences can be made for a more comprehensive report of the study (Berg, 2001; Creswell, 1998; Patton, 1987). In this case an inductive approach was utilized initially to look for emerging patterns, themes and categories (Patton, 1987, p. 150). This first layer of analysis involved codifying each participant's transcribed interviews and observations, and an analysis of students' work into overarching categories based on the three core research questions. Along those lines, thick descriptors and in-depth quotations were selected "to allow readers to understand fully the program and the thoughts of the people represented" (Ibid, p. 163).

The second layer drew attention to similarities and differences between what teachers were saying and doing against general curricular expectations in relation to global citizenship education as represented within the British Columbia and Ontario Ministry of Education curriculum documents. To facilitate comparisons, curricular classifications were categorized by subject area (i.e., Language Arts, Social Studies, History, Geography, Science / Science and Technology, Mathematics, Fine Arts / The Arts, Health & Career Education) and grade (Table 2 & 2). Each subject was further broken down into specific units. The third layer of analysis involved examining teachers' understandings, goals, practices, and factors regarding global citizenship education in light of the literature review findings. Data was critically examined for similarities and differences.

3.6 Issues of Validity

One potential threat or limitation inherent in this type of study relates to validity. The natural setting of the classroom and school provide a level of *ecological validity*. Data collected through various methods and from various sources provided a level of *descriptive validity*, which refers to the factual accuracy of an account as reported by the researcher. In addition, feedback from participants on the researcher's notes and explanations strengthened *interpretive validity*. A possible concern with data collection is a *reactive effect*, whereby the participants' awareness of being targeted in the study may affect their performance in class (Johnson & Turner, 2003, p. 302). For this reason, the researcher visited the participants on at least three separate occasions to build trust, learn the school culture, and check for misinformation. Attention was also given to the researcher's self in the process and attempts to reduce personal bias. Each contributes to the trustworthiness of the data. In these ways, the researcher has made a conscious effort to gain an insider perspective without compromising the integrity of her study.

3.7 Ethical Considerations

My self-identified status as a practitioner of education for global citizenship might contribute to bias towards a particular orientation as viewed through the lens of my own experiences instead of being filtered through the perspectives of the participants. To reduce my susceptibility to bias, I have tried to include several safeguards to ensure the quality and validity of my data collection and analysis. First, as per institutional guidelines, I have gone through the ethical review process for the University of Toronto, and the appropriate British Columbia and Ontario school districts prior to conducting any research. When concerns were

expressed regarding certain aspects of my study, clarifications and further revisions were made and sent electronically. Second, preliminary interviews were set up so both the participants and their administrators had an opportunity to express any concerns regarding this project. During this time I clearly stated participation was voluntary; moreover, participants could withdraw at any time without penalty. If such a situation did arise, all digital audio recordings, written transcripts, notes on teaching materials and observations would promptly be erased from the researcher's computer. Third, in terms of privacy pseudonyms were used in place of school and participant names to ensure confidentiality. Participants were also sent electronic versions of the interview transcripts and observation forms. Any information believed to be too sensitive or that could potentially reveal a participants' true identity was removed. In these ways I made a conscious effort to acknowledge any ethical concerns arising from this study.

3.8 Conclusion

The qualitative approach was used that entailed cross-examining findings from interviews and observations with theoretical literature and official curriculum documents. The sample for this study entailed two elementary-intermediate teachers, one from Ontario and the other from British Columbia. For the data collection, semi-structured interview questions were designed to elicit information about the participants' educational beliefs, prior experiences, pedagogical practices, and support systems, as well as, challenges to such initiatives. Complementing the interviews were semi-structured observations to facilitate in drawing comparisons and to gain greater understanding of how global citizenship pedagogy are enacted within their classrooms and schools. As a means of drawing relevant conclusions

on this issue, the final data analysis was based on a synthesis of my findings from the qualitative data in contrast to scholarly literature and the British Columbia and Ontario Ministry of Education curriculum documents.

Issues of validity, especially regarding descriptive and interpretive validity, were also considered. To address these concerns, multiple visits were arranged so the researcher could build rapport between her participants and learn more about the school culture. Due to ethical considerations the researcher adhered to strict ethical guidelines from both the university and school districts. Moreover, preliminary interviews were arranged with potential participants to insure their comfort in participating the study.

Chapter 4: Participants' Profiles and Contextual Considerations

“Teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge - and knowing myself is as crucial to good teaching as knowing my students and my subjects” (Palmer, 1998, p. 2). Teaching as a profession demands a willingness to learn from and critique each other’s work. Constant interaction and dialogue are mutually beneficial for enhancing one’s teaching repertoire and invariably challenge one’s own beliefs about educational understandings and practices. In Chapter 4, I introduce Thomas and Markus, the two elementary-intermediate public school teachers selected to participate in this study³. An explanation of their personal and professional journeys in becoming ‘global citizenship’ educators is outlined. Their respective schools (i.e., Birchwood and Oakdale Elementary) and the provincial curriculum contexts in which they work are also introduced as additional factors to help explain participants’ emerging understandings and practices of global citizenship education. Both teachers are actively engaged in global citizenship education and have extensive teaching experience in this area.

4.1 Background Information About Participants

Thomas’ Background

Thomas, an Ontario teacher, has been teaching for nine years as an elementary-primary/ elementary-intermediate teacher. He spent the last six years teaching Grade 7 and 8 at his present school, and, prior to that, taught Grades 3 and 5. For his undergraduate degree, he pursued a concurrent program in *Environmental Studies and Education* (i.e., holistic

³ Pseudonyms are used to protect participant-teachers’ identity.

environmental education). Moreover, six years ago he completed a Masters of Arts degree, examining teachers affecting change through environmental education. Thomas currently teaches History 7/8 and Geography 7/8, as well as, Music, Reading, Media Literacy, Film Studies, Conflict Resolution and Discussion. In addition, his extracurricular activities involve overseeing the student-directed *Social and Environmental Justice Committee*, and presenting numerous workshops at conferences on issues relating to global justice and sustainability. Thomas' enthusiasm for teaching fuels his desire to continuously expand his understandings and improve his teaching practices, thereby deepening his awareness of how to affect positive change as a teacher (Interview - May 18th, 2009). His more memorable experiences consist of working as a consultant for a *UNICEF* project in Central Asia (i.e., Uzbekistan and Turkmenistan) and participating in a creative arts project in Dominica. His experiences, both locally and internationally, have become invaluable in his work as a teacher.

Markus' Background

Markus is a veteran British Columbia teacher with nearly twenty years of teaching experience. At university, he specialized in *Urban Environmental Social Geography* with a Minor in *Architectural History*. For the past sixteen years, he has been teaching Social Studies 8-12, Comparative Civilization 12, History 12 and Geography 12, and in addition, Advanced Placement classes in Art History and European History. He is currently serving a dual role as a Grade 7 teacher, as well as, the vice principal at Oakdale Elementary School. Prior to becoming a teacher, Markus traveled for a year-and-a-half to countries like the former Yugoslavia, Greece, Egypt, Kenya, Tanzania, India, Thailand and Britain, at which time his interest in teaching as a career emerged, and his worldviews and later classroom

practices were shaped (Interview – November 5th, 2009). Upon returning to Canada, Markus worked as a childcare counselor while completing his Bachelor of Education. Shortly thereafter, he started teaching in his current school district. Four years later he pursued a Masters of Education in *Curriculum and Instruction* with a particular focus on critical thinking. Not only did his graduate studies reaffirm what he was doing as a teacher, but it also enabled him, in his view, to articulate and design a more meaningful curriculum for his students.

4.2 School Culture

Thomas' School – Birchwood School

Birchwood, an alternative school, is located in an urban neighbourhood in Toronto. Approximately sixty students come from across the district for the two-year program (i.e., Grades 7 and 8) that offers a range of courses and specializes in the study of issues of justice and equity. Demographically, Birchwood is varied in non-visible ways (e.g., socio-economically, family composition). Outreach is being done to increase ethnic diversity. Students' class schedules are compartmentalized into specific subjects (e.g., Language Arts, French, Math, Science, Technology), but in actuality, classes are taught interdisciplinary. Students often work on integrated projects that incorporate learning expectations from multiple subjects. For example, during one observation of the Grade 7 Natural Resources unit, Thomas incorporated learning expectations from Science (e.g., identifying renewable & non-renewable resources), Drama (e.g., tableaux) and Language Arts. Students are also required to take classes in Media Literacy, Film Studies, Conflict Resolution, Model United Nations and Discussion. The school's focus includes developing an awareness of moral and

ethical issues on a local and global level through dramatic simulations. Class configurations vary as well Grades 7s and 8s are sometimes mixed and/or divided by gender. Adorning the hallways and classrooms are students' projects and posters addressing local/global issues like HIV/AIDS, consumerism, homelessness, child labour and genetically modified food. The school is equipped with a computer room and extensive classroom libraries containing books and films on a range of topics such as Black and Jewish history, First Nations culture, Womyn's Studies, World Issues and Human Rights.

As part of the school's commitment towards a culture of inquiry and ethic of care, community service is another essential component of Birchwood School's curriculum. Every Friday all staff and students participate in whole school assemblies in the lunch/multipurpose room. These meetings are designed so teachers can facilitate student driven social action projects. For instance, in commemoration of December 6th, students distribute pamphlets and white ribbons to raise public consciousness about violence against women (Interview – June 1st, 2009). During the annual *Singing Songs for Righting Wrongs*, students compose their own lyrics and perform at a local venue to promote awareness about global issues. Furthermore, the biannual hunger banquet invites the larger community to experience a simulation of distribution inequalities around the world. Despite the fact that proceeds are donated to local and global organizations such as the *Daily Bread Food Bank*, *Doctors Without Borders* and *Stephen Lewis Foundation*, the primary purpose for these events is to express solidarity. As exemplified by their school mandate and whole-school projects, Birchwood School effectively engages in local community based action that is informed by a wider global context.

Markus' School – Oakdale Elementary School

Oakdale Elementary School, located in the Greater Vancouver region, is a typical mainstream public school in a suburban community. This single-track English medium school has approximately 435 students, and spans from Kindergarten to Grade 7. Given the community's pluralistic composition, Oakdale Elementary has an extremely culturally diverse student population. Presently, there are a large number of immigrant children from China, Korea, India and Pakistan, as well as, immigrants and refugees from northeast Africa and the former Soviet blocs. Thirty percent of their student population depends on government services such as welfare, social assistance, and family services (Interview – November 5th, 2009). In recognition of the diversity, the school's mission statement aspires to cultivate a safe, nurturing, and respectful learning environment so children become confident and responsible life-long learners. To promote pride in personal and scholastic achievement, students' artwork and projects are prominently displayed in the hallways and classrooms. Similar to Birchwood students, Oakdale Elementary students take core academic classes in Language Arts, Science, Social Studies, Math, and French-as-a-Second Language, which are typically compartmentalized into forty minutes blocks. Although global and social justice perspectives are not explicitly stated, Oakdale Elementary's general rules do emphasize kindness, safety, respect, and responsibility as the pillars for cultivating a positive school culture.

4.3 Curriculum Context

Education in Canada falls under provincial and territorial jurisdiction and as such each ministry has its own mandated policies setting curricular guidelines and standards for their

educational institutions. 'Prescribed Learning Outcomes' (PLO) outlined in British Columbia's curriculum documents and the 'Curriculum Expectations' (CE) outlined in Ontario's curriculum documents set learning goals and standards for the provincial K-12 education systems respectively. Each set of PLOs and CEs outline what students are expected to know and do by the end of a specific course and/or grade (BC Ministry of Education - <http://www.bced.gov.bc.ca/irp/lo.htm>; Ontario Ministry of Education - <http://www.edu.gov.on.ca/eng/elementary.html>). These documents provide guidance for what teachers are expected to teach and students are expected to learn. Officially mandated curriculum for global citizenship education in Ontario and British Columbia is mostly interwoven into the Social Studies and Geography curriculum and, to a lesser extent, other curriculum areas (Evans, 2003, 2006; Holland, 2004; Lyons, 1996; Mundy et al., 2007; Pike, 2000a, 2008). Global citizenship education goals are most apparent in Ontario secondary subjects like *Canadian and World Studies 9-12* and *Social Sciences and Humanities 9-12*, and BC secondary courses such as *Civics Studies 11*, *Geography 12*, *History 12*, *Social Justice 12*, *Social Studies 8-11* and *Sustainable Resources 11/12*. Certain global citizenship education goals (e.g., local/global connections, perspective consciousness, systems and structures) and suggested pedagogical practices are also being introduced in the elementary years curricula in both provinces.

The main message in both the BC and Ontario elementary-intermediate curriculum is to build a solid foundation in key areas to help unlock each student's potential. Curriculum for children between the ages of eleven to fourteen begins making connections within larger systems, moving beyond the primary years curricula, which tends to focus on themselves and their immediate surroundings (Social Studies K to 7: Integrated Resource Package, 2006;

The Ontario Curriculum, Social Studies Grades 1-6; History and Geography Grades 7-8). Students are expected to develop greater awareness of inequalities within and among societies, and are introduced to different forms of engagement and action. In British Columbia, for example, one of the intended goals of Social Studies is to “develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as *global citizens*” (Social Studies K to 7: Integrated Resource Package, 2006, p. 11). Starting in Grade 6, students examine Canada’s involvement in the world, specifically in terms of governance, economy and technology, and the human and physical environment (refer to Table 2). These issues are revisited while studying ancient and world civilizations in Grades 7 and 8. The Ontario Grade 6 Social Studies curriculum likewise concentrates more heavily on citizenship and global issues (The Ontario Curriculum, Social Studies Grades 1-6; History and Geography Grades 7-8, 2004). Themes relating to conflict, migration and sustainable development are revisited in History 7/8 and Geography 7/8 (Ibid). Special emphasis is put on the need to develop their skills, strategies, and habits for effective inquiry and communication in preparation for citizenship (Ibid, p. 3).

Goals related to citizenship education are also evident in other areas of the curriculum. The BC and Ontario Science curricula, for example, entail developing lifelong learners and maintaining students’ sense of wonder about the world through scientific literacy, and in addition, cultivating a feeling of responsibility to sustain it (Science K to 7: Integrated Resource Package, 2005, p. 11; The Ontario Curriculum, Grades 1-8: Science and Technology, 2007, p. 3). In connection, students learn about human’s impact on natural resources, biodiversity, space, and the environment. The Ontario Curriculum, Grades 1-8: Science and Technology also deals with technological literacy while Media Literacy is a

component of BC's English Language Arts Kindergarten to Grade 7 and 8 to 12. Even though Mathematics is not explicitly global in content, the overall learning objectives are applicable. Our information and technology-based society requires individuals who are able to think critically about complex issues, analyze and adapt to new situations, solve problems of various kinds and communicate their thinking effectively (The Ontario Curriculum, Grades 1-8: Mathematics, 2005, p. 3). In Fine Arts K-7 (i.e., Dance, Drama, Music & Visual Arts) cultural, social and historical exploration is strongly emphasized to nurture individual potential and sense of social responsibility (Fine Arts Kindergarten to Grade 7, containing curricula for: dance, drama, music, visual arts: Integrated Resource Package, 1998, p. 1). Finally, BC's Health and Career Education K-7 raises students' awareness regarding global health and safety issues, and the impact and consequences of their decisions on themselves and others (Health and Career Education K to 7: Integrated Resource Package, 2006, p. 11). Below is a more detailed analysis of the ways in which the goals and practices of global citizenship education are either overtly or implicitly infused into Grade 6-8 curriculum documents in British Columbia and Ontario.

Social Studies, History & Geography Curriculum

Officially mandated curriculum for global citizenship education in Ontario and British Columbia is mostly interwoven into the Social Studies and Geography curriculum. To date, the Grade 6-8 Social Studies curricula in British Columbia and Ontario have been revised and now entail preparing students to become responsible citizens in a complex society characterized by rapid technological, economic, political, and social change. More specifically, the curricula in both provinces emphasize developing understanding by

encouraging in-depth study from multiple perspectives; making connections between historical and contemporary events and issues, and among various regions, environments, and cultures around the world; applying knowledge thereby informing students' judgments, shaping their opinions, and guiding their actions; and practicing active citizenship by developing the skills, attitudes, and processes necessary to become thoughtful, active participants in their communities and as global citizens (Social Studies K to 7: Integrated Resource Package 2006; Social Studies 8: Integrated Resource Package 1997; The Ontario Curriculum Social Studies Grades 1-6; History and Geography Grades 7-8, 2004). Through their participation students are meant to understand and prepare to exercise their roles, rights, and responsibilities within their family, community, country, and the world; demonstrate respect for human equality and cultural diversity; and acquire an understanding of and appreciation for the historical and geographical forces that have and continue to shape Canadian society (Social Studies K to 7: Integrated Resource Package 2006; Social Studies 8: Integrated Resource Package 1997).

To complement what is taught in Social Studies 6, Ontario students take History 7/8 and Geography 7/8 in subsequent years. The History curriculum in Ontario is a comprehensive overview of Canada's development and its role in the world (The Ontario Curriculum, Social Studies Grades 1-6; History and Geography Grades 7-8, 2004, p. 2). Students are expected to critically reflect on events and issues by examining the present, making connections with the past, and considering the future. Seeing as Geography is the study of place, students examine the earth's physical systems while also investigating how humans and their environment affect each other (Ibid, p. 3). The underlying key concepts (e.g., systems and structures, interactions and interdependence, environment, change and

continuity, culture, power and governance) within these subjects parallel the knowledge, values and skills espoused by global citizenship educators. Similarly, the emphasis on being informed, effective, and proactive is likewise, prerequisites in becoming globally minded citizens. Alternatively, the BC Social Studies 7/8 curriculum focuses more heavily on ancient civilizations. In summary, Social Studies, History and Geography are the primary locus of global citizenship education's curricular application.

Science and Technology / Science Curriculum

Goals of global citizenship education are also interwoven throughout other curriculum areas but to a lesser extent. Science and Technology curriculum in both provinces make reference to global citizenship goals. Serious environmental concerns (e.g. global warming and its implications) regarding the current state of our planet, for example, are being given increasing attention to the curriculum. The BC and Ontario Science curriculum is viewed as a logical location for learning about our interconnection and interdependence in connection to these issues. To gradually build on students' knowledge, the science curriculum concentrates on certain topics like ecosystems, electricity, space exploration, water, and technology (Science K to 7: Integrated Resource Package 2005, Science 8: Integrated Resource Package 2006; The Ontario Curriculum, Grades 1-8: Science and Technology, 2007). In tandem learning expectations in the Ontario guideline, are designed to provoke students' ethical problem solving and decision-making skills through collaborative inquiry activities (refer to Table 3), similar to what theorists have suggested in learning that ambiguity is acceptable, as we do not live in a simple society,

For global citizenship education to have real impact, it would need to be set within a learning environment which not only taught knowledge and skills,

which not only gave some experience of participating as a citizen of the school, but which enabled comfort with uncertainty and fluidity.

(Davies, 2006, p. 18)

Rarely does a situation work out perfectly; therefore, children need a variety of skills so they can analyze thoughts, ideas and concepts from multiple perspectives.

To highlight this point, in the Grade 6 unit on biodiversity in Ontario, students are expected to analyse a local issue (e.g., flooding of traditional Aboriginal hunting and gathering areas, dam construction, urban development, invasive species), take different points of view into consideration, and finally, propose an action plan (The Ontario Curriculum, Grades 1-8: Science and Technology, 2007, p. 113). Likewise in the Ontario Curriculum, Grades 1-8: Science and Technology unit on '*Electricity and Electric Devices*,' students assess the short and long-term environmental effects in generating electricity (e.g., hydro, thermal, nuclear, wind, solar) and then brainstorm ways of reducing their consumption (p. 119). In practice, students' consciousness of planetary concerns facilitates awareness of and action towards sustainable development (Oxfam Development Education Programme, 2006, p. 7). As such, the process of researching, debating and critically reflecting upon these issues as outlined in both provinces' curriculum become valuable tools to navigate and make sense of this world.

Language Arts / Language Curriculum

Language is an intrinsic part of our communication system. As part of that, the British Columbia and Ontario Language Arts Grade 6-8 curriculum is designed to cultivate students' intellectual, social, and emotional intelligences so they are able to effectively participate in society (English Language Arts Kindergarten to Grade 7: Integrated Resource Package 2006;

English Language Arts 8 to12: Integrated Resource Package 2007; The Ontario Curriculum, Grades 1-8: Language, 2006). By interacting with rich texts and real language children become better readers, writers, and thinkers. In connection they must have opportunities to analyze and evaluate information in order to make meaningful connections among themselves, the texts, and the world around them (English Language Arts Kindergarten to Grade 7: Integrated Resource Package 2006; English Language Arts 8 to12: Integrated Resource Package 2007; The Ontario Curriculum, Grades 1-8: Language, 2006). Students are expected to develop their meta-cognitive skills in self-monitoring, self-correcting, reflecting, and goal setting (English Language Arts Kindergarten to Grade 7: Integrated Resource Package 2006, p. 17; English Language Arts 8 to12: Integrated Resource Package 2007, p. 19). The overarching goal is that through this process, students gain a sense of identity and self-confidence in relation to their responsibilities as citizens.

Technology is a powerful and pervasive influence in our lives. Without a doubt technological advancements have changed the way society communicates, transports goods and services, and conducts business. Technology is inherently connected to global systems of communication and understanding (Boulding, 1988; Dower, 2003; Gaudelli, 2003; Pike & Selby, 1988; Tye & Tye, 1992). Concomitantly, the media's wide spread availability has resulted in the proliferation of materials on a wide range of topics. For example, mass media and popular culture have venerated Hollywood stars, sex, the drug culture, and violence as the norm. What is disconcerting is that many children imitate these images without realizing the impact on their sexuality, behaviour and ideologies, "the media, of course provides not just information but a whole package of values, assumptions, and biases that insidiously determine how we perceive and understand the world" (Pike, 2008, p. 234-235). Suffice to

say, conflicts arise because image illiteracy and technological dependence lead to feelings of collective and/or personal helplessness that hinder the cultivation of collective efficacy (Boulding, 1988, p. 88).

The BC Ministry of Education asserts, “Literacy today involves being able to understand and process oral, written, *electronic*, and *multi-media* forms of communication” (English Language Arts Kindergarten to Grade 7: Integrated Resource Package 2006, p. 3). Media literacy includes being able to differentiate between fact and opinion, evaluate the credibility of sources, recognize bias, be attuned to discriminatory portrayals of individuals and groups including women and minorities, and question depictions of violence and crime (English Language Arts Kindergarten to Grade 7: Integrated Resource Package 2006, p. 3; English Language Arts 8 to 12: Integrated Resource Package 2007, p. 3; The Ontario Curriculum, Grades 1-8: Language, 2006, p. 13). As a result educators must provide opportunities for children to grapple with controversial issues so they are better prepared to make informed decisions. As aforementioned these learning goals are also in line with the knowledge, skills, and value goals espoused by most global citizenship theorists and educators. A complementary tactic is to utilize digital media to stimulate youth engagement, as it is increasingly the locus through which they interact with the world.

Mathematics Curriculum

Although not explicitly stated, certain mathematical learning expectations are linked to the goals of global citizenship education. Both the BC and Ontario Mathematics curriculum recognize that we live in an information and technology-based society, thereby requiring individuals who are able to think critically about complex and abstract issues, analyse and

adapt to new situations, solve problems, and effectively communicate their thinking (Mathematics K to 7: Integrated Resource Package, 2007; Mathematics 8 and 9: Integrated Resource Package 2008; The Ontario Curriculum, Grades 1-8: Mathematics, 2005). In both cases a large part of numeracy is being able to manipulate numbers, interpret data, recognize patterns and draw conclusions; however, such applications must be made in connection with students' lived experiences. Learners are therefore, expected to apply their skills to model "real-life relationships," solve problems arising from "real-life situations," and research and report on "real-world applications" (The Ontario Curriculum, Grades 1-8: Mathematics, 2005). Such opportunities are said to motivate students to become lifelong learners (Ibid, p. 5). Complementing this is a learning environment that values and respects all students' experiences and ways of thinking so they become confident in taking intellectual risks, asking questions, and posing conjectures (Mathematics K to 7: Integrated Resource Package 2007, p. 11; Mathematics 8 and 9: Integrated Resource Package 2008, p. 11). In terms of educating for global citizens, the ability to grapple with abstract concepts and seek creative solutions is a valuable asset.

Fine Arts / The Arts Curriculum

Education in the Arts encourages children to explore and express themselves, and moreover, discover and interpret the world around them. Experiences in dance, drama, music, and visual arts play a valuable role in stimulating their creativity, curiosity, and confidence. Of central importance is its role in nurturing open-mindedness, which entails a willingness to entertain new ideas and alternative ways of looking at people, places and events (Case, 1997, p. 78). Open-mindedness involves two traits: recognizing differences in

points of view and entertaining contrary positions (Ibid, p. 78). The ultimate goal is to be cognizant that even though each of us holds a worldview, it may or may not be universally shared. In terms of the official Arts curriculum in BC and Ontario, analyzing diverse cultures and groups through the Arts is essentially woven into each unit (Drama 8 to 10: Integrated Resource Package, 1995; Music 8 to 10: Integrated Resource Package, 1995; Visual Arts 8 to 10: Integrated Resource Package 1995; Dance 8 to 10: Integrated Resource Package 1995; Fine Arts Kindergarten to Grade 7, containing curricula for: dance, drama, music, visual arts: Integrated Resource Package, 1998; The Ontario Curriculum, Grades 1-8: The Arts, 2009). More specifically, open-mindedness validates our commonalities and celebrates our differences.

From a global dimensions angle, the Arts provide a medium for challenging values and norms because issues can be presented to provoke the audience's thinking (The Ontario Curriculum, Grades 1-8: The Arts, 2009, p. 4). For example, students create dance pieces in response to personally meaningful issues such as racism, pollution, colonization, homophobia and homelessness (Ibid). They also look at the evolution of dance and performance on different groups due to external factors like migration and contact with other cultures (Ibid, p. 137). Similarly, the BC Visual Arts 8 curriculum, encourages students to create images that support or challenge personal and societal beliefs, values, traditions, and/or practices and reflect a sense of personal and social responsibility (Visual Arts 8 to 10: Integrated Resource Package 1995, p. 16). Modeling open-mindedness requires teachers and students to consistently and sincerely consider multiple perspectives and demonstrate a willingness to change their minds whenever good reasons are presented (Case, 1997, p. 79). Another aspect about the Arts is that it is often interdisciplinary. While studying about

various cultures and issues, discussions about history, geography and language are intertwined.

The Arts curriculum in both provinces infuses many ideals associated with global citizenship education. Principles guiding learning include active participation, respect for diverse learners, and group interaction. Pedagogically, the Arts foster innovative thinking, spontaneity, divergent thinking, and improvisation through its recommended activities. Such activities are vital for communication, understanding, and intellectual and emotional growth. Simultaneously, nurturing the inner dimension of the mind, body and soul through holistic exploration is also emphasized. Although the journey outwards leads learners to discover and understand the outside world, the journey inwards heightens personal understanding and potential, “Participation in arts activities...enables them [students] to become more self-aware and self-confident” (The Ontario Curriculum, Grades 1-8: The Arts, 2009, p. 5). Indeed the beauty of dance, drama, music, and the visual arts is that self-expression encourages the development of self-discipline and self-motivation (Fine Arts Kindergarten to Grade 7, containing curricula for: dance, drama, music, visual arts: Integrated Resource Package, 1998, p. 2; The Ontario Curriculum, Grades 1-8: The Arts, 2009, p. 3). In this way the Arts supports perspective consciousness and social responsibility for the mutual benefit of individual and community development.

Health and Career Education Curriculum

The rationale for British Columbia Health and Career Education 6-8 is to encourage students to become informed decision makers and to make healthy and safe choices (Health and Career Education K to 7: Integrated Resource Package, 2006; Health and Career

Education 8 and 9: Integrated Resource Package, 2005). These goals are to be achieved by maintaining, reinforcing, and developing skills, attitudes, and behaviours for the enhancement of their personal well-being and to prepare them to deal with a world of complex, ongoing change (Ibid, p. 11). More specifically, Health and Career Education can be used as a catalyst for discussing pertinent social and global issues such as the impact of life-threatening diseases like HIV/AIDS and hepatitis, discrimination, bullying, substance abuse, and hazardous working conditions (Health and Career Education K to 7: Integrated Resource Package, 2006, p. 36 & 37; Health and Career Education 8 and 9: Integrated Resource Package, 2005, p. 20). Along these lines, thinking critically about a variety of health and safety issues facilitates discussions about cause and effect, which will ideally cultivate students' sense of empathy, respect, and tolerance for the local *and* global condition.

4.4 Conclusion

To conclude, Thomas' and Markus' personal and professional background, as well as, their school context are highlighted to provide contextual information regarding their specific circumstances and positioning as 'global citizenship' educators. Strongly impacting their teaching practices are their previous experiences, especially their travels abroad and graduate studies. In addition, Thomas is greatly affected by his emotional and physical attachment to his local community. Interestingly, both schools are supportive of global citizenship education purposes, albeit in different ways. In Thomas' case, Birchwood School's justice and ethics oriented mandate are reflected in their interdisciplinary studies beyond core subjects, and strong emphasis on community service. Even though Oakdale Elementary

School follows a more conventional model, the staff encourages respectful and responsible behaviour among students. The curriculum contexts in which Thomas and Markus work suggests a rich environment to address various aspects of global citizenship education in Grades 6-8. A review of the various curriculum guidelines reveals a range of subject-oriented learning goals and practices associated with global citizenship education. Suffice to say, an overview of Thomas' and Markus' backgrounds, and the contexts in which they work, facilitates discussions on their emerging understandings and pedagogical practices in connection to the three core research questions addressed in Chapter 5.

Chapter 5: Teacher Participants' Understandings of Global Citizenship Education - Emerging Themes

Chapter 5 presents an examination of and contrasts, Thomas' and Markus' understandings, goals, and pedagogical practices regarding global citizenship education, and factors affecting its implementation, as gathered through interviews, classroom observations, and an analysis of the teaching material used. First, Thomas' and Markus' understandings of global citizenship education are explored, as they each attempt to navigate the prescribed curriculum in their local contexts. Second, both teachers' pedagogical practices are described in connection to their personal and professional beliefs regarding the global dimension of citizenship education. In Thomas's case, a multi-faceted approach (i.e., *teaching about*, *teaching for* and *teaching through*) is described, befitting his ideals about global justice and environmental ethics. Alternatively, Markus' approach forefronts a critical thinking framework. Both teachers concentrate heavily on child-centred instruction for the integration and incorporation of key concepts related to global citizenship (e.g., the nature of globalized interdependent systems, global and transnational governance, worldmindedness, diversity, cross-cultural understandings, social justice). Teachers' views of factors affecting implementation such as departmental and school culture, a collaborative learning community, and resources are then considered. Lastly, various similarities and differences between the two teachers' understandings and approaches to global citizenship education are addressed.

5.1 Understandings and Goals of Global Citizenship Education

This section examines Thomas' and Markus' understandings and goals regarding global citizenship education. Both elementary-intermediate teachers' conceptualization of this concept is shaped by their personal, professional and educational experiences, and contexts in

which they work; thus, each teacher participant has a different lens through which they interpret this concept. Thomas, for example, approaches global citizenship education from a global justice angle while Markus' understanding is grounded in critical thinking.

Thomas

Thomas' strong belief in environmental ethics and equity is central to his understanding of global citizenship education. From a young age, as outlined in one of the interviews, he has felt a physical and emotional attachment towards his natural surroundings and this has influenced his worldview. When development threatened the sanctity of his neighbourhood, he sought to make things better by reclaiming these areas. Gradually, his sense of indignation led to an awareness of human's ability to potentially improve rather than worsen a situation. Later, while completing his graduate studies, Thomas indicated that he was influenced by David Selby's work in global and environmental education (Pike & Selby, 1988; Pike & Selby, 2000; Selby, 2000). Through those life experiences, he began to question notions of justice, especially in light of his growing understanding of interdependence and environmental issues. Thomas' understanding of global citizenship also appeared to be influenced by notions of interdependence and global justice. He aligns his conception of global citizenship with *global justice*, whereby overt connections are made among people, places, and ourselves. More specifically, Thomas' conception emphasizes building relationships and solidarity among all species. That said, he indicated that he finds the notion of 'the citizen' problematic because it implies loyalty to someone or something. Indeed, he is opposed to some individuals' interpretation of global citizenship education as charity towards 'others,' in that it can reinforce oppressive systems of hierarchy. When questioned about his

motivation for being a global justice educator Thomas reiterates, “watching students become passionate about issues is something that spurs me on” (Interview - May 28th, 2009).

Markus

Markus uses the term global citizenship education interchangeably with global education. For him, ‘citizenship’ is something an individual acts on (Interview – November 5th, 2009). His first exposure to global education as an educational concept was in his initial teacher education program. According to his recollection, the learning objective at the time had been to encourage children to look beyond their own community and when possible, make connections transcending national borders. In most cases, as he mentioned in one of the interviews, the recommended activities seemed to be rather simplistic and isolated in their actual application. Since that time, Markus indicated that his understanding of global citizenship education has evolved to highlight both global awareness and critical thinking. Global citizenship, according to him, requires critical awareness and engagement in issues affecting not only one’s community and country, but moreover, the world. During the interview he emphasized, “I think *critical thinking* is really the foundation of global citizenship. You can’t have a global citizen without having critical thinking skills” (Interview – November 5th, 2009). Notably, Markus also stated that his passion for critical thinking was strongly influenced by his initial teacher education program and BC educators such as Wanda Cassidy, Roland Case and Peter Seixas, who were involved with the Critical Thinking Consortium (TC²).

5.2 Understandings and Goals of Global Citizenship Education and the Official Curriculum

Thomas' and Markus' understandings of global citizenship education have also been informed by the subject-oriented nature of the curricula, and its content and organization. The subject-oriented nature of the curricula refers to Thomas' and Markus' strategies for bridging their understandings and goals of global citizenship education within prescribed provincial curriculum. The curricular content and organization concerns addresses questions about how children learn and how they are expected to learn according to the curriculum. In addition, concerns about a mismatch between curriculum expectations and young people's understandings and interests are presented as well.

Subject-oriented Nature of the Curricula

Presently, no specific Ontario or British Columbia subjects are explicitly labeled as global citizenship, therefore, Thomas and Markus look for evidence of a global orientation within existing curricular guidelines to justify their work. To illustrate this point, the most obvious connections for Markus and Thomas to draw upon, for example, are the British Columbia and Ontario Grade 6 Social Studies curriculum, each of which centers on Canada's links to the world (refer to Table 2 & 3). As part of their learning expectations, students in both provinces are expected to assess and compare diverse concepts such as identity, geography, history, governance, trade and technology between Canada and other countries. Furthermore, both curriculum documents identify individual and collective rights and responsibilities, both nationally and abroad, as important (Social Studies K to 7: Integrated Resource Package 2006; Ontario Curriculum, Social Studies, Grades 1-6; History and Geography Grades 7-8, 2004). Additionally, the Ontario Curriculum Geography Grades 7

and 8, 2004 provides suggestions for addressing actual environmental issues (e.g., deforestation, urbanization, industrialization). In such instances, students investigate the impact of those issues on their local, national and international community. Sometimes connections to the official curriculum are not apparent. Markus, for example, stated that incorporating and/or infusing a global dimension in Mathematics and Physical Education would be quite difficult due to the subjects' learning objectives and content in British Columbia.

In other instances, Thomas explained that he interprets the curriculum broadly to find opportunities to infuse understandings of global justice. As such, he insists the curriculum's structure sometimes requires rethinking, "As a teacher who believes some changes need to happen, as a teacher who believes that some issues need to be addressed, and some perspectives are being ignored in the mainstream educational system, you need to know what that mainstream is in order to challenge it, to critique it" (Interview - June 1st, 2009). Thomas is comfortable challenging the provincial policies and subject-oriented nature of the curricula because of his educational background, and Birchwood School's unique justice-oriented mandate. Accordingly, he makes use of his school's interdisciplinary approach to teach concepts like colonialism, conflict, food security, and human rights. Moreover, certain classes like Model United Nations and Film Studies are intended to include a global dimension.

Curricular Content and Organization Concerns

Although Thomas and Markus do work within understandings of a prescribed curriculum, they are both highly critical of its format and suggest ways around it that reflect

broader understandings of global citizenship education. More specifically, concerns arose over how students learn and how they are expected to learn according to the curriculum; additional concerns include a mismatch between provincial curricular expectations and young people's understandings and their interests. Even though he is a veteran Social Studies teacher, Markus argues the Social Studies curriculum is fundamentally flawed in its assumption that children can only learn history chronologically (Interview – November 5th, 2009). Based on Seixas' research-based inquiry on how students learn and think, Markus deduces children have a better understanding of the recent past, as it is more accessible. Ironically, the Grade 7 and 8 curriculums require young learners to study about ancient civilizations and pre-history (e.g., Cro-Magnon Man and the Theory of Evolution). These concepts are difficult to grasp because those events happened centuries before his students were even born. At present, Markus does cover social themes under Language Arts' current events. A particularly successful activity was the Remembrance Day project, whereby his students researched all 133 Canadian soldiers who had been killed in the Afghan war. Judging from his students' reactions, they were excited about the topic, as some of these soldiers came from their community (Interview – November 5th, 2009). Other examples that Markus would like to integrate into his lessons include having students evaluate humans' impact on the physical environment in ancient civilizations and today, and comparing the laws of Ancient Mesopotamia against the Canadian Charter of Rights. By comparing contemporary phenomenon to historical and/or distant events, teachers like Thomas and Markus aid students in making connections.

5.3 Related Pedagogical Practices

Three broad themes - child-centred learning, critical thinking, and authentic performance tasks – appeared to underpin Thomas' and Markus' pedagogical practices in relation to their understandings and conceptualizations of global citizenship education. More specifically, both teachers suggested the need for a diverse range of student-centred practices that align with the learning goals. As mentioned above, critical thinking is a vital component of Markus' conceptual understanding of global citizenship education, it is also a significant part of his pedagogical practice. Finally, both teachers indicated actively incorporating student-centred activities related to real-world situations into their daily practice.

Child-centred Learning

In terms of pedagogical practice, both Thomas' and Markus' preferred style is definitively child-centred. Thomas and Markus try to develop lessons that are relevant, meaningful, and connected to students' lived experiences. In connection, their students have posed challenging questions or provided thoughtful ideas (i.e., teachable moments), which have determined entire projects. Alternatively, both teachers have introduced a topic but students are given free range to personalize it. Nevertheless, Thomas asserts students must also acknowledge the teachers' expertise in proposing ideas and providing different perspectives; otherwise, what they know and recognize may be limiting (Interview – June 1st, 2009). The benefit of linking this method with global citizenship education is teachers and students have greater flexibility in pursuing topics of mutual interest.

The importance of content knowledge is also clearly evident in both teachers' training and passion for the subject matter. Markus insisted that teachers must consciously unlearn

traditional methods focusing on rote memorization and frontal teaching, which are heavily teacher-centred, if they are to be effective global citizenship educators. In his classroom teaching practices, he acknowledges student voice as central to the learning experience. When approaching a new concept, for example, Markus would try to access their prior knowledge through student-led dialogue (Interview – November 26th, 2009). First, students think about the topic individually and then talk in pairs, eventually they form a triad or group of four. To build in accountability, each participant fulfills certain roles in the group as a recorder, facilitator, gatekeeper or reporter. When Thomas posed questions students were likewise expected to think by themselves and then with partners. Each pair would then share with a larger group; finally, the discussion would be brought back to the whole class (Interview – November 26th, 2009 & Observation – June 1st, 2009)

Thomas' pedagogical approach appeared to move from *teaching about* a global justice issue and moving towards *teaching for* and *through* the issue as much as possible. During an interview he explained that due to its complexity, teaching about global issues entailed providing knowledge and understanding of that situation from multiple perspectives. The next step was to provide students with the experience, preferably in the actual place, so they could build an emotional attachment. By using this approach, Thomas pointed out that his role becomes one of guiding and assisting learners in their exploration (Interview – May 28th, 2009). In one of the interviews, he explained that he experiments with a variety of activities like case studies, simulations, dramatizations, role-playing and multi-sensory/visual techniques. To elaborate, during the Geography 7 unit on Natural Resources that I observed, students worked in groups to create six tableaux to visually represent the impact of resource exploitation in causing global conflicts (Observation – May 28th and 29th, 2009). To enhance

the learning experience, the audience asked questions to selected participants who then responded in character. Throughout the process, Thomas encouraged his students to make connections to their own lives. For instance, linkages were made between the indigenous people's displacement due to the pipeline projects in Columbia and the problems that First Nations communities are facing with the tar sands in Alberta (Interview – May 28th, 2009). For the Grade 8 Fair Trade lesson, a deliberation approach was used whereby students assumed the role of various stakeholders (i.e., growers/farmers, exporters, shippers & roasters, retailers) in the coffee trade (Observation – June 1st, 2009). To further add to their background knowledge, they watched the documentary '*Black Gold*' (Francis & Francis, 2007).

Both teachers cited numerous benefits since adopting a child-centred approach. Notably, both Thomas and Markus mentioned they were able to incorporate more hands-on and higher level thinking activities to support children's awareness of themselves and the world around them. In his interviews Thomas explained that his students have hosted whole school events, and proposed development plans for real community projects. Markus noted a significant reduction in behavioural issues as well. Additionally, Markus indicated child-centred instruction was less exhausting because the teacher was no longer the centre of attention and students' extra assistance reduced preparation time (Interview – November 26th, 2009). To summarize, both Thomas and Markus' equated child-centred approaches as being more meaningful and suitable for their students when teaching about global themes and issues.

Critical Thinking

Markus, in particular, stressed the importance of using pedagogical practices that encouraged critical thinking. In one of the interviews, he stated “You need to get kids thinking not just about the content but also about their own learning – meta-cognition” (Interview – November 26th, 2009). When he first attempted child-centred practices that encouraged higher-level thinking, Markus indicated his students complained and were quite complacent, as they had grown accustomed to teacher-centred instruction. In contrast, he found his students became more actively engaged when they took ownership of their learning and were encouraged to participate in higher level thinking activities. Markus referred to an interactive activity he used to promote student dialogue, whereby students line up according to their beliefs about a specific topic. He then bent the line so each person had a partner with a different set of beliefs to his/her own. The next step was for students to justify their viewpoint to each other. In this instance, Markus challenged his learners to critically think about topics and issues beyond their own perspectives, and instead, reflect on the thoughts and opinions of others.

Authentic Performance Tasks

Both Thomas and Markus indicated the use of specified using authentic performance tasks in their teaching, which entails providing students with opportunities to construct their own responses regarding real-world challenges. In Thomas’ case, he mentioned using activities like film analysis (e.g., *Black Gold*, *Sugar Cane Alley*), issue awareness campaigns (e.g., *Singing Songs for Righting Wrongs*, December 6th outreach on domestic violence), and literature circles about HIV/AIDS. His rationale for using authentic performance tasks, for

example, was to foster situational knowledge and understanding from different perspectives. In one interview he elaborated that his students were expected to reflect on their preferred future and possible solutions, similar to that recommended in Pike and Selby's (1988, 2000) *Four Dimensions Model*. More specifically, the *temporal dimension* deals with time as interactive; thus, the past, present and future are entrenched within one another. Conventional Social Studies and History teaching practices typically dwell on the past or the present, through current events. Yet Pike and Selby (2000) consider this perspective problematic because children's future visions and aspirations are interlinked to past and present conditions. For this reason, Thomas emphasized that educators must encourage children to hypothesize the *probable* (i.e., a future dependent on the continuation of present trends) and the *possible* (i.e., futures dependent on changing circumstances) in order that they are more inclined to brainstorm ideas and actions leading to a *preferable* future (Ibid, p. 142).

Similarly, Markus highlighted the importance of using authentic performance tasks. Tasks involving the analysis of primary sources about Afghanistan, Venn diagrams comparing ancient civilizations, and creating a journal responses responding to global issues in newspaper and/or magazine articles. Markus recounted a thematic art project in which his Grade 7 students examined a series of Jorg Muller's panel paintings, which chronologically looked at Western Europe's changing countryside and city landscape (Interview – November 26th, 2009). In his work Muller critiques the destruction of community and the environment as a result of progress. The students then had to brainstorm essential characteristics of a countryside and a city. To personalize the experience, Markus had the students examine their own community (i.e., former countryside versus downtown city centre) based on the selected criteria. In subsequent lessons they had to design their image of what the countryside and the

city would look like twenty years from now (i.e., preferred future) thereby supporting MacDonald's claim that, "When students are given opportunities to imagine alternative futures, they have an opportunity to recognize that *change is possible* and that they can have a role in effecting it" (2007, p. 140). Hence, Thomas and Markus strive to empower their learners by utilizing authentic performance tasks and actively engaging them in shaping their future.

5.4 Factors Affecting Their Ability to Transform Their Goals into Practice

Both Thomas and Markus identified factors in their experiences that they believed affected their ability to transform their goals for global citizenship into practice. Factors given particular emphasis included departmental and school culture, a collaborative learning community, and resources.

Departmental and School Culture

Metaphorically teachers are like jugglers they must constantly balance the expectations and demands set by students, staff, parents, and administrators. Yet how they respond is affected by numerous factors. During my interview with Thomas, he revealed that while working at one public school, the administration and his fellow colleagues were sometimes less receptive to his more "progressive" approaches to education. Eventually, the resistance he experienced towards his educational ideals and innovative teaching practices contributed to his desire to change schools, "I mentioned the metaphor of the wall, brick wall. Sometimes it's not worth trying to knock the wall down. Sometimes you just have to go around it." (Interview – June 1st, 2009). In Markus' case, his former Social Studies Department was very

fragmented, “people just taught in their isolated boxes” (Interview – November 5th, 2009). Part of the problem was the massive size of the campus because it reduced opportunities for staff interaction. Again at Oakdale Elementary School, Markus admitted most teachers did not regularly work together on lessons and projects. In both situations, their teaching and learning suffered because of a lack of collaboration.

Collaborative Learning Community

Both teachers talked about the value of collaborative learning communities. The benefits of a collaborative learning community became evident to Markus while participating in a critical thinking research project among university professors and the high school Social Studies Department. Even though there were disagreements and hurdles, the project got the staff talking for the first time. What ultimately transpired were significant changes regarding staff interaction, curricular planning and instruction. Indeed, strategies discussed as a professional team were having a spill over affect in the classroom. More and more teachers, for instance, were developing criteria around concepts with their students. Markus lamented his greatest challenge at Oakdale Elementary School was finding time, “to discuss how they [his staff] would address the curriculum and global citizenship in a meaningful way” (Interview – November 5th, 2009). Even so, he does platoon with the other Grade 7 teacher to take advantage of each other’s strengths. On occasion they try to team-teach as well.

Thomas made similar observations. In his view the effectiveness of an alternative program context fostered a positive learning community. Birchwood School was unique because the teachers on staff worked collaboratively for the betterment of the program. An example of a successful collaborative teaching project was the unit on domestic violence,

whereby the Math teacher taught students how to interpret statistics while Thomas' Media class took that information and transformed it into a visual display (e.g., brochures, leaflets). As an extension of their classroom learning, the students and staff participated in a community outreach activity in which they handed out brochures and white ribbons. Under these conditions, productive changes in content and delivery were possible because both teachers were encouraged to work as a team when designing and critiquing their lessons.

Resources

The selection of learning resources was also viewed as a factor that both helped and hindered moving global citizenship into practice. Markus, for example, noted concerns about the required use of textbooks that were either too simplistic, did not address global issues, and/or were out of date. Both Thomas and Markus indicated their preference to create their own resources based on a diverse array of materials and perspectives (e.g., novels, academic texts, magazines, films, atlases, newspapers, videos), thereby using the standard curriculum text sparingly. Markus also mentioned taking advantage of community-based institutions (e.g., public libraries) and organizations (e.g., the Holocaust Centre). Although Thomas admits designing new material is time-consuming, he indicated enjoying the challenge of taking the information and transforming it into something accessible and interesting for his students (Interview - June 1st, 2009).

Both Thomas and Markus highlighted the use of on-line websites to support learning related to global issues. To tie in media literacy, Markus teaches them how to critically judge information on the Internet and use alternative meta-search engines like *Dogpile* (<http://www.dogpile.com>). Referring back to the Remembrance Day project, students

researched background information about Afghanistan and the Canadian soldiers by looking at primary and secondary sites. In Thomas' case, his students referred to fair trade related websites such as *Ten Thousand Village*, *Bridgehead / Oxfam*, *World Fair Trade Organization* and the *Fair Trade Federation* for their unit on Fair Trade. In addition, one of Thomas' favorite websites is *World Watch* (<http://www.worldwatch.org>), which he admits using extensively. Markus' current predicament is finding age-appropriate websites; hence, updated textbooks would be helpful because they list suitable websites for children.

5.5 Conclusion

Based on the interview and observation data, it appears that Thomas' understandings of global citizenship education tend to be grounded in his beliefs about global justice and environmental interconnections whereas Markus' understandings appear to be based on notions of global awareness and critical thinking. In regards to the subject-oriented nature of the curricula, Thomas was able to teach concepts and themes using an interdisciplinary approach due in part to Birchwood School's justice-oriented mandate. In contrast, Markus concentrates on Canada's link to the world within specific subjects (i.e., Language Arts, Social Studies) because of the compartmentalized nature of Oakdale Elementary School's subjects. Both teachers' associated with global citizenship education like child-centred learning, critical thinking, and authentic performances tasks with global citizenship education. Both Thomas and Markus commented that their rationale for using child-centred activities is to promote student dialogue. In Thomas case, his application of this approach were observed during the Geography 7 classes on Natural Resources and Grade 8 Fair Trade lesson. Notably, Markus tends to put more emphasis on teaching children critical thinking

skills. On the other hand, Thomas does not explicitly talk about his use of critical thinking pedagogy. They both highlight however, the use of authentic performance tasks that encourage learners to apply their knowledge and skills to real-world challenges such as making informed predictions about the future and critiquing the changing dynamics of communities.

Both Thomas and Markus refer to numerous factors that support and impede their engagement in education for global citizenship. Within their teaching practice, departmental and school culture hampered their effectiveness in enacting change. Part of the reason was due to the isolated nature of classrooms, and concerns over progressive teaching approaches. To address those concerns, they both recommended developing a collaborative learning community among colleagues and school administrators. To illustrate this point, Markus found greater staff interaction and support when teachers were collectively working on a project with a common goal. Alternatively, Thomas indicated that his smaller teaching staff made it easier to engage in cross-curricular activities and whole-school projects. The third concern involved resources. Both teachers actively created and sought alternative teaching materials rather than depend on the standard curriculum text. Internet was viewed as an integral teaching resource in both teachers' classroom activities. In summation, Thomas and Markus both agreed that teachers working together strengthen critical engagement in curricular, instructional and resource development and are more likely to drive innovative initiatives related to global citizenship education.

Chapter 6: Analysis of Emerging Themes

Chapter 6 contains my analysis of emerging themes related to Thomas' and Markus' understandings and goals, and practices against the backdrop of scholarly literature and the Ministry guidelines. Attention is given to similarities and differences between what teachers were saying and doing in relation to general curricular expectations in British Columbia and Ontario Ministry of Education curriculum documents and in light of the literature review findings. Section 6.1 examines teacher participants' understandings and goals of global citizenship education, Section 6.2 considers teacher participants' pedagogical practices, and lastly, Section 6.3 highlights teacher participants' understandings of factors (i.e., departmental and school culture, collaborative learning environment, resources) supporting and/or hindering implementation.

6.1 Understandings and Goals of Global Citizenship Education within the Context of the Scholarly Literature and Official Curriculum

Thomas' core understandings and goals of global citizenship education include global justice, environmental ethics and equity, and interdependence. The difference between Thomas' understanding regarding global justice and the more widely acknowledged social justice is that his interpretation is tied to notions of solidarity and encompasses a broader audience. More specifically, his understanding is based on connections not only among people, but moreover, the environment and other species. Social justice is often limited to *human* rights and equality, and involves a greater degree of economic egalitarianism (Ibrahim, 2005). Abdi and Shultz (2008) and Dower's (2008) notions of a global ethic extend to transnational rights and responsibilities; nevertheless, the parameters are still bound by people's universal norms and rights. On the other hand, a common theme among literature

focusing on the Canadian context and Thomas' core understandings is a belief that a global approach that extend beyond human relationship is necessary for the survival of planet Earth. Many proponents of global citizenship education, including Thomas, advocate that understandings of our interconnections and interdependence ought to involve understandings of the natural environment as an essential element (Gaudelli, 2003; Merryfield, 1997, 2004; Noddings, 2005a; Pike & Selby, 1988, 2000).

Global awareness and critical thinking are the foundation of Markus' core understandings and goals for global citizenship education. One of the core goals espoused by global citizenship education theorists and practitioners is likewise, a deepened understanding of global themes, structures, and systems (Evans, et. al., 2009; Gaudelli, 2003; Oxfam, 2006, 2008; Shultz, 2007). In this sense a critical understanding of global themes and issues is directly tied to people's rights, responsibilities, and action (Davies, 2006). Markus strongly advocates for students to become critical thinkers so they could make informed decisions and support their arguments on a variety of issues. His belief about critical thinking aligns with advocated skill development practices (i.e., informed action) by global citizenship theorists and practitioners alike (Case, 1997, 2005; Evans & Hundey, 2000; Oxfam, 2006, 2008; Merryfield, 1997). As mentioned before, his work was also greatly influenced by the Critical Thinking Consortium (TC²) and the curriculum priorities in both provinces.

Subject-oriented Nature of the Curricula

Cross-curricular and integrated learning enhances knowledge and skill development in other subject areas. The Ontario Ministry of Education (2004), for example, recommends introducing an Art-based tableau or song into Social Studies, History or Geography lessons

or taking data management skills learned in Mathematics to make a graph of collected data from a Social Studies activity (The Ontario Curriculum, Social Studies Grades 1-6; History and Geography Grades 7-8, 2004, p. 14). In the same way, integrated learning links expectations from different subject areas to reinforce and demonstrate knowledge and skills in a range of settings (Ibid, p. 14-15). Byrnes (1997) asserts global education related concepts like global interdependence, contending worldviews, and multicultural understandings accentuate *interdisciplinary connections* and are broader in scope than fundamental ideas within specific disciplines. At Birchwood School, an interdisciplinary approach is utilized to teach students about related concepts rather than compartmentalizing information. Referring back to Thomas' lesson on global/local conflicts, even though it is not explicitly a part of the Grade 7 Natural Resources unit, he points out his lessons do fulfill Science expectations (e.g., interactions in the environment), Drama expectations (i.e., students' tableaux), and the subsequent debriefing fulfills Language Oral Communications expectations. In this way, he is able to teach relevant concepts and defend his teaching practices, "Essentially, anything that comes up, you can probably connect to anything in the curriculum" (Interview – June 1st, 2009).

An alternative method for challenging the subject-oriented nature of the curricula is to take advantage of newly introduced and/or revised district and provincial curriculum guidelines. Thomas referred to the Ontario Ministry of Education's publication of recent environmental education curriculum (i.e., *Environmental education: Scope and sequence of expectations*) and equity policy (i.e., *Ontario's equity and inclusive education strategy*), as ways for teachers interested in these issues to justify their actions (Interview – June 1st, 2009). Although Markus did not mention them, the British Columbia Ministry of Education

(2007a, 2008a) has also published an *Environmental learning and experience* guide and *Making space: Teaching for diversity and social justice* for Kindergarten to Grade 12 teachers reflecting an uncertain alignment between teachers' goals and curriculum intent. The Curriculum Connections in *Making Space Grade 4-7*, for example, highlights certain PLOs from multiple subjects (e.g., Fine Arts, Health and Career Education, Language Arts, Mathematics), and can be taught using an interdisciplinary approach. Notably, the selected material can deal fairly overtly with themes or situations relating to global social issues or support a method of analysis (i.e., critical thinking) that furthers children's awareness of social justice implications (BC Ministry of Education, 2008a, p. 31). In both cases, newly introduced curriculum guideline documents in both provinces allow global citizenship practitioners like Thomas and Markus to address learning goals they view as relevant.

Curricular Content and Organization Concerns

Provincially mandated curricular expectations set standards for what students must know and be able to do by a specific grade and/or course. Teachers are expected to translate these learning goals into classroom activities yet the presentation, evaluation, and reporting of these outcomes is invariably dependent on their professional judgment and experiences. Given that implicit flexibility, a wealth of opportunities exists for practitioners to select expectations that will support a global citizenship education agenda in various grades and subject areas. For example, an integral part of Social Studies, Geography and History curricula in both provinces is the study of current events to stimulate students' curiosity, and to draw connections between what they are learning in class and past and contemporary world events or situations (Social Studies K to 7: Integrated Resource Package 2006; Social

Studies 8: Integrated Resource Package 1997; The Ontario Curriculum Social Studies Grades 1-6; History and Geography Grades 7-8, 2004). To justify teaching his Grade 8 students about Fair Trade, Thomas emphasized the economic-trade implications regarding present-day commercial trends. Similarly, Markus rationalized teaching his students' about the war in Afghanistan because one of the English Language Arts Grade 7 PLO is for children to demonstrate a comprehension of visual texts including magazines, newspapers and web sites containing complex ideas (English Language Arts Kindergarten to Grade 7: Integrated Resource Package 2006, p. 87).

In Schweisfurth's (2006) case study, certain Ontario teachers and student teachers in the *Community and Global Connections* cohort of the secondary school teacher-training program prioritized global citizenship issues by interpreting the prescribed curriculum imaginatively. Their method included substituting suggested topics for their own preferred ideas and focusing on issues-oriented curricular expectations (Ibid, p. 45). Likewise, in MacDonald's (2007) research on high school teachers enacting global citizenship education, her participants' educational values and familiarity with the curriculum heavily influenced a 'liberal' interpretation of the Civics 10, Canadian and World Issues, and Canadian and World Politics curriculum.

6.2 Teacher Participants' Pedagogical Approaches within the Context of the Scholarly Literature and Official Curriculum

The participants identified certain key understandings about global citizenship education pedagogy such as child-centred learning, critical thinking, and authentic performance tasks. Additional pedagogical practices (i.e., issue investigation, cooperative

learning, teacher as role model) were acknowledged in the literature but less evident in the participant interviews or in the classroom observations.

The Importance of Child-centred Learning

With regards to conventional schooling practices teachers and/or textbooks are the primary means of transmitting predetermined knowledge, skills, and values on to learners (Miller & Seller, 1990, p. 5-6). Even though the intention may be to *guide* students rather than to *govern*, under this system, the information students' acquire is often merely repeated in the form of reports, quizzes and tests (i.e., rote memorization). Further complications arise due to the general lack of knowledge and experience among novice teachers. As suggested in Chapter 3, beginner teachers are preoccupied with learning the system and often do not feel or exhibit professional competence until at least three years into their career (Martorella, 1986; Miller & Seller, 1990; Torney-Purta et al., 2005). Evidently, the teachers' choice of pedagogical practices is affected by their subject matter knowledge (Torney-Purta et al., 2005). Compounding the situation is their limited integration of content knowledge with pedagogical-content knowledge; therefore, novice teachers might not have the instructional repertoire or a deep understanding of how to make meaningful connections. In response, global citizenship practitioners suggest building their knowledge and resource base yearly so teachers are more comfortable experimenting with child-centred pedagogy.

Child-centred learning encourages students to be active participants in the learning process. Of particular importance is to incorporate activities that connect to students lived experiences, and allow them to construct their own knowledge (Citizenship & Immigration Canada, 2003; Dewey, 1914, 1956a; Pike and Selby, 1988, 2000). Within this framework, the

literature suggests the teachers' role is to guide and facilitate learners in their exploration. Thomas stated that teachers must willingly share their power to strengthen students' confidence in their own abilities, "I feel once students recognize their voices' being heard, [they] recognize they're actually able to do things that have an impact on people" (Interview – June 1st, 2009). To reiterate, witnessing their students' learning as they acquire the requisite knowledge, combined with their desire to act within their world, is empowering for both the learner and the teacher.

The Importance of Critical Thinking

The British Columbia Ministry of Education supports establishing a classroom environment, which encourages inquiry and an understanding of various points of view, promotes *critical thinking* and open-mindedness, and refrains from taking sides, denigrating, or propagandizing one point of view (Fine Arts Kindergarten to Grade 7, containing curricula for: dance, drama, music, visual arts: Integrated Resource Package, 1998, p. 10). Similarly, the Ontario Ministry of Education proposes program-planning considerations for the analysis of bias and stereotypes, which entails using a *critical thinking strategy* to help students examine inequities based on race, ethnicity, gender, class, point of view or perception (The Ontario Curriculum, Grades 1-8: The Arts, 2009). Along these lines, students examine their own prejudices, as well as, systemic discrimination, and learn to understand how certain structures contribute to these perceptions (Ibid, p. 38). Theorists and practitioners, as well as Markus, affirm that education for global citizenship gives children and young people the opportunity to develop critical thinking about complex global issues (Case, 1997, 2005;

Oxfam; 2006). Thus, higher-level thinking activities best support and are congruent with global citizenship education goals and concepts.

The Importance of Authentic Performance Tasks

The literature suggests teachers should pick certain topics of interest and really delve into them, “Fostering student appreciation of global complexity may require replacing superficial exploration of many topics with fewer, but more in-depth, case studies” (Case, 1997, p. 79). To complement the content, global citizenship education theorists argue that teachers must be comfortable experimenting with a variety of authentic performance tasks (Evans et al., 2009; Evans & Hundey, 2000; Merryfield, 2004). The added benefit of this pedagogical practice is that it often consists of an ‘active’ component to learning. Oxfam’s *Education for global citizenship: A guide for schools* includes, for example, an activity called “Water for all: From local to global thinking,” whereby students create a diagram of water consumption in their own lives (2006, p. 11). The extension exercise could be writing a letter to the city regarding the affects of water shortage on conservation activities and human rights. Similarly, the Ontario Arts curriculum Grades 1-8 suggests using panel discussions to examine controversial issues from different perspectives, simulations to replicate real or hypothetical conditions, and visualization exercises (Ibid, p. 41-42).

At Birchwood School, the students regularly engaged in Film Studies, Conflict Resolution and Model United Nations classes. These courses provided opportunities for students to critically analyze documentaries, debate local/global issues, engage in issue awareness campaigns, and simulate major non-governmental organizations. In Markus’ case, he encouraged his students to critically compare the changing landscape of their community

against Muller's notion of Western Europe (Interview – November 26th, 2009). The culminating activity was for students to eventually design panels of their preferred future for their city. To summarize, linking Ontario and BC curricular expectations with authentic performance tasks makes learning relevant and meaningful for children, and moreover, puts into practice the knowledge, values and skills tied to global citizenship education.

The Importance of Global Issues in Global Citizenship Literature

Although each of the participants talked briefly about the importance of issue based pedagogies, literature also emphasizes the importance of and complexities with exploring controversial issues in the classroom. Some of these complexities include the study of global issues and perspectives (Case, 1993, 1997; Merryfield, 1997, 2004; Oxfam, 2006, 2008; Pike & Selby, 2000). Teachers who do not have in-depth knowledge about issues may concentrate on superficial aspects, which may trivialize or disregard historical, current, and future atrocities. Integrating global citizenship education moreover, requires not just knowledge of contemporary events, crises, economics and cultural patterns, but also, the confidence to tackle such issues (Davies, 2006, p. 20). While examining global issues is central to global citizenship education, certain topics may lead to uncomfortable questions concerning personal and national benefits of exploitative relationships and/or conflict with personal beliefs, perspectives and biases. For instance, during the natural resources unit and Fair Trade lesson, the issue of neo-colonialism is raised in regards to the corporatization of major industries (Observation – May 28th, 2009 & June 1st, 2009). More acutely, if teachers are unaware or refuse to accept the messy realities of many enduring global predicaments, they and their students are more likely to be satisfied with crude and simplistic responses to

problems. Simplified solutions, however, are unlikely to succeed – world famine will not be resolved by producing more food and poverty will not be eliminated merely by creating more jobs, “Unless [teachers and] students anticipate the ramifications of a course of action, they are less likely to advocate proposals that accommodate adequately the interconnected nature of many global situations” (Case, 1997, p. 79). Given those realities, teachers must be confident and prepared to address such concerns.

The Importance of Cooperative Learning in Global Citizenship Literature

Learning is a social activity, whereby children’s reasoning skills (e.g., questioning, inquiring, making inferences) are developed through their interaction with others (Dewey, 1914, 1956a, 1956b; Merryfield & Kasai, 2004). In accordance, the classroom must be conducive to social interaction so students teach each other. As children become comfortable vocalizing and supporting their ideas, the quality of discussions is enhanced. In turn they learn to respect their peers’ thoughts and opinions, which deepens their own understanding, “Perhaps the most important thing a teacher can do to help students emotionally and intellectually is create an environment of mutual support and caring... They must trust other group members and the teacher to the extent that they can truly express their feelings openly without ridicule or derision” (Canfield & Wells, 1994, p. 5). For this reason, most of Thomas’ lessons are designed so students frequently engage in pair, group, and whole class discussions; thus, his students’ sit in groups of four or five around large tables. Markus’ critically thinking activity, where each student has a partner with a different set of beliefs to his/her own, would be another example of a cooperative activity.

6.3 Teacher Participants' Sense of Factors Supporting/Hindering Implementation within the Context of the Scholarly Literature and Official Curriculum

As suggested in earlier chapters, the participants identified three main factors that affect their ability to implement their global citizenship education goals. These included departmental and school culture, a collaborative learning environment, and resources.

Departmental and School Culture

Both Thomas and Markus mentioned that working in isolation is problematic. Indeed, prior research confirmed (Bennett & Rolheiser, 2008; Miller & Seller, 1990) teachers are frequently left to teach by themselves and behind closed doors. Many teachers are typically detached from the larger school community because they stay mostly in their designated classrooms. Nevertheless, Evans (2003) argues the school's ethos and environment does have a strong impact in facilitating or restricting educational initiatives.

Curriculum initiatives of this type face unavoidable setbacks when they are disconnected or incompatible with broader school directions and/or contextual factors. Schools, organizationally, have tended to reinforce the norms of hierarchical control, and in doing so, have undermined the impact of certain types of curricular reform. (p. 37)

According to Thomas, cultivating a socially interactive community was dependent on teachers opening their doors, "As long as you can back yourself up then keep your door wide open and share [what] you're doing....It's important for teachers and your admin to see how you're doing things and still meeting curriculum expectations" (Interview– June 1st, 2009).

Along similar lines, Abdi and Shultz (2008) profess that schools often reflect the communities that create them and it is these communities, which continually set the agenda of learning and, when deemed useful, change the policies and relationships pertaining to learning and possibilities for social development (p. 9).

Collaborative Learning Environment

Both participants indicated that a collaborative learning environment could present both opportunities and hindrances in the implementation of global citizenship education curriculum. Oakdale Elementary's school district, for example, was gradually being reconfigured to include middle schools (i.e., Grade 6-8). Markus inferred such structural changes would be more beneficial for both staff and students because they work in teams. Teachers, according to Markus, were more likely to share their resources, support each other, and exchange ideas for addressing the curriculum. Furthermore, he stressed the success of the critical thinking project was largely due to a supportive learning community. That said, one of the challenges was maintaining the momentum when there was high staff turn over (Interview - November 26th, 2009). Thomas' ability to live-out his global citizenship education goals was also partially affected by his unique school context (i.e., mini-school model). In his situation, the staff and students collaborated extensively, thereby enabling them to work on large-scale projects like *Singing Songs for Righting Wrongs* and the hunger banquet. The value of a collaborative learning environment is likewise, highlighted throughout the global citizenship education literature in connection to implementation (Carlsson-Paige & Lantieri, 2005; Evans, 2006; Evans & Hundey, 2000; Merryfield, 1997; Mundy et al, 2007; Shultz & Hamdon, no publication date). Cultivating this relationship is important between teachers and students; concomitantly, it involves building positive bonds among colleagues and staff. When one considers the numerous internal and external pressures placed on teachers, establishing a collaborative learning community is even more essential.

Another advantage in creating a shared learning community is greater opportunities to draw on each other's expertise, especially about local/global themes and issues. Effective teaching and learning practices associated with global citizenship education (e.g., informed and purposeful decision making, political participation, rights and responsibilities) require a certain degree of technical competence and theoretical understanding (Evans, 2003). Returning back to curricular concerns regarding global citizenship education subject-matter knowledge, British Columbia and Ontario elementary-intermediate teachers can be generalists; consequently, they may have little or no in-depth training in a specific field. On the other hand, teams are more likely to have members with diverse knowledge, skills, and training related to global citizenship education core learning goals and pedagogy. As mentioned before, in preparation for the December 6th community outreach to raise awareness against domestic violence, Thomas was confident in overseeing the media studies aspect while his colleague covered the math behind those statistics (Interview – June 1st, 2009.) Regarding the thematic art project where students critiqued the changing countryside and city landscape, Markus declared it was one of his most powerful teaching experiences because he and his colleague were able to capitalize on each other's strengths. (Interview – November 26th, 2009). As a result of their Art History and Science backgrounds, they were able to ask thought provoking questions and probe deeper into the social, economic and environmental implications.

Resources

According to Thomas and Markus, the availability of good quality resources was another factor influencing their ability to put their understandings and goals of global

citizenship education into practice. Researchers and practitioners alike recommend incorporating diverse instructional resources, and utilizing innovative technology to support global citizenship education learning (Canadian Council for International Co-operation, 2004; Pike, 2008). Some recent resources such as ActionAids' *Get global! A skills-based approach to achieve global citizenship*, Canadian Teachers' Federation's *Engaging in our communities as global citizens*, Citizenship and Immigration Canada's *Planting the seed* and *Sharing the harvest*, Evans and Reynolds' *Educating for global citizenship in a changing world*, Oxfam's *Education for Global Citizenship*, Oxfam Canada's *Educational resources*, and UNICEF Canada's *Global classroom* are testimony to the work currently being undertaken to develop helpful learning resources. To elaborate, a particularly useful print and online resource is Citizenship and Immigration Canada's *Planting the Seed* and *Sharing the Harvest* as it contains not only practical activities, but also, guiding questions to stimulate higher-level thinking (i.e., apply, analyze, synthesize, and evaluate) and growing tips for teachers (e.g., effective use of wait time, incorporating realia, and modeling expected behaviour). More specifically, higher level thinking activities challenge young learners to critically assess ideas, thoughts and information, thereby, facilitating awareness of global themes, structures, and systems (Oxfam, 2006, 2008).

Markus talked about the importance of using mature teachers as resources for novice teachers. He indicated that he was grateful to his former Social Studies department head for re-igniting his interest in global issues and global citizenship (Interview - November 26th, 2009). As a passionate advocate for global education, his mentor provided a wealth of information and resources; moreover, he had a big influence on his fellow colleagues' thinking regarding this matter. This observation is not unlike Gaudelli's notion of an

apprenticeship program for global citizenship education, wherein master teachers act as critical resources to guide beginning teachers (2003, p. 145).

Based on his comparative research regarding global education practices among three New Jersey schools, Gaudelli (2003) refers to the importance of high quality resources. He insists, “teachers need to be treated as the community intellectuals that they are and given the space, time, and resources to thoughtfully and critically engage their work” (p. 138). Ironically, literature reveals that educational funding in British Columbia and Ontario is chronically less in areas supporting global citizenship education (Mundy et al., 2007; Schweisfurth, 2006). To illustrate this point, Markus explained when he first joined the Social Studies Department they had a budget of approximately \$8000 for purchasing resources, inviting guest speakers, and promoting professional development. Now their budget is a mere \$1500. Since switching to Oakdale Elementary School, he confessed there is even less money for supplementary activities or materials (Interview – November 5th, 2009). Markus stated district research projects like the critical thinking consortium were possible ten years ago; yet, these days’ district funds were being reserved for large-scale quantifiable projects. In addition, teachers do not have regularly scheduled opportunities for departmental and staff information sharing and curriculum development. Compounding the situation is that even though teachers consider many textbooks and curriculum guidelines inadequate, few have the time and/or energy to produce new materials (Pike, 2000a, p. 233-234).

Literature related to global citizenship education suggests many additional factors that influence teachers’ ability to translate their goals into action, which were not identified by the participants. For instance, continual changes in the political landscape directly affect educational funding and priorities. Since the mid-1990’s, curriculum policies in British

Columbia and Ontario, for example, have shifted in favour of the global marketplace and placed new emphasis on competitiveness driven educational reforms such as standardized testing, streaming students into particular tracks, imposing competitive entrance requirements, and the privatization of educational services (Evans et al., 2009; Mundy et al., 2007; Schweisfurth, 2006). Such high-stakes assessments and one size fits all schooling practices are problematic for global citizenship education, which has learning intentions at odds with the systems culture.

Further complicating the situation is the demanding nature of teachers' work. The teacher's role is to design and implement instructional lessons, and evaluate students' progress. They are also responsible for the safety and well being of their students and fellow colleagues. On top of regular classroom responsibilities, teachers are often expected to take on additional duties (e.g., lunch monitor, clubs and sports coordinator). Given these conditions, many teachers have no time or opportunities to reflect on global citizenship education's importance in schooling (Mundy et al., 2007).

6.4 Conclusion

In connection to provincial curricular expectations and in light of the literature review findings, there were clearly similarities in relation to the two teachers' understandings and practices but also some key differences in terms of what was said and observed and what was not said or observed. For the most part Thomas's and Markus' core understandings and goals align with the core concepts suggested by global citizenship education theorists and practitioners and are evident in the curriculum documents. Interdependence, global awareness, and critical thinking, informed action, interdisciplinary planning – some of the

core themes espoused by global citizenship education – were evident in the participants’ understandings, provincial guidelines, and global citizenship literature. Differences and omissions, however, were also apparent. One major difference between the literature and Thomas’ notion of global justice is his definition is based on solidarity and is broader in scope than the ideals behind social justice.

The teacher participants’ identified three key factors - departmental and school culture, a collaborative learning environment, resources - as presenting both opportunities and hindrances in the implementation of global citizenship education. Based on the literature and teacher participants’ responses, some reoccurring themes emerged. Both the participants and the literature acknowledge how the segregated nature of the school environment can hinder professional collaboration, and how budget cuts can deeply affect professional development programs and resource availability. Although not stated by the teacher participants, the literature also revealed the present political climate and nature of the profession can also affect the advancement of new dimensions of education like global citizenship education.

Chapter 7: Concluding Reflections and Ways Forward

Social, economic, cultural, political, and environmental pressures worldwide are redefining relationships among people, places and spaces. In response, academics and practitioners have been exploring the important role schools might play in developing students' sense of global responsibilities, and the requisite knowledge, values and skills that they might need to become informed and active 'global' citizens. This past decade has seen heightened attention to the global dimension of citizenship within both formal and informal school curricula in Canada. British Columbia and Ontario provincial curricular guidelines, for example, have incorporated a variety of global themes, concepts and understandings throughout the curricula expectations from K-12 across different subject areas. Despite this growing interest to theory and policy considerations in global citizenship related concepts and themes in academic discourse, a limited amount of attention has been devoted to examining teachers' understandings and practices and how curriculum expectations relating to global citizenship education are enacted within classrooms (Pike, 2008).

To begin to address this lack of attention to work being undertaken in schools in relation to global citizenship education, this research study examined how this dimension of education is being addressed in Canadian classrooms through the study and analysis of two elementary-intermediate teachers' understandings and practices. Three research questions guided the development of the study:

- 1) *What are elementary-intermediate teachers' understandings and goals for global citizenship education in the elementary school context?*
- 2) *In what ways does their pedagogical practice reflect their understandings and goals of global citizenship education?*
- 3) *What factors affect their ability to transform their understandings and goals for global citizenship education into practice?*

A qualitative study was employed to examine and reveal the two elementary-intermediate teachers' understandings, practices, and reasons for choosing to adopt a global citizenship education framework as well as their thoughts about factors influencing implementation. The selected methodology entailed interviews and observations of the two teachers engaging in global citizenship related activities, to share their personal and professional narratives. Accordingly, the benefits of a qualitative inquiry process is that in-depth exploration results in a more comprehensive picture regarding what teachers' say, do and think, and the meanings they ascribe to their words, deeds, and thoughts. Data collected was analyzed against the backdrop of the theoretical literature and within the provincial elementary-intermediate curriculum context. In this final Chapter, I provide a brief summary of my main findings, methodological considerations in retrospect, some concluding reflections about key issues that surfaced in the study, and lastly, I offer a few ideas for 'future' research in light of these findings and issues.

7.1 A Brief Summary of the Study's Findings

Thomas' global justice orientation and Markus' critical thinking background influenced their understandings and goals about global citizenship education. In accordance, Markus and especially Thomas challenged the subject-oriented nature of the curricula, and addressed curriculum and content concerns by creatively interpreting the prescribed curriculum. Both teachers looked for learning expectations with a global dimension to justify their work. The most overt connections were made within Social Studies, Geography and History; however, both teachers also referred to Language Arts, Fine Arts and Science expectations.

Additionally, Thomas utilized an interdisciplinary approach that entailed teaching interrelated concepts (e.g., conflict, fair trade) across disciplines.

Thomas' and Markus' core pedagogical practices, which are associated with global citizenship education, are child-centred learning, critical thinking, and authentic performance tasks. Both teachers encouraged their students to be active participants in the learning process through hands-on, student-centred activities. Markus, for example, would assess students' prior knowledge through student-led dialogues. In Thomas' case, he would connect the lessons' topic to students' lived experiences and understandings (e.g., displacement of indigenous communities, fair trade with coffee). Although Thomas incorporated higher level thinking activities into his lessons, Markus was much more explicit about his use of critical thinking strategies. He argued that critical thinking was the foundation on which to build global citizens because students were more cognizant of their thinking. Moreover, authentic performance tasks complimented both teachers' child-centred approach because their learning is put into practice in real-world situations.

Both participants identified various factors that complicated the nature and extent to which global citizenship education was nurtured in their classrooms and schools. They both highlighted departmental and school culture adversely affected their ability to enact change due to the isolated nature of classroom structures. At times, Thomas expressed feeling less support among colleagues and administrators for his more progressive teaching approaches. To address such concerns, both teachers identified the importance of a collaborative learning community. Markus mentioned the dynamics within his Social Studies Department improved significantly while working on a collaborative project. His current challenge was how to re-create that sense of community at Oakdale Elementary School. Thomas found Birchwood

School's staff receptive to change because of the school's mini-school model. The smaller teaching staff and limited student enrollment facilitated opportunities for cross-curricular lessons and whole-school activities. The lack of good quality school resources furthermore, resulted in both teachers actively researching and creating their own materials. Their current initiative was to use on-line resources to support learning related to global/local issues and to integrate lessons on media literacy.

7.2 Methodological Considerations in Retrospect

I have found the qualitative inquiry approach used in this study to be effective in uncovering new insights in this area. As evident in Chapter 2, concepts and pedagogy related to global citizenship education are fluid and thus, open to interpretation. In this regard my participants provided their insights based on their own understandings, experiences and contexts. The semi-structured interview format moreover, enabled the researcher to probe deeper when necessary. Tangentially, during the initial development stages adding a questionnaire was proposed so more teachers could be included in the study. In hindsight the chances of misinterpreting the written responses and/or drawing inaccurate conclusions seem more likely, again due to the topic's subjectivity. As a result the *interpretive validity*, the degree to which the researcher accurately portrays the participants' meaning, may be compromised (Johnson & Turner, 2003, p. 300). The smaller number of participants, although limiting in certain ways, allowed the researcher to spend more quality time interviewing and observing the teachers within their natural social setting. This decision in turn facilitated comparisons between teachers' oral responses with their actual classroom practice. Yet due to the small number of participants, generalizations cannot be made beyond

this study. Rather, the study provides new data about two elementary-intermediate teachers' journeys into becoming 'global citizenship' educators, which can be added to nuanced teachers' understandings and practices in the area and set the stage for a more comprehensive study.

Although the study has been fruitful, certain complications did arise along the way. The main challenge was participant recruitment. In hindsight the timing of my data collection was not ideal because the school year was drawing to a close. As mentioned in Chapter 3 the ethical approval was granted from the university in February. Shortly thereafter, proposals were submitted to two Ontario school districts. District approval took longer than anticipated because of Spring Break and the Easter holiday. Consequently, potential participants could not be contacted until mid-April. Although a few interested candidates did respond to initial emails and phone calls in late April and early May, only one Ontario teacher was actually able to commit to the study. According to their feedback, teachers were busy writing report cards, meeting with parents and completing end-of-the-year activities; thus, they did not feel comfortable adding another commitment to their already hectic schedule. Additional challenges included the arranging of observations because parental consent may be required.

Due to the researcher's need to return to the west coast in July to return to work, the study was expanded to include BC teachers. Once again the major challenge was locating qualified candidates for the study. Between September and October ethical approval was granted from two out of three school districts. The researcher subsequently contacted a list of district and school administrators to inform their staff about this project. Through a lengthy referral process one participant was finally recruited and agreed to participate.

A second limitation was the researcher's decision to concentrate on elementary-intermediate (i.e., Grade 6-8) teachers. For comparative purposes and consistency, the sampling group had to be restricted. Many respondents who were willing to participate were primary-elementary teachers (i.e., Grades 1-3) or teacher-librarians. Even though they could not be included, I did invite them to share their thoughts and experiences. Perhaps in the future my research will be expanded to include teachers from these particular grades, as little empirical data on their work exists. Their stories will enrich our understanding of teachers' understandings and practices of global citizenship education at these earlier grade levels.

7.3 Concluding Reflections About Key Issues

One key issue arising from the study is the ambiguity and complexity around what global citizenship education actually means. Teacher participants, theorists, practitioners, and curriculum documents reveal different interpretations regarding core understandings and goals of global citizenship education. Although certain broad themes such as nurturing understandings of interconnections and interdependence, deepening understandings of global themes, structures, and systems awareness of social justice, acceptance of diverse beliefs, values, and worldviews, rights and responsibilities, and worldmindedness are evident, they are addressed in varying and distinctive ways (Canadian Council for International Cooperation, 2004; Dower, 2008; Evans et al., 2009; Evans & Reynolds, 2004; Merryfield, 1997, 2004; Noddings, 2005a; Oxfam, 2006, 2008; Shultz & Hamdon, no publication date). The conceptual ambiguity and complexity appear to create a certain lack of clarity, which has implications for policy and practice. As Pike contends (2000) the depth and quality of teachers' understanding are significant factors in what and how they teach (p. 65). This lack

of clarity added a challenging layer to my research, as the participants had their own understandings based on their personal and professional experiences. Accordingly, their beliefs shaped their educational goals and pedagogical practices.

A second key issue arising from the study relates to the issue of suitable pedagogical practices and alignment. Findings revealed that while there was particular interest in child-centred learning, there was still a tendency for pedagogical practices to be teacher directed. It was also evident that while the two teachers revealed preferred pedagogical practices cited in the literature, there were other practices that they rarely mentioned (e.g., issue investigation, cooperative learning). This suggested not only the need for more attention to additional professional learning opportunities for teachers but also the need to consider ways in which a global citizenship education framework might complement various literacy and numeracy initiatives already underway. Teachers need to be better prepared with a broad range of pedagogical practices that enable them to deal with the complexities involved in the study of global themes, issues, perspectives rather than accepting simplified approaches.

A third key issue that emerged in the study was the perceived importance of a supportive school culture and suitable professional learning support for educators interested in working in this area of education. Clearly, teacher participants sensed a certain lack of support either as a result of school culture, lack of professional learning opportunities, and/or the challenge of time to collectively implement their desired goals. Although the literature suggests that proponents of global citizenship education find imaginative ways of infusing and/or incorporating it into their daily practice, and this was reiterated by the teacher participants, contextual factors remained a challenge in moving global citizenship education forward. As the literature suggests, many teachers felt overwhelmed by numerous priorities

to thoughtfully and critically reflect on their work (Davies, 2006; Gaudelli, 2003; Mundy et al., 2007). When teachers did find opportunities to work collaboratively, as in Thomas and Markus' case, the department and school staff was generally more productive. They were able to maximize time by planning together, supporting each other, and sharing resources and expertise. As a result, Thomas, for example, was able to teach interdisciplinary courses, and engage in whole-school community outreach projects. Likewise, Markus' Social Studies Department successfully implemented critical thinking strategies throughout their program.

7.4 Ways Forward and Areas for Future Exploration

The UN's Decade for Education for Sustainable Development 2005-2014 focus on quality education entails educating *global citizens* who can act both locally and globally (UNESCO, 2009). Accordingly, the International Implementation Scheme for the Decade has concentrated on four key values as prerequisites for sustainable development. First, respect for the dignity and human rights of all people throughout the world and a commitment to social and economic justice for all. Second, respect for the human rights of future generations and a commitment to intergenerational responsibility. Third, respect and care for the greater community of life in all its diversity, which involves the protection and restoration of the Earth's ecosystems. And fourth, respect for cultural diversity and a commitment to build locally and globally a culture of tolerance, non-violence and peace (Pigozzi, 2006, UNESCO, 2009). The global imperative in education is gaining heightened attention with a growing call for "the inclusion of a sense of globalmindedness that encourages students to develop a consciousness of global connectivity and responsibility" (Pashby, 2008, p. 17). Efforts are

being made to expand global citizenship related knowledge, values and skills in curricula worldwide, and teachers and schools are exploring what it looks like in practice.

In my view, global citizenship education requires a synergistic relationship among academics, practitioners and the government to clarify core goals, appropriate policies, suitable pedagogical practices and professional learning opportunities to support implementation. Nevertheless, the decentralized nature of Canada's education system means educational reforms like global citizenship education vary among provinces and territories. Federal government organizations such as CIDA find it complicated work directly with provincial and territorial governments regarding educational policies (Mundy et al., 2007, p. 25). Thus, a fundamental challenge continues to be a lack of systemic leadership and direction, "What Canada lacks is a sustained and coordinated effort among the many stakeholders working to build Canadian civic engagement and global understanding" (Canadian Council for International Co-operation, 2004, p. 8). In the absence of a shared vision and framework efforts are at times duplicated, opportunities to build upon the accomplishments of others are missed and resources are fragmented and expended on isolated projects rather than sustained efforts. Within Canada, global citizenship education needs to be more carefully and explicitly embedded in a unified policy vision and supported by the larger educational community.

To illustrate that a coordinated effort is possible, I draw attention to the current British approach. Since incorporating citizenship education into the national curriculum this past decade, the British education system is experiencing a systematic collective action, whereby NGOs, national ministries, teachers' associations, and education faculties collaborate extensively (Mundy et al., 2007, p. 106). Indeed, one of the richest learning experiences

continues to be the cross-fertilization of ideas among fellow colleagues. In Britain's case the Department for International Development (DfID), the Department for Education and Skills (DfES) and the Department for Education and Employment (DfEE) have formed partnerships with major development NGOs like Oxfam to explore the global dimension of citizenship education in schools. The impetus is to design practical activities so educating for global citizenship is more accessible to classroom teachers. DfID, for example, provides grants as incentive for schools and NGOs to expand global dimensions within their curriculum (Holden & Hicks, 2007, p. 15). Supplementing these activities are the abundance of high quality books, guides, outlines and teaching materials produced by global educators (Davies et al., 2005, p. 81). Schools must become centres for improving collaborative efforts among educational institutions, organizations, social movements and the government. Another reason global citizenship education is relatively successful in Britain is the government-funded surveys to gauge public interest and suggestions for improvement (Holden & Hicks, 2007). Evidently, Canada has no national data to quantify the affects of education for citizenship – local, national, or global - on teacher practice and student learning.

7.5 Final Comment

As Pike and Selby (2000) contend, "Education...has a role to play in the development of young citizens who demonstrate respect for people of other cultures, faiths and worldviews, who have an understanding of global issues and trends, and who commit to acting for global peace and social justice" (p. 139). Within this context, my research has been an exploration of elementary-intermediate teachers' understandings and goals about global citizenship education, their ability to put into practice their understandings and goals, and

factors impeding/supporting such activities. As evident from this study, highly motivated and well-supported teachers do have agency to pursue their interests. That said, a wide variance of understandings and practices exists regarding global citizenship education. Further complicating the situation are various factors that interfere with its implementation. Moreover, relative to the current school system, changes are necessary to make global citizenship education more meaningful. Most pressing is establishing a synergistic relationship among educational stakeholders for its future sustainability. Along these lines, conceptual clarity, proper funding, time, and a commitment from all parties are key factors that are likely to determine its' success. Put simply, global citizenship education is a daily responsibility.

As a personal reflection, this research project has truly been a journey of discovery. Although professionally I am a teacher, I have always perceived myself as much a student as the students I teach. Listening to other people's stories, interests, and experiences are equally valuable in deepening my own understanding of self and society. Yet so often we forget to recognize each other's achievements. Therefore, I would like to extend a heartfelt 'thank you' to Thomas and Markus for providing a window into their personal and professional development as 'global citizenship' educators. In short, one of the most important lessons from listening to their narratives is the desire to critically reflect upon one's own ability to enact change. The essence of this study is my desire for global citizenship education to become a fundamental component of every child's schooling. To this end, I plan to continue to develop my own understandings and practices related to global citizenship education. In particular I would like to continue exploring the teachers' role in enacting global citizenship education, this time among primary-elementary teachers and teachers' associations. In

conclusion the knowledge, values and skills we teach our children today will become the stepping-stones for a just and equitable global future.

Table 1 – Definitions of Global Citizenship Education

| | Definition of Global Citizenship Education | Knowledge, Values / Attitudes & Skills | Advocated Teaching & Learning Practices |
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| <p>Canadian Council for International Cooperationⁱ (2004)</p> | <ul style="list-style-type: none"> ▪ Recognizes connection between the global and the local ▪ Sees themselves as involved and able ▪ Accesses & reflects critically on a diverse range of views and information ▪ Participates in public dialogue and decision-making ▪ Takes action to address the key challenges of our day (p. 2) | <ul style="list-style-type: none"> ▪ Real security is a function of fair & sustainable global development, which all people have a right to, and a responsibility to build ▪ Sharing valuable lessons about good governance, in particular, about balancing regional, linguistic and cultural tensions within a stable federation ▪ Active voice in decisions affecting Canada’s role in the world, and opportunities to act as global citizens ▪ The concept of global citizenship complements core Canadian values of democracy, tolerance, and support for human rights ▪ An ability to think globally and participate effectively as citizens is essential to all young people, and should be fostered at all levels of the education system ▪ The participation of multiple sectors – including government, the media, civil society, educators and individuals (p. 4-5) ▪ Global interdependence and cultural diversity | <ul style="list-style-type: none"> ▪ Deliberative Dialogue: promote a neutral environment where Canadians of diverse backgrounds can come together and deliberate over issues arising from an era of global integration (p. 5). ▪ Advocates for schooling practices that convey knowledge about the world to youths and also the skills and values needed to contribute as citizens in their local and global community (p. 9). ▪ Synergy: Improve collaborative efforts among organizations, social movements (e.g. women, minority and labour rights) and the government (e.g. CIDA, DFAIT, Heritage Canada, Citizenship and Immigration) (p. 11) ▪ Exploring new models of citizenship education, elaborating curriculum and training resource for enhancing global perspectives among educational stakeholders (e.g. academics, policy makers, school boards, teachers) (p. 11) |
| <p>Lynn Daviesⁱⁱ (2006)</p> | <ul style="list-style-type: none"> ▪ Rights, responsibilities and action | | <ul style="list-style-type: none"> ▪ “Act local, analyse national and think global’ (p. 10). For example migration is global but immigration policies have local & national implications ▪ Participatory learning and examining values ▪ Experience democracy and human rights to act upon it (p. 16). |

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| <p>Nigel Dowerⁱⁱⁱ (2008)</p> | <p>▪ The Ethical: “universal norms and values that either ought to be recognized by others generally or in fact are so recognized, and that all people have in principle global responsibility toward one another” (p. 41). ▪ Certain moral status, thus moral responsibilities such as transnational obligations towards each other. ▪ A global citizen is “someone who accepts and acts on a global ethic” ▪ Morally committed or someone who’s involved in the global economic market (p. 45-46).</p> | <p>▪ “...the core values are those of openness to and interest in the world as a whole and commitment to the process values of dialogic and nonviolent communication, coupled with the acceptance of the universal status of all human beings and a sense of trans-society responsibility for what happens in the world” (p 52)</p> | <p>▪ Advocates teaching children as young as primary age to receive basic education into global citizenship values and skills. ▪ Actively promoting an understanding of certain core values as universal, and to accept that in some basic moral sense we belong to a single community of humankind (p. 48-49)</p> |
| <p>Mark Evans & Cecilia Reynolds^{iv} (2004)</p> | <p>▪ “Understandings that forefront such themes as human rights, diversity and inclusion, issues exploration and analysis, and active, purposeful participation are stressed as are the complexities of our fast-changing and interconnected world” (p. 8).</p> | <p>▪ Deepened conceptual understanding ▪ Public issues investigation (local to global) ▪ Capacity building (e.g., skills of inquiry, research, communication) ▪ Personal and interpersonal understanding (e.g., personal reflection & decision-making, cooperation & collaboration, respect for diversity & multiple perspectives, local & global mindedness) ▪ Provision for community involvement and political participation (e.g., new knowledge sharing, community service, participation in the political process) ▪ Authenticity (e.g., the practitioners’ environment, sense of purpose & reality) (p. 6).</p> | <p>▪ Participatory Learning: actively engaging youths in real public issues and meaningful civic engagement (p. 8) Supports these practices: ▪ Case’s (1997) open-mindedness, full-mindedness & fair-mindedness ▪ Cogan & Kubow’s (1997) approaching problems globally ▪ Merryfield’s (1997) thinking holistically ▪ Pike & Selby’s (2000) worldmindedness and child-centredness (p. 8-10)</p> |

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| <p>Mark Evans, Leigh-Anne Ingram, Angela MacDonald & Nadya Webber^v (2009)</p> | <ul style="list-style-type: none"> ▪ A multidimensional approach interweaving the global dimensions of citizenship education with global education | <p>Core Learning Goals</p> <ul style="list-style-type: none"> ▪ Deepen one’s understanding of global themes, structures and systems ▪ Explore and reflect upon one’s identity and membership through a lens of worldmindedness ▪ Examine diverse beliefs, values, and worldviews ▪ Learn about rights and responsibilities with the global context ▪ Deepen understandings of privilege, power, equity and social justice ▪ Investigate controversial global issues and ways for managing and deliberating conflict ▪ Learn about and engage in informed and purposeful civic action (p. 23-23) | <p>Teaching & Learning Practices</p> <ul style="list-style-type: none"> ▪ Nurture a respectful, inclusive, and interactive classroom / school ethos ▪ Infuse learner-centred and culturally responsive independent and interactive teaching and learning approaches ▪ Embed authentic performance tasks ▪ Draw on globally-oriented learning resources ▪ Make use of assessment and evaluation strategies aligning with the learning goals ▪ Offer opportunities to experience learning in varied context (e.g. classroom, whole school, community) ▪ Foreground the teacher as a role model (p. 25) |
| <p>Tasneem Ibrahim^{vi} (2005)</p> | <ul style="list-style-type: none"> ▪ Global citizenship education is about, “understanding the nature of global issues as well as the range of ways in which those with power and resources can be influenced to act in a globally responsible way” (p. 178). | <ul style="list-style-type: none"> ▪ Knowledge: understanding of rights & responsibilities (p. 190). ▪ Skills: political literacy so global citizens understand how they can influence political processes of decision-making at different levels, critical reflection, and active participation (p. 191) ▪ Values / Attitudes: co-operation, non-violence, respect for human rights & cultural diversity, democracy and tolerance (p. 178) | <ul style="list-style-type: none"> ▪ Develop skills of communication, critical reflection and active participation in the context of understanding global structures and processes and human rights and responsibilities (p. 191). ▪ Critical understanding of and respect for human rights and responsibilities. ▪ Empowering students to work for a more just and sustainable world through democratic processes (p. 192) |
| <p>Merry Merryfield^{vii} (1997, 2004)</p> | <ul style="list-style-type: none"> ▪ “To prepare students to be effective and responsible citizens of a global society. Toward this end, students need to practice real-life skill, gain knowledge of the world, and develop expertise in viewing events & issues from diverse global perspectives” (2004, p. 354) | <ul style="list-style-type: none"> ▪ Knowledge: about the world, respect for diversity & social justice, cross-cultural understanding ▪ Interdependence and interconnectedness over time and space – link between historical events & contemporary situations ▪ Local decisions affected by global | <ul style="list-style-type: none"> ▪ Worldmindedness: commonalities & connections across time and space ▪ Integration or infusion of global themes & issues to promote student inquiry ▪ Pedagogy: self-knowledge, cross-cultural interaction participation & action through real-life experiences / authentic learning, |

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| <p>Merry Merryfield</p> | <p>connections (1997, p. 5)</p> <ul style="list-style-type: none"> ▪ Skills: teaching multiple and conflicting perspectives, develop perspective consciousness, critical thinking, collaboration, conflict management, value analysis (e.g. bias, stereotypes, cultural norms) (1997, p. 14) | <p>holistic</p> <ul style="list-style-type: none"> ▪ Activities: role-playing, oral histories, media, literature | |
| <p>Nel Nodding^{viii} (2005)</p> | <ul style="list-style-type: none"> ▪ Awareness of our interdependence ▪ A commitment to the elimination of poverty ▪ Concern for inequalities on a global scale ▪ Respect for multiple viewpoints ▪ Protecting the Earth ▪ Preservation of social and cultural diversity ▪ Educating for peace | <ul style="list-style-type: none"> ▪ Knowledge: awareness of local / global issues ▪ Skills: information-gathering, critical thinking, reflection, respect for multiple perspectives ▪ Values / Attitudes: caring for & caring about, commitment to the elimination of poverty | <ul style="list-style-type: none"> ▪ Caring For: responding to expressed needs, monitoring effects of those actions & reacting anew to those responses (p. 7) ▪ Caring About: enlarging the circle of caring to include people outside our direct contact (p. 7) ▪ Place-Based Education: understanding of how attachments to place affect political attitudes. Deepening that connection as a means of guiding more sensitive political decisions (p. 57) ▪ Connecting the Local and Global: encouraging children to connect with nature and communicate that appreciation to the larger community (p. 62-62). |
| <p>Oxfam^{ix} (2006, 2008)</p> | <p>Education for Global Citizenship</p> <ul style="list-style-type: none"> ▪ Aware of the wider world and has a sense of their own role as a world citizen ▪ Respects and values diversity ▪ Understands how the world works economically, politically, socially, culturally, technologically and environmentally ▪ Outraged by social injustice ▪ Participates in and contributes to the community from the local to the global ▪ A willingness to act to make the world a more sustainable place ▪ Takes responsibility for their actions | <ul style="list-style-type: none"> ▪ Knowledge: social justice & equity, diversity, globalisation and interdependence, sustainable development, peace and conflict. ▪ Skills: critical thinking, ability to argue effectively ability to challenge injustice and inequalities, respect for people and things, co-operation & conflict resolution. ▪ Values / Attitudes: sense of identity and self-esteem, empathy, commitment to social justice and equity, value and respect for diversity, concern for the environment & commitment to sustainable development and belief that people make a difference | <ul style="list-style-type: none"> ▪ Participatory teaching and learning methodologies such as discussions & debates, role-playing, ranking exercises, and communities of enquiry used in conjunction with global perspectives (p. 2). ▪ Encouraging a whole school approach to foster coherence, and purpose & motivation in teaching and learning. |

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| <p>Graham Pike^x (2008)</p> | <ul style="list-style-type: none"> ▪ “An individual’s awareness, loyalty, and allegiance can and should extend beyond the borders of a nation to encompass the whole of humankind” (p. 49) ▪ Understanding of global issues and trends | <ul style="list-style-type: none"> ▪ Knowledge: global literacy & global thinking, recognition of the significance of the media age ▪ Skills: enhance appreciation of complexity & ambiguity, foster interest in local action, student-directed experiential learning ▪ Values / Attitudes: demonstrate a commitment to a global ethic | <ul style="list-style-type: none"> ▪ Worldmindedness: a commitment to the principle of one world. The development of young citizens who demonstrate tolerance and respect for diversity, and have an understanding of global issues and trends. ▪ Child-centredness: experiential learning that respects individual beliefs, experiences, and talents |
| <p>Lynette Shultz^{xi} (2007)</p> | <ul style="list-style-type: none"> ▪ Neo-liberal Approach: a global citizen as a traveler, who takes advantage of the political, social, economic, environmental opportunities of a borderless society ▪ Radical Approach: critical analysis of global structures that create global inequalities; by-product of the dominance of economic globalization ▪ Transformational Approach: understanding how new relationships are leading to new patterns of inclusion and exclusion, thus necessitating a need to act in solidarity. | <ul style="list-style-type: none"> ▪ Neo-liberal Approach: seeks to increase transnational mobility by enhancing one’s cultural understandings and language skills ▪ Radical Approach: motivated by strong ethical positions of social justice and desire for radical change. Forming relationships based on linking marginalized groups (North-South dichotomy) ▪ Transformational Approach: building a shared sense of responsibility among states and societies through knowledge -building, care and compassion. | <ul style="list-style-type: none"> ▪ Deliberative Dialogue: value-based dialogue where people work through tough choices to explore areas of common ground, alternatives, and action regarding key social issues. ▪ Transdisciplinary Approach: to collaborate with members across disciplines for the sharing of diverse knowledge & skills, and to ‘generate a creative and emergent understanding of how to co-create new social realities in a globalized world.’” (p. 28) |

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Table 2: British Columbia Prescribed Learning Outcomes for Grades 6-8

| | Grade 6 | Grade 7 | Grade 8 |
|-----------------------------|---|--|---|
| <p>Language Arts</p> | <p>Oral Language - Speaking and Listening <i>Thinking</i></p> <ul style="list-style-type: none"> Use speaking and listening to improve and extend thinking, by acquiring new ideas, analysing and evaluating ideas, considering alternative viewpoints, problem solving <p>Reading and Viewing <i>Purposes</i></p> <ul style="list-style-type: none"> Read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring a variety of theme and writing techniques, including stories from Aboriginal and other cultures, literature from Canada and other cultures & short stories and novels exposing students to unfamiliar contexts Read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including non-fiction books, visual or graphic materials, reports and articles from magazines and journals, appropriate web sites, advertising and promotional materials Demonstrate comprehension of visual texts with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials) | <p>Oral Language - Speaking and Listening <i>Thinking</i></p> <ul style="list-style-type: none"> Use speaking and listening to improve and extend thinking, by acquiring new ideas, analysing and evaluating ideas, considering alternative viewpoints, problem solving <p>Reading and Viewing <i>Purposes</i></p> <ul style="list-style-type: none"> Read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including stories from Aboriginal and other cultures, literature reflecting a variety of ancient and modern cultures & short stories and novels exposing students to unfamiliar contexts Read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including non-fiction books, visual or graphic materials, reports and articles from magazines and journals, appropriate web sites, advertising and promotional materials Demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials) | <p>Oral Language - Speaking and Listening <i>Purposes</i></p> <ul style="list-style-type: none"> Interact and collaborate in pairs and groups to support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others <p><i>Strategies</i></p> <ul style="list-style-type: none"> Select and use a range of strategies to interact and collaborate with others in pairs and groups, including demonstrating awareness of diverse points of view <p><i>Thinking</i></p> <ul style="list-style-type: none"> Speak and listen to interpret and analyse ideas and information from texts, by identifying perspectives & identifying bias and contradictions <p>Reading and Viewing <i>Reading for Meaning</i></p> <ul style="list-style-type: none"> Read, both collaboratively and independently, to comprehend a variety of literary texts, including literature reflecting a variety of times, places, and perspectives; traditional forms from Aboriginal and other cultures Read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form, such as articles and reports; biographies and autobiographies; textbooks, magazines, and newspapers; print and electronic reference material; advertising and promotional material |

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| <p>Language Arts</p> | <p><i>Thinking</i></p> <ul style="list-style-type: none"> Respond to selections they read or view, by expressing opinions and making judgments supported by explanations and evidence, explaining connections (text-to-self, text-to-text, text-to-world) <p>Writing and Representing</p> <p><i>Purposes</i></p> <ul style="list-style-type: none"> Write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrate connections to personal experiences, ideas, and opinions Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic <p><i>Thinking</i></p> <ul style="list-style-type: none"> Use writing and representing to express personal responses and relevant opinions about experiences and texts Use writing and representing to extend thinking by exploring new ideas (e.g., examining alternative viewpoints) | <p><i>Thinking</i></p> <ul style="list-style-type: none"> Respond to selections they read or view, by expressing opinions and making judgments supported by explanations and evidence, explaining connections (text-to-self, text-to-text, text-to-world) <p>Writing and Representing</p> <p><i>Purposes</i></p> <ul style="list-style-type: none"> Write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrate connections to personal experiences, ideas, and opinions Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic <p><i>Thinking</i></p> <ul style="list-style-type: none"> Use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts Use writing and representing to extend thinking by exploring new ideas (e.g., examining alternative viewpoints) | <ul style="list-style-type: none"> View, both collaborative and independently, to comprehend a variety of visual texts, such as broadcast media, web sites, graphic novels, film and video, photographs, art, visual components of print media <p><i>Thinking</i></p> <ul style="list-style-type: none"> Interpret and analyse ideas and information from texts, by examining and comparing ideas and elements within and among texts, identifying points of view, identifying bias and contradictions <p>Writing and Representing</p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> Write meaningful personal texts that explore ideas and information to express self, make connections, reflect and respond Create thoughtful representations that communicate ideas and information to explore and respond, explain and persuade, engage <p><i>Thinking</i></p> <ul style="list-style-type: none"> Write and represent to interpret and analyse ideas and information from texts, by examining and comparing ideas and elements within and among texts, identifying points of view, identifying bias and contradictions |
| <p>Social Studies</p> | <p>Canada and the World</p> <p><i>Skills and Processes of Social Studies</i></p> <ul style="list-style-type: none"> Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues Evaluate the credibility and reliability of selected sources Implement a plan of action to address a selected local or global problem or issue | <p>Ancient Civilizations</p> <p><i>Skills and Processes of Social Studies</i></p> <ul style="list-style-type: none"> Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues Defend a position on a contemporary or historical issue <p><i>Identity, Society, and Culture</i></p> <ul style="list-style-type: none"> Analyse social roles within one or more ancient civilizations | <p>World Civilizations from 500-1600</p> <p><i>Applications of Social Studies</i></p> <ul style="list-style-type: none"> Identify and clarify a problem, an issue, or an inquiry Assess a variety of positions on controversial issues Co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified <p><i>Society and Culture</i></p> <ul style="list-style-type: none"> Identify factors that influence the development and decline of world civilizations |

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| <p>Social Studies</p> | <p><i>Identity, Society, and Culture</i></p> <ul style="list-style-type: none"> • Assess diverse concepts of Canadian identity • Compare Canadian society with the society of another country <p><i>Governance</i></p> <ul style="list-style-type: none"> • Compare the federal government in Canada with national governments of other countries • Assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i> • Compare individual and collective rights and responsibilities in Canada with those in other countries <p><i>Economy and Technology</i></p> <ul style="list-style-type: none"> • Describe the role of Canada in the world • Describe the importance of trade for BC and Canada • Evaluate effects of technology on lifestyles and environments • Compare Canada's economy, technology, and quality of life with those in one or more selected countries <p><i>Human and Physical Environment</i></p> <ul style="list-style-type: none"> • Assess the relationship between cultures and their environments • Describe factors that affect settlement patterns and population distribution in selected countries | <ul style="list-style-type: none"> • Identify influences and contributions of ancient societies to present-day cultures <p><i>Economy and Technology</i></p> <ul style="list-style-type: none"> • Assess ways technological innovations enabled ancient peoples to adapt and modify their environments, increase exploration and trade, develop their cultures • Compare ancient and modern communications media <p><i>Human and Physical Environment</i></p> <ul style="list-style-type: none"> • Identify the impact of human activity on physical environments in ancient civilizations | <ul style="list-style-type: none"> • Compare daily life, family structures, and gender roles in a variety of civilizations • Describe a variety of diverse cultural traditions and world religions • Identify periods of significant cultural achievements, including the Renaissance • Describe how societies preserve identity, transmit culture, and adapt to change <p><i>Politics and Law</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of the tension between individual rights and the responsibilities of citizens in a variety of civilizations • Assess the impact of contact, conflict, and conquest on civilizations • Describe various ways individuals and groups can influence legal systems and political structures <p><i>Economy and Technology</i></p> <ul style="list-style-type: none"> • Analyze the effect of commerce on trade routes, settlement patterns, and cultural exchanges • Compare the changing nature of labour in rural and urban environments • Describe the impact of technological innovation and science on political, social, and economic structures <p><i>Environment</i></p> <ul style="list-style-type: none"> • Locate and describe major world landforms, bodies of water & political boundaries on maps • Locate and describe current and historical events on maps • Describe how physical geography influenced patterns of settlement, trade, and exploration • Analyse how people interacted with and altered their environments, in terms of population, settlement patterns, resource use & cultural development |
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| <p>Science</p> | <p>Life Science <i>Diversity of Life</i></p> <ul style="list-style-type: none"> Analyse how different organisms adapt to their environments <p>Physical Science <i>Electricity</i></p> <ul style="list-style-type: none"> Demonstrate that electricity can be transformed into light, heat, sound, motion, and magnetic effects Differentiate between renewable and non-renewable methods of producing electrical energy <p>Earth and Space Science <i>Exploration of Extreme Environments</i></p> <ul style="list-style-type: none"> Explain obstacles unique to exploration of specific extreme environment Assess technologies used for extreme environments Describe contributions of Canadians to exploration technologies | <p>Life Science <i>Ecosystems</i></p> <ul style="list-style-type: none"> Analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems Assess survival needs and interactions between organisms and the environment Assess the requirements for sustaining healthy local ecosystems Evaluate human impacts on local ecosystems <p>Earth and Space Science <i>Earth's Crust</i></p> <ul style="list-style-type: none"> Analyse the dynamics of tectonic plate movement and landmass formation Explain how the Earth's surface changes over time | <p>Processes of Science</p> <ul style="list-style-type: none"> Use models to explain how systems operate Describe the relationship between scientific principles and technology <p>Life Science <i>Cells and Systems</i></p> <ul style="list-style-type: none"> Demonstrate knowledge of the characteristics of living things <p>Earth and Space Science <i>Water Systems on Earth</i></p> <ul style="list-style-type: none"> Explain the significance of salinity and temperature in the world's oceans Describe how water and ice shape the landscape Describe factors that affect productivity and species distribution in aquatic environments |
| <p>Mathematics</p> | <p>Number</p> <ul style="list-style-type: none"> Solve problems involving large numbers, using technology Demonstrate an understanding of percent concretely, pictorially, and symbolically Demonstrate an understanding of integers, concretely, pictorially, and symbolically <p>Statistics and Probability <i>Data Analysis</i></p> <ul style="list-style-type: none"> Create, label, and interpret line graphs to draw conclusions Select, justify, and use appropriate methods of collecting data, including questionnaires, experiments, databases, electronic media Graph collected data and analyze the graph to solve problems | <p>Number</p> <ul style="list-style-type: none"> Solve problems involving percents from 1% to 100% Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically <p>Statistics and Probability <i>Data Analysis</i></p> <ul style="list-style-type: none"> Demonstrate an understanding of central tendency and range by determining the measures of central tendency (mean, median, mode) and range; determining the most appropriate measures of central tendency to report findings Construct, label, and interpret circle graphs to solve problems | <p>Number</p> <ul style="list-style-type: none"> Demonstrate an understanding of percents greater than or equal to 0% Demonstrate an understanding of multiplying and dividing integers, concretely, pictorially, and symbolically <p>Statistics and Probability <i>Data Analysis</i></p> <ul style="list-style-type: none"> Critique ways in which data is presented |

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| <p>Fine Arts</p> | <p>Dance <i>Dance and Society</i></p> <ul style="list-style-type: none"> • Compare dances from a variety of historical and cultural contexts • Identify the purposes of dance in various cultures • Describe the roles portrayed in a variety of dances <p>Drama <i>Context</i></p> <ul style="list-style-type: none"> • Compare themes and traditions from a range of cultural and historical contexts through drama <p>Music <i>Thoughts, Images, and Feelings</i></p> <ul style="list-style-type: none"> • Use the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings in performance repertoire <p><i>Context (Historical and Cultural)</i></p> <ul style="list-style-type: none"> • Compare music from a range of historical and cultural contexts • Identify a variety of purposes for creating music • Demonstrate respect for music from various historical and cultural contexts <p>Visual Arts <i>Context (Perceiving / Responding)</i></p> <ul style="list-style-type: none"> • Identify the historical and cultural contexts of a variety of images • Compare materials, processes, and tools used to make art in a variety of cultures • Demonstrate an awareness that images influence and are influenced by their social, historical, and cultural contexts • Demonstrate respect for the work of self and others | <p>Dance <i>Dance and Society</i></p> <ul style="list-style-type: none"> • Compare dances from a variety of historical and cultural contexts • Describe the purposes of dance in various cultures • Analyse the roles portrayed in a variety of dances <p>Drama <i>Context</i></p> <ul style="list-style-type: none"> • Analyse the role of drama in a variety of historical and cultural contexts • Demonstrate an understanding of how social values are communicated in dramatic presentations <p>Music <i>Thoughts, Images, and Feelings</i></p> <ul style="list-style-type: none"> • Apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings <p><i>Context (Historical and Cultural)</i></p> <ul style="list-style-type: none"> • Compare music from a range of historical and cultural contexts • Compare a variety of purposes for creating music • Demonstrate respect for music from various historical and cultural contexts <p>Visual Arts <i>Context (Perceiving / Responding)</i></p> <ul style="list-style-type: none"> • Identify distinctive characteristics of images from a variety of historical and cultural contexts • Demonstrate an understanding of the impact of images within various social, historical, and cultural contexts • Demonstrate an understanding of the influence of social, historical, and cultural contexts on artists and their images | <p>Dance <i>Dance and Society</i></p> <ul style="list-style-type: none"> • Analyse dances of a variety of cultures, considering elements of movement, historical and social context • Describe the purposes of dance in various cultures • Analyse roles in dance (e.g., of gender, status, age) <p>Drama <i>Exploration and Imagination (Expression and Trust)</i></p> <ul style="list-style-type: none"> • Demonstrate the unique ability of drama to unify a diverse group • Demonstrate an appreciation for the diversity of others and their various perspectives <p><i>Exploration and Imagination (Critical Analysis)</i></p> <ul style="list-style-type: none"> • Suggest and try a variety of appropriate solutions to a given problem <p><i>Context (Social and Cultural Context)</i></p> <ul style="list-style-type: none"> • Reflect the cultural variety of their communities in their dramatic work • Identify and describe the influence of the media on their own work in drama • Identify and examine relationships between real-life experiences and dramatic presentations <p>Music <i>Thoughts, Images, and Feelings</i></p> <ul style="list-style-type: none"> • Represent thoughts, images, and feelings derived from a music experience • Demonstrate respect for the thoughts, feelings, and music choices of others <p><i>Context (Historical and Cultural)</i></p> <ul style="list-style-type: none"> • Compare and contrast music from a range of historical and cultural contexts • Compare music created for a variety of purposes |
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| <p>Fine Arts</p> | <p><i>Context (Creating / Communicating)</i></p> <ul style="list-style-type: none"> • Create images that express beliefs and values; reflect art styles from a variety of social, historical, and cultural contexts <p><i>Materials, Technologies, and Processes (Perceiving / Responding)</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes | <ul style="list-style-type: none"> • Demonstrate respect for the work of self and others <p><i>Context (Creating / Communicating)</i></p> <ul style="list-style-type: none"> • Create images that convey beliefs and values; incorporate the styles of selected artists from a variety of social, historical, and cultural contexts <p><i>Materials, Technologies, and Processes (Perceiving / Responding)</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes | <ul style="list-style-type: none"> • Demonstrate respect for music of various historical and cultural contexts <p>Visual Arts</p> <p><i>Image-Development and Design Strategies (Creating / Communicating)</i></p> <ul style="list-style-type: none"> • Develop and make images for specific purposes such as social commentary, self-analysis, entertainment <p><i>Context (Perceiving / Responding)</i></p> <ul style="list-style-type: none"> • Identify characteristics of representations in images from a variety of world cultures <p><i>Context (Creating / Communicating)</i></p> <ul style="list-style-type: none"> • Create images that support or challenge personal and societal beliefs, values, traditions, or practices; in response to historical and contemporary images or issues; that reflect a sense of personal and social responsibility <p><i>Materials, Technologies, and Processes (Perceiving / Responding)</i></p> <ul style="list-style-type: none"> • Demonstrate an awareness of safety and environmental considerations related to materials, technologies, and processes • Demonstrate respect for their work and the work of others |
| <p>Health and Career Education</p> | <p>Health</p> <p><i>Healthy Living</i></p> <ul style="list-style-type: none"> • Identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C <p><i>Healthy Relationships</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of the harmful effects of stereotyping and discrimination • Identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying | <p>Health</p> <p><i>Healthy Living</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS) <p><i>Healthy Relationships</i></p> <ul style="list-style-type: none"> • Identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy) • Describe a variety of influences on relationships (e.g., peers, family, media) | <p>Health</p> <p><i>Healthy Living</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of the consequences of contracting sexually transmitted infections including HIV/AIDS (e.g., symptoms, short-term and long-term health issues) <p><i>Healthy Relationships</i></p> <ul style="list-style-type: none"> • Assess the importance of healthy relationships • Describe ways in which they can contribute to a safe and caring school environment <p><i>Safety and Injury Prevention</i></p> <ul style="list-style-type: none"> • Assess the potential hazards associated with various jobs |

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| <p>Health and Career Education</p> | <ul style="list-style-type: none"> • Apply appropriate strategies for responding to discrimination, stereotyping, and bullying <i>Safety and Injury Prevention</i> • Identify personal safety strategies to avoid abusive or exploitative situations on the Internet <i>Substance Misuse Prevention</i> • Demonstrate the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus) | <ul style="list-style-type: none"> • Demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying <i>Safety and Injury Prevention</i> • Identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers) <i>Substance Misuse Prevention</i> • Analyse media and social influences related to substance misuse | <ul style="list-style-type: none"> • Propose strategies for the safe use of wireless and online communications <i>Substance Misuse Prevention</i> • Analyse influences related to substance misuse (e.g., friends, family, media) |
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Table 3: Ontario Curriculum Expectations for Grades 6-8

| | Grade 6 | Grade 7 | Grade 8 |
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| Language | <p>Oral Communication <i>Listening to Understand</i></p> <ul style="list-style-type: none"> Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them <p><i>Speaking to Communicate</i></p> <ul style="list-style-type: none"> Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small-and large-group discussions <p>Reading <i>Reading for Meaning</i></p> <ul style="list-style-type: none"> Read a wide variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <p>Writing <i>Using Knowledge of Form and Style in Writing</i></p> <ul style="list-style-type: none"> Identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate | <p>Oral Communication <i>Listening to Understand</i></p> <ul style="list-style-type: none"> Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them Analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements <p>Reading <i>Reading for Meaning</i></p> <ul style="list-style-type: none"> Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <p>Writing <i>Using Knowledge of Form and Style in Writing</i></p> <ul style="list-style-type: none"> Identify their point of view and other possible points of view; evaluate other points of view, and find ways to acknowledge other points of view, if appropriate | <p>Oral Communication <i>Listening to Understand</i></p> <ul style="list-style-type: none"> Extend understanding of oral texts by including increasingly complex or difficult texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them Analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies <p>Reading <i>Reading for Meaning</i></p> <ul style="list-style-type: none"> Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <p>Writing <i>Using Knowledge of Form and Style in Writing</i></p> <ul style="list-style-type: none"> Identify their point of view and other possible points of view; evaluate other points of view, and find ways to acknowledge other points of view, if appropriate |

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| <p>Language</p> | <p>Media Literacy <i>Understanding Media Texts</i></p> <ul style="list-style-type: none"> • Explain how a variety of media texts address their intended purpose and audience • Interpret media texts, using overt and implied messages as evidence for their interpretations and treatment of ideas, information, themes, opinions, issues, and / or experiences in media texts • Identify who produces various media texts, the reason for their production, how they are produced, and how they are funded | <p>Media Literacy <i>Understanding Media Texts</i></p> <ul style="list-style-type: none"> • Explain how various media texts address their intended purpose and audience • Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations • Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and / or experiences in media texts • Identify who produces various media texts and determine the commercial, ideological, political, cultural, and / or artistic interests or perspectives that the texts may involve | <p>Media Literacy <i>Understanding Media Texts</i></p> <ul style="list-style-type: none"> • Explain how a variety of media texts address their intended purpose and audience • Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations • Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and / or experiences in media texts • Identify who produces various media texts and determine the commercial, ideological, political, cultural, and / or artistic interests or perspectives that the texts may involve |
| <p>Social Studies (Grade 6)</p> <p>History (Grade 7-8)</p> | <p>Canada's Link to the World <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Identify some countries with which Canada has links (e.g., in Europe, the Pacific Rim, the Americas, Asia, the Middle East, Africa). • Describe some of the connections Canada shares with the rest of the world (e.g., trade, immigration, geography, economic assistance, peacekeeping, indigenous peoples, culture) • Identify product that Canada imports and exports (e.g., <i>imports</i>: fruit, vegetables, chemicals, motor vehicles; <i>exports</i>: newsprint, grain, machinery, timber, telecommunications, natural gas) • Identify the countries to which Canada exports goods (e.g., the United States, Japan, the United Kingdom, China, Germany) • Identify some countries with which Canada imports goods (e.g., the United States, Japan, the United Kingdom, Germany, other European countries, Taiwan, South Korea, Mexico) | <p>Conflict and Change <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Identify types of conflict (e.g. war, rebellion, strike, protest), and describe strategies for conflict resolution <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> • Analyse, synthesize, and evaluate historical information • Formulate questions to guide research on issues and problems. • Describe and analyse conflicting points of view about a series of historical events (e.g., Should rebels be given amnesty? Should women have a role in governing councils?) • Investigate and report on methods of conflict resolution employed in everyday life at home, at school, and in the community. <p><i>Application</i></p> <ul style="list-style-type: none"> • Compare and contrast historical conflict resolution strategies with those used today to resolve disputes at home, at school, and in the community. | <p>Confederation <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Identify the reasons for the exclusion of certain groups from the political process (e.g., First Nation peoples, women, the Chinese and Japanese). <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> • Analyse, synthesize, and evaluate historical information • Formulate questions to guide research on issues and problems. <p>Canada: A Changing Society <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Describe the factors contributing to change in Canadian society (e.g., immigration, technology, politics, globalization) • Describe the achievements of individuals and groups in Canada who have contributed significantly to the technological development of Canada and the world and analyse the impact on society of new technologies (e.g., radio, the telephone, the automobile, electricity) |

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| <p>Social Studies (Grade 6)</p> <p>History (Grade 7-8)</p> | <ul style="list-style-type: none"> Identify some important international organizations / agreements in which Canada participates and describe their purpose (e.g., the United Nations, the World Trade Organization, the North American Free Trade Agreement, the World Health Organization, the North American Treaty Organization, the Commonwealth of Nations, la Francophonie, the Asia-Pacific Economic Cooperation [APEC] association) Describe distinguishing characteristics of a country in another region with which Canada has links (e.g., climate, physical features, political system, economic activity, international influences, celebrations) ideas, with supporting evidence. <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> Formulate questions to develop research plans with a statement of purpose (e.g., How has Canada achieved its reputation as a leading peacekeeping country? How does tourism benefit Canadians? What are some current issues arising from Canadian / U.S. trade relations? Why do some Canadian companies choose to manufacture goods outside of North America?) | <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> Formulate questions to facilitate research on particular topics Analyse, synthesize, and evaluate historical information (e.g., immigration tables, population growth tables) Use appropriate vocabulary (e.g., advocate, movement, reciprocity, multiculturalism, alliance, entente) to describe their inquiries and observations <p><i>Application</i></p> <ul style="list-style-type: none"> Create an immigration campaign to attract immigrants to Canada around the beginning of the twentieth century and today, using media appropriate to the period (e.g., poster, pamphlet) Compare family roles at the beginning of the twentieth century to family roles today |
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| <p>Social Studies (Grade 6)</p> <p>History (Grade 7-8)</p> | <p><i>Application</i></p> <ul style="list-style-type: none"> • Use an appropriate presentation format to show how the contributions of an outstanding Canadian are recognized in the global community as well as in Canada (e.g., in dance, sports, music, literature, art, science, technology) • Describe some ways in which Canada has influenced other countries • Describe some influences of other countries on contemporary Canadian society and lifestyles of Canadians • Describe Canada’s participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour human rights violation, acceptance of refugees) | | |
| <p>Geography</p> | | <p>The Themes of Geographic Inquiry <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Explain the geographic concept of location / place (e.g., “location” means where a place is and where it is relative to other places: “place” is defined by unique physical and human characteristics. <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> • Formulate questions to guide and synthesize research on an environmental issue • Use appropriate vocabulary (e.g., issues, bias, fact, opinion, absolute location, relative location, interaction, sustainable development) to describe their inquiries and observations. <p><i>Map, Globe, and Graphic Skills</i></p> <ul style="list-style-type: none"> • Create and use maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern, a thematic map of deforested areas). | <p>Patterns in Human Geography <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Identify and explain the factors affecting population distribution (e.g., history, natural environment, technological development, immigration trends / patterns) • Summarize the factors that affect patterns of urbanization, industrialization, and transportation <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> • Formulate questions to guide and synthesize research on the study of population characteristics and patterns (e.g., What conditions are needed to maintain a high quality of life? What is the relationship between literacy rate and GNP? What action can students take to aid a developing nation?) <p><i>Map, Globe, and Graphic Skills</i></p> <ul style="list-style-type: none"> • Construct and examine population pyramids to make predictions about future trends in population characteristics |

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| <h2>Geography</h2> | | <p><i>Application</i></p> <ul style="list-style-type: none"> • Apply the perspective of one or more themes of geographic inquiry to produce a report (e.g., newspaper, television, radio, website) on an actual or fictional environmental event (e.g., forest fires, illegal dumping, an oil spill, deforestation, an epidemic, drought, the development of new mines, the depletion of fish stocks) • Choose an environmental issue that illustrates one of the themes of geographic inquiry and explain why various individuals and groups have different opinions on the issue (e.g., theme of interaction: wilderness conservationists versus loggers) <p>Patterns in Physical Geography <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Identify the effects of natural phenomena (e.g., tornadoes, earthquakes, hurricanes) on people and the environment • Identify the characteristics of the three types of agriculture – subsistence, commercial, and specialized • Describe how the following major factors influence commercial agriculture: location, climate, raw materials, market, labour, transportation <p>Natural Resources <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Identify patterns in the distribution and use of natural resources throughout the world • Describe ways in which technology has affected our use of natural resources (e.g., with respect to their discovery, management, extraction, processing, and marketing) • Explain the concept of sustainable development and its implications for the health of the environment | <ul style="list-style-type: none"> • Use thematic maps to identify economic patterns (e.g., the location of industries in relation to sources of raw materials, markets, and transportation; the proportional flow of trade between countries; sources of labour) <p><i>Application</i></p> <ul style="list-style-type: none"> • Compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries <p>Economic Systems <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Outline the fundamental questions that all economic systems must answer: what goods are produced; how they are produced; for whom they are produced; by whom they are produced; and how they are distributed • Explain how the availability of particular economic resources (e.g. quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> • Formulate questions to guide and synthesize research on economic influences and relationships • Communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs (e.g., create graphs to compare factors affecting quality of life; create an illustrated brochure outlining positive features of a developing nation; map the ten highest and lowest countries on the Human Development Index; interpret population pyramids to predict population trends in other countries) |
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| <h2>Geography</h2> | | <p><i>Application</i></p> <ul style="list-style-type: none"> • Produce a report (e.g., newspaper, television, website) on the factors that affect the future availability of natural resources (e.g., overfishing, clear-cut logging, urban sprawl, accessibility of resource deposits) | <p><i>Application</i></p> <ul style="list-style-type: none"> • Compare the economies of some top trading nations & explain the reasons for their success, taking into account factors such as industries, access to resources, and access to markets • Investigate and explain the advantages and disadvantages of Canada’s involvements in major trade associations / agreements (e.g., North American Free Trade Agreement [NAFTA], World Trade Organization [WTO]) <p>Migration</p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Identify the push and pull factors that influence people to move (e.g., <i>push</i>: drought, war, lack of freedom, discrimination and persecution; <i>pull</i>: employment opportunities, security, climate) • Identify barriers to migration (e.g., physical, financial, legal, political, emotional) • Describe how technology has improved human mobility • Explain how the components of culture (e.g., language, social organization, educational systems, beliefs and customs) can be affected by migration • Describe the effects that migration has had on the development of Canada (e.g., its multicultural character, rural and urban resettlement, interprovincial movement) <p><i>Inquiry / Research & Communication Skills</i></p> <ul style="list-style-type: none"> • Use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquires and observations <p><i>Application</i></p> <ul style="list-style-type: none"> • Investigate the migrational roots of the members of the class and relate them to Canada’s cultural development |
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| <p>Science & Technology</p> | <p>Biodiversity <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Analyse a local issues related to biodiversity (e.g., the effects of human activities on urban biodiversity, flooding of traditional Aboriginal hunting and gathering areas as a result of dam construction), taking different points of view into consideration (e.g., the points of view of members of the local community, business owners, people concerned about the environment, mine owners, local First Nations, Métis, Inuit), propose action that can be taken to preserve biodiversity, and act on the proposal <p><i>Understanding Basic Concepts</i></p> <ul style="list-style-type: none"> Explain how invasive species (e.g., zebra mussel, Asian longhorned beetle, purple loosestrife) reduce biodiversity in local environments Identify everyday products that come from a diversity of organisms <p>Electricity & Electric Devices <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Assess the short – and long-term environmental effects of the different ways in which electricity is generated in Canada (e.g., hydro, thermal, nuclear, wind, solar), including the effect of each method on natural resources and living things in the environment Assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment | <p>Interactions in the Environment <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Assess the impact of selected technologies on the environment Analyse the costs and benefits of selected strategies for protecting the environment <p><i>Developing Investigation and Communication Skills</i></p> <ul style="list-style-type: none"> Use appropriate science and technology vocabulary, including <i>sustainability</i>, <i>ecosystem</i>, <i>community</i>, <i>population</i> in oral and written communication <p><i>Understanding Basic Concepts</i></p> <ul style="list-style-type: none"> Demonstrate an understanding of an ecosystem as a system of interactions between living organism and their environment Explain why an ecosystem is limited in the number of living things (e.g., plants and animals including humans) that it can support Describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., clear-cutting a forest, overusing motorized water vehicles) Describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management <p>Pure Substances and Mixtures <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Assess positive and negative environmental impacts related to the disposal of pure substances (e.g., uranium) and mixtures (e.g., paint, sewage) Assess the impact of society and the environment of different industrial methods of separating mixtures and solutions | <p>Systems in Action <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Assess the social, economic, and environmental impacts of automating systems <p><i>Understanding Basic Concepts</i></p> <ul style="list-style-type: none"> Identify various types of systems Identify the purpose, inputs, and outputs of various systems Identify social factors that influence the evolution of system <p>Fluids <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Assess the social, economic, and environmental impacts of selected technologies that are based on the properties of fluids Assess the impact of fluid spills on society and the environment, including the cost of the cleanup and the effort involved <p>Water Systems <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Evaluate personal water consumption, compare it with personal water consumption in other countries, and propose a plan of action to reduce personal water consumption to help address water sustainability issues Assess how various media sources address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems Assess the impact of local and global water systems of a scientific discovery or technological innovation |
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| <p>Science & Technology</p> | <p><i>Understanding Basic Concepts</i></p> <ul style="list-style-type: none"> Describe how various forms of energy can be transformed into electrical energy (e.g., hydroelectric plants use water power; nuclear generating stations use nuclear energy; wind turbines use wind power, solar panels use energy from the sun) Describe ways in which the use of electricity by society, including the amount of electrical energy used, has changed over time <p>Understanding Earth and Space Systems <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Evaluate the social and environmental costs and benefits of space exploration, taking different points of view into account | <p>Heat in the Environment <i>Relating Science and Technology to Society and the Environment</i></p> <ul style="list-style-type: none"> Assess the environmental and economic impacts of using conventional (e.g., fossil fuel, nuclear) and alternative forms of energy (e.g., geothermal, solar, wind, wave, biofuel) <p><i>Understanding Basic Concepts</i></p> <ul style="list-style-type: none"> Describe the role of radiation in heating and cooling the earth, and explain how greenhouse gases affect the transmission of radiated heat through the atmosphere Identify common sources of greenhouse gases (e.g., carbon dioxide comes from the burning of fossil fuels; methane comes from grazing livestock, termites, fossil fuel extraction, and landfills; nitrous oxide comes from soil and nitrogen fertilizers), and describe ways of reducing emissions of these gases | <p><i>Understanding Basic Concepts</i></p> <ul style="list-style-type: none"> Identify the various states of water on the earth's surface, their distribution, relative amounts, and circulation, and the conditions under which they exist Explain how human and natural factors cause changes in the water table (e.g., lawn watering, inefficient showers and toilets, drought, floods, overuse of wells, extraction by bottled water industry) Identify factors that affect the size of glaciers and polar ice-caps, and describe the effects of these changes on local and global water systems. |
| <p>Mathematics</p> | <p>Number Sense and Numeration <i>Quantity Relationships</i></p> <ul style="list-style-type: none"> Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1 000 000 <p><i>Proportional Relationships</i></p> <ul style="list-style-type: none"> Represent ratios found in real-life contexts, using concrete materials, drawings, and standard fractional notation <p>Data Management and Probability <i>Collection and Organization of Data</i></p> <ul style="list-style-type: none"> Collect data by conducting a survey (e.g., use an Internet survey tool) or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements Select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph | <p>Number Sense and Numeration <i>Operational Sense</i></p> <ul style="list-style-type: none"> Solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools and strategies <p>Measurement <i>Attributes, Units, and Measurement Sense</i></p> <ul style="list-style-type: none"> Research and report on real-life applications of area measurements <p>Patterning and Algebra <i>Variables, Expressions, and Equations</i></p> <ul style="list-style-type: none"> Model real-life relationships involving constant rates where the initial condition starts at 0, through investigation using tables of values and graphs Model real-life relationships involving constant rates, using algebraic equations with variables to represent the changing quantities in the relationship <p>Data Management and Probability <i>Collection and Organization of Data</i></p> | <p>Operational Sense <i>Number Sense and Numeration</i></p> <ul style="list-style-type: none"> Solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools and strategies <p><i>Proportional Relationships</i></p> <ul style="list-style-type: none"> Identify and describe real-life situations involving two quantities that are directly proportional Solve problems involving percent that arise from real-life contexts <p>Patterning and Algebra <i>Variables, Expressions, and Equations</i></p> <ul style="list-style-type: none"> Describe different ways in which algebra can be used in real-life situations <p>Data Management and Probability <i>Collection and Organization of Data</i></p> <ul style="list-style-type: none"> Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or |

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| <p>Mathematics</p> | <ul style="list-style-type: none"> Determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data <i>Data Relationships</i> Demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments (e.g., describe examples found in newspapers and magazines) <i>Probability</i> Represent the probability of an event (i.e., the likelihood that the event will occur), using a value from the range of 0 (never happens or impossible) to 1 (always happens or certain) | <ul style="list-style-type: none"> Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements <i>Data Relationships</i> Read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs Identify and describe trends, based on the distribution of the data presented in tables and graphs, using informal language <i>Probability</i> Research and report on real-world applications of probabilities expressed in fractions, decimal, and percent form | <p>community, or content from another subject and record observations or measurements</p> <ul style="list-style-type: none"> Collect and organize categorical, discrete, or continuous primary data and secondary data, and display the data in charts, tables, and graphs, and scales that suit the range and distribution of the data, using a variety of tools <i>Probability</i> Compare, through investigation, the theoretical probability of an event with experimental probability, and explain why they might differ |
| <p>The Arts</p> | <p>Dance <i>Exploring Forms and Cultural Context</i></p> <ul style="list-style-type: none"> Describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and the present that express aspects of their cultural identity Identify and describe in which pop culture and the media influence our awareness, understanding, and appreciation of dance <p>Drama <i>Creating and Presenting</i></p> <ul style="list-style-type: none"> Engage actively in drama exploration and role playing, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction & non-fiction sources and diverse communities, times, and places Demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context <p><i>Exploring Forms and Cultural Context</i></p> | <p>Dance <i>Reflecting, Responding, and Analysing</i></p> <ul style="list-style-type: none"> Construct personal interpretations of the message in their own and others' dance pieces, including messages about issues relevant to their community and / or the world (e.g., dance pieces on topics such as urban sprawl, land claims, poverty, homophobia, homelessness) and communicate their responses in a variety of ways <i>Exploring Forms and Cultural Context</i> Describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and / or contact with other groups or cultures Identify ways in which dance and its depictions in the media may influence a person's character development and sense of identity <p>Drama <i>Creating and Presenting</i></p> | <p>Dance <i>Creating and Presenting</i></p> <ul style="list-style-type: none"> Create dance pieces to respond to issues that are personally meaningful to them (e.g., global warming, recycling, land claims) Use dance as a language to communicate messages about themes of social justice and / or environmental health (e.g., possible solutions to bullying, poverty, racism, pollution, land claims, homelessness, war, deforestation, oppression, colonization) <i>Exploring Forms and Cultural Context</i> Describe how social, political, and economic factors influenced the emergence and development of a dance form or genre of their choice <p>Drama <i>Creating and Presenting</i></p> <ul style="list-style-type: none"> Engage actively in drama exploration and role playing, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from |

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| <p>The Arts</p> | <ul style="list-style-type: none"> • Demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places <p>Music <i>Creating and Performing</i></p> <ul style="list-style-type: none"> • Sing and / or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods <p><i>Exploring Forms and Cultural Context</i></p> <ul style="list-style-type: none"> • Identify and describe ways in which awareness or appreciation of music is affected by culture and the media <p>Visual Arts <i>Creating and Presenting</i></p> <ul style="list-style-type: none"> • Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view • Use elements of design in art works to communicate ideas, messages, and understandings <p><i>Reflecting, Responding, and Analysing</i></p> <ul style="list-style-type: none"> • Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey <p><i>Exploring Forms and Cultural Contexts</i></p> <ul style="list-style-type: none"> • Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places | <ul style="list-style-type: none"> • Engage actively in drama exploration and role playing, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities • Plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives <p><i>Reflecting, Responding, and Analysing</i></p> <ul style="list-style-type: none"> • Construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences <p><i>Exploring Forms and Cultural Contexts</i></p> <ul style="list-style-type: none"> • Compare and contrast how social values are communicated in several different drama forms and / or styles of live theatre from different times and places <p>Music <i>Creating and Presenting</i></p> <ul style="list-style-type: none"> • Sing and / or play, in tune, from musical notation, unison music and music in two or three parts from diverse cultures, styles, and historical periods <p><i>Exploring Forms and Cultural Contexts</i></p> <ul style="list-style-type: none"> • Analyse the influences of music and the media on the development of personal and cultural identity <p>Visual Arts <i>Creating and Presenting</i></p> <ul style="list-style-type: none"> • Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view <p><i>Reflecting, Responding, and Analysing</i></p> <ul style="list-style-type: none"> • Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey <p><i>Exploring Forms and Cultural Contexts</i></p> | <p>a wide variety of sources and diverse communities</p> <p><i>Reflecting, Responding, and Analysing</i></p> <ul style="list-style-type: none"> • Construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local & global level <p><i>Exploring Forms and Cultural Context</i></p> <ul style="list-style-type: none"> • Identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places <p>Music <i>Creating and Performing</i></p> <ul style="list-style-type: none"> • Sing and / or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods <p><i>Exploring Forms and Cultural Contexts</i></p> <ul style="list-style-type: none"> • Analyse some of the social, political, and economic factors that affect the creation of music <p>Visual Arts <i>Creating and Presenting</i></p> <ul style="list-style-type: none"> • Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view <p><i>Reflecting, Responding, and Analysing</i></p> <ul style="list-style-type: none"> • Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey <p><i>Exploring Forms and Cultural Contexts</i></p> <ul style="list-style-type: none"> • Identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated • Identify and analyse some of the social, political, and economic factors that affect the creation of visual and media arts and the visual |
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| The Arts | | <ul style="list-style-type: none"> • Identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations • Demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity | and media arts community |
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Appendix 1

Administrative Consent Form

Dear

My name is Erica Miyuki Moizumi and I am a graduate student in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Working under the supervision of Dr. Mark Evans, I am conducting a qualitative research study to explore the beliefs about global citizenship education held by a small sample of elementary school teachers, and the extent to which those beliefs influence their pedagogical practices and interpretation of curriculum guidelines. I would like to invite teachers at your school to participate in this research and we will proceed upon receiving your consent.

The following consent form outlines my upcoming study as well as a space to sign your name, thereby agreeing to the terms of this letter. At this time my research proposal has successfully undergone the ethical review process at both the University of Toronto as well as your school board. Both school consent and teacher participation are completely voluntary and thus, you are free to refuse and withdraw from the study at any time.

Teacher Participation

If you give your consent to this study, the teacher participant(s) will be asked to meet with me for two 45-60 minute interviews at a location and time that is convenient for them. Their participation will also involve having the researcher observe them teach on at least 2 separate occasions. Following each session, teacher(s) will be asked to participate in a brief 5-10 minute post-observation follow up conversation. In total, teacher participation will require a minimum of 3-5 hours. During the interviews, I will ask the teacher(s) to share their beliefs about global citizenship education, their interpretation of curriculum guidelines, and how these understandings affect their pedagogical practices within their classrooms. Along these lines, I will ask them to provide examples of teaching materials they have used to promote the study of global citizenship education.

Privacy and Confidentiality

Information collected during this study will remain confidential. Audio tapes of the interviews, written transcripts, and field notes will be stored in a password protected computer and will be accessible only to my supervisor and myself. Schools and teacher participants will be assigned a pseudonym to protect their identity, and at no time will their real names be used in the thesis or in any presentation / report that may arise as a result of this study. Teacher participants will also have access to the interview transcripts to revise any information that they feel will reveal their true identity or does not reflect what they mean to communicate. All audio tapes, transcripts, and field notes will be destroyed three years after the completion of the study.

At no time will the school or teacher participants be judged or evaluated. There will be extremely little or no risk to students at the school. If students are mentioned, I will use pseudonyms in my observation field notes. Moreover, the teacher participant will be present in the room at all times

during classroom observations. Teacher participants are free to withdrawal from the study at any time without fear of negative consequences or judgment. Finally, a summary of the research findings will be sent via email to the school when the study is complete.

Please sign the letter below, and also print your full name and program or organizational affiliation, if you consent to participate in this study. Thank you very much.

Sincerely,

Erica Miyuki Moizumi
 OISE / University of Toronto
 MA Candidate – CTL & CIDE
 Email: emoizumi@oise.utoronto.ca
 Phone: (778) 883-1079

Dr. Mark Evans
 OISE / University of Toronto
 Associate Dean – Teacher Education
 Email: mevans@oise.utoronto.ca
 Phone: (416) 978-8180

I have read and understand the above information, agree to let teachers participate in the study as described above, and have retained a copy of this consent form. Moreover, I understand that participating teachers are free not to answer any particular question and they, as well as the school, are free to withdraw from this research project at any time.

 Signature

 Date

 Printed Name

 Contact Information

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Appendix 2

Invitation to Participate / Consent Form

Dear

I would like to formally invite you to participate in my upcoming thesis research. My name is Erica Miyuki Moizumi and I am a graduate student in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. Working under the supervision of Dr. Mark Evans, I am conducting a **qualitative research study to explore the beliefs about global citizenship education held by a small sample of elementary school teachers, and the extent to which those beliefs influence their pedagogical practices and interpretation of curriculum guidelines.**

As a committed global citizenship educator, I would like to invite you to participate in this study. The following invitation and consent letter outlines my upcoming study so that you will be able to make an informed decision about whether or not to participate in this research. Please be assured that participation is completely voluntary and thus, you are free to withdraw from the study at any time. If you have any questions about your rights as a participant, you can contact the University of Toronto Ethics Review Office at ethics.review@utoronto.ca or by phone at 416-946-3273.

Your Participation

If you agree to participate, you will be asked to meet with me for a **minimum of two 45-60 minute interviews** at a location and time that is convenient for you. Your participation will also involve having me **observe you teach on at least 2 separate occasions**. Following each session, you will be asked to participate in a **brief 5-10 minute post-observation follow up conversation**. In total, your participation will require a minimum of 3-5 hours. During the interviews, I will ask you to share your beliefs about global citizenship education, your interpretation of curriculum guidelines, and how these understandings affect your pedagogical practices within your classroom. Along these lines, I will ask you to provide examples of teaching materials you have used to promote the study of global citizenship education.

Privacy and Confidentiality

Information collected during this study will remain confidential. Audio tapes of the interviews, written transcripts, and field notes will be stored in a password protected computer and will be accessible only to my supervisor and myself. You will be assigned a pseudonym to protect your identity, and at no time will your real name be used in the thesis or in any presentation / report that may arise as a result of this study. You will also have access to the interview transcripts to revise any information that you feel will reveal your true identity or does not reflect what you mean to communicate. All audio tapes, transcripts, and field notes will be destroyed three years after the completion of the study.

At no time will you be judged or evaluated. During the interviews, you can decline to answer any question and can stop the interview at any time. In addition there will be extremely little or no risk to your students. If they are mentioned, I will use pseudonyms in my observation field notes. You are free to withdrawal from the study at any time without fear of negative consequences or judgment. Finally, you will be sent a summary of the research findings via email when the study is complete.

If you would like to be a participant in this study, please send me a quick email indicating your interest. At such time, we will schedule a preliminary interview to review the content and time commitment for this study. Should you agree to participate, I will ask you to sign a copy of this letter and a duplicate will be made for your file.

Please sign the letter below, and also print your full name and program or organizational affiliation, if you consent to participate in this study. Thank you very much.

Sincerely,

Erica Miyuki Moizumi
 OISE / University of Toronto
 MA Candidate – CTL & CIDE
 Email: emoizumi@oise.utoronto.ca
 Phone: (778) 883-1079

Dr. Mark Evans
 OISE / University of Toronto
 Associate Dean – Teacher Education
 Email: mevans@oise.utoronto.ca
 Phone: (416) 978-8180

I have read and understand the above information, agree to participate in the study as described above, and have retained a copy of this information-consent form. Moreover, I understand that I am free not to answer any particular question and to withdraw from this research project at any time.

 Signature

 Date

 Printed Name

 Contact Information

Appendix 3

Interview Protocol

Name of Teacher Participant:

School:

Grade(s) Taught:

Date of Interview:

Location of Interview:

Procedure

- 1) Thank the participant for taking the time to be interviewed.
- 2) Reiterate that the participant can withdraw from the study at any time, can decline to answer any question, and may stop the interview at any time.
- 3) Explain to the participant that the interview will be audio taped.
- 4) Give a general overview of the topics that will be covered in the interview.
- 5) Set a time for subsequent observations and potentially, the next interview.

Possible Questions - There are a limited number of prewritten questions because these will be semi-structured interviews.

Global Citizenship Education

- 1) What does *global citizenship education* mean to you?
- 2) What knowledge, skills, and attitudes do you believe are necessary in the cultivation of *globally minded citizens*? Why are these important?
- 3) What personal, professional and educational experiences have shaped your understanding of and approach to global citizenship education? Please provide specific examples.

Classroom Practice

- 1) What classroom practices do you use, which support your understanding of global citizenship education?
- 2) Are there any specific curricular guidelines and / or expectations that guide your lessons and activities related to global issues? Which ones?
- 3) In what ways does your pedagogical practices align to your understanding of global citizenship education? Please provide specific examples.
- 4) What are some of the global issues that you or your students have raised in class? Along these lines, what textbook(s) and resources have you used to teach these issues?

Teacher Education, Development and Support

- 1) What are some of your greatest challenges to infusing / integrating global citizenship education into your lessons? How do you overcome these challenges?
- 2) What helpful advice, guidance and / or support have you received in regards to teaching about and for global citizenship? Please elaborate.
- 3) What workshops, activities and / or supplementary resources would you like to see developed for practicing teachers like yourself?

Appendix 4**Observation Protocol – Part A****Name of Teacher Participant:****School:****Grade(s) & Subject(s):****Date of the Observation:****Unit / Topic:**

Procedure – This template will be a guideline per individual observation.**Big Idea / Key Concepts / Enduring Understanding:****Learning Outcomes / Objectives:****Details of Activities & Purpose:****Details of Applied Knowledge, Skills & Values:****Assessment Evidence:****Post Conference Notes:**

Observation Protocol – Part B**Name of Teacher Participant:****School:****Grade(s) & Subject(s):****Date of the Observation:****Unit / Topic:**

Procedure – This template will be used in combination with Observation Protocol - Part A.

| Time | Teacher's Action | Students' Action | Notes / Comments |
|-------------|-------------------------|-------------------------|-------------------------|
| | | | |



Appendix 5

Parent / Guardian Information Letter

Dear Parent or Guardian,

I would like to inform you about my thesis research. My name is Erica Miyuki Moizumi and I am a graduate student at the Ontario Institute for Studies in Education (OISE) of the University of Toronto. The following information letter is to outline my study so you will be aware of my presence in your son / daughter's school. At this time my research proposal has successfully undergone the ethical review process at both the University of Toronto and Burnaby School District. Furthermore, the school principal has also granted permission for this study to be carried out in your son / daughter's school.

Working under the supervision of Dr. Mark Evans, I am conducting a study to explore the beliefs about global citizenship education held by a small sample of elementary-intermediate teachers and the extent to which those beliefs influence their practices. Therefore, as part of my research, I will be conducting interviews with your son / daughter's teacher. In addition I will be observing the teacher in the classroom on at least two separate occasions to gain a greater understanding of his / her teaching practices. Classroom visits will occur between October and mid December.

Information collected during this study will remain confidential and pseudonyms will be used in my observation field notes. Should you have any questions or concerns, please feel free to contact me anytime at emoizumi@oise.utoronto.ca or by phone at #778-883-1079. Thank you very much for your support.

Sincerely,

Erica Miyuki Moizumi

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