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Date



Tim Guetterman, Ph.D., Chair



Adam Greteman, Ph.D., Committee Member



Jennifer Moss Breen, Ph.D., Director



Gail M. Jensen, Ph.D., Dean

A GLOBAL PEDAGOGICAL METHOD TO GLOBAL CITIZENSHIP

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By  
Chai Reddy

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A DISSERTATION IN PRACTICE

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## Abstract

This grounded theory study sought to understand how educators who have participated in a Punahou School-Wo International Center professional development program define components of global citizenship, integrate them into their teaching practices, and detect its presence. This qualitative study interviewed 20 educators (after reaching saturation) either in-person or through videoconferencing methods. Transcriptions were manually coded to identify topics and themes that could form a grounded theory, defended by interviews and the literature review. Six themes based upon the participants' experiences in professional development experiences emerged from the interviews as fundamental necessities to be a strong global educator, which results from practicing collaboration, empathy, ethical-decision making, global awareness, reflective practice and resilient behaviors. Educators need opportunities to participate in professional development around global citizenship in order to successfully provide their students with the skill set to thrive in communities and activities that necessitate complex problem-solving. The implications of this study affect what kind of professional development experiences the Wo International Center should facilitate as well as what kind educators from Punahou's partner schools should be seeking.

*Keywords:* Global citizenship, professional development, global education

## Dedication

This dissertation is specifically dedicated to those who are the “others” and whose voices might not be allowed at the table. I hope that your voices will not be silenced in the future as societies learn that we can all rise together.

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## CHAPTER ONE: INTRODUCTION

**Introduction and Background**

Punahou School built the Wo International Center in 1993. The purpose of the Center is to be a "beacon for educational practices, discussions and international learning through a global perspective. The Center has become a conduit for connection and communication among schools locally and internationally" (Punahou School, 2016b). The Center has served as a resource for Punahou teachers who are interested in resources that can aid their curriculum with global studies. The Center has also created programs that benefit educators from around the state, country, and world through programs that gather educators to learn together and then return to their home school to implement the acquired practices. Some educators have a one-time experience while others continue to return to build upon new practices and connections.

As the Director of the Wo International Center (since June 2015) and previously the Associate Director (2012-2015), I have observed areas around the school that either provide a strong or lacking presence regarding global education. Global education is more than teaching facts about the world; it is the values and mindsets that identify the similarities and differences between people. It is about displaying mentalities and allowing individuals to search for their truth to inform opinions and values regarding different peoples. The opportunity to lead global education at the school requires understanding what the topic looks like on Oah'u and throughout the state of Hawai'i as well as across the world. Knowing one's local community and its history is a vital component to understanding its place in the global community.

Hawai'i's history mirrors others' histories that are products of settlement, imperialism, and immigration. The land was initially discovered by Polynesian seafarers who used the stars, waves, and breeze to guide their canoes through the Pacific Ocean. Each Hawaiian island was its own political until Kamehameha the Great united all the islands under a single rule in 1795. The kingdom engaged in trade relations across the Pacific, which most notably attracted United States businesses and Christian missionaries. Plantations and businesses were set up across the islands as businesses formed deals with Hawaiian *ali'i* (chiefs) for land ownership. In order to have a sufficient workforce, people across eastern Asia and the Pacific were enticed or brought to Hawai'i to work the lands. Many remained in Hawai'i, leading to the strong Asian presence that continues to today. Near the end of the 19<sup>th</sup> century, the Hawaiian leadership over the lands diminished and ultimately in 1893, Queen Lili'uokalani was overthrown as the United States government annexed the islands. Hawai'i transitioned from a kingdom to a territory to ultimately a state in 1959 as its identity was shredded from one of community to one of profit and betrayal (Haley, 2014).

Hawai'i is one of the most isolated landmasses in the world. Its remoteness has resulted in a strong, local culture that is an amalgamation of many cultures. The largest city and county in the state is Honolulu, possessing a population of almost one million people (Hawaii census, 2016). While 39% of Honolulu's population identify with some aspect of white, the percentages of people who identify with being Asian is 60%, Native Hawaiian or Pacific Islander is 24%, and more than 32% identifies with two or more races. The population and mix of ethnic diversity create a local identity that can become detached from an awareness and appreciation of identities absent to people. While one

might be ethnically Chinese and Filipino, if practices of their cultural heritage is absent, then what culture and identity do they possess? The dilution over multiple generations can result in students whom need to be exposed and practice the components of global citizenship to understand past their local identity to at least their heritage if not beyond (Sakamoto, 2013). While the state is more diverse than most other states around the United States, it can be closed off and lack some diverse perspectives (Meeker, 2015). But it can also provide students with a different knowledge of history that other U.S. students do not acquire. Teaching about Hawaiian history and its comparison to a typical U.S. History course provides a different perspective of the country's colonial and indigenous history that illustrates certain global presences (Sakamoto, 2013).

As an Asian-Indian, born to immigrant parents in Oklahoma, being different and struggling with my own identity, the majority identity created a lot of distrust and embarrassment towards my own heritage. While I was able to navigate this from childhood into adulthood, similar challenges to cultural identity are perpetuated today. Having observed a growing support for xenophobic, political responses and violent acts around the world, this suggests that the need for global understanding and empathy must be more omnipresent. Assuming that adults can learn the skills to be a competent global citizen without previous practice leads to closed-minded sentiments without an appreciation for the differences that make each person or group distinct (Gopal, 2011). These practices must begin early in schools, when students can learn both the content and skills that can improve their perspectives of the world's uniqueness. Families can help provide the medium to introduce heritage, but schools can provide a great cross-section of social justice and learning about varying identities.

In the United States the capabilities to understand geographical changes and communicate in different languages are skills that are lacking when compared to those in other countries (Appiah, 2006). The United States has not placed a premium on learning other languages and identities that contrast the majority. While many countries have schools that mandate the teaching of English in school, such reciprocation is often absent across schools in the United States, due to funding, other mandates, or a combination of many factors that are often not the schools' decision. In over 20 European countries studying only one foreign language is the minimum, a one-year requirement undertaken between ages six to nine years old; and 23 of 31 European countries require the study of at least two foreign languages by age 11 (Devlin, 2015). In India, each state has its own language while the country has the largest English-speaking population in the world in addition to students learning Hindi and other languages. Exposure and studying other languages can provide individuals with an expanded vocabulary and awareness of verbal and non-verbal communication tools from different cultures that allow for knowledge that is demonstrated through interactions instead of formative assessments.

The motives underlying colonialism were influenced not only by the acquisition of resources but by the expansion of conquerors' abilities. Whether the goals were for exploitation or improvement, finding the gifts of other cultures and appreciating them can have both an authentic yet predatory impact. The purpose of learning about the world is not to take advantage of others nor is it to understand what the other is doing wrong. Instead, having a global mindset can provide a sense of empathy when learning with and about new cultures. When I have the opportunity to learn about other cultures and stories from individuals, it helps bridge the gap between the known and unknown. One might be



wary of fostering a focus on learning about new places as perhaps it incites imperialistic notions (Smith, 2006). Learning how others can function together is a necessity for addressing today's challenges. Schools can introduce content, but an education will help people understand the what and why of their learning. Science continues to be taught even though it could lead to creating bombs and political science is an admirable focus although it does not guarantee positive political discourse or action. Political powers have preyed on weaker or unknowing entities, but there are also examples of groups lending their help across the globe, because they learned that it was the correct action to take. Communities must be accountable to themselves and to others regarding their cultural roots and deficiencies (McCarty & Lee, 2014).

The United States has been a global power for over a century and its cultural presence is a dominant worldwide force (Appiah, 2006). This has contributed to the notion that English is the most noteworthy language for everyone to know. Countries today are the result of mutual geo-political agreements which may dilute native ideals for the universal and English is one example that is affecting the decline of local languages as countries prioritize learning English (Hunter, 2004). Cultural and language studies are present in elementary schools in the United States, but not to the extent that it is occurring in some other countries or as it did a century ago (Siegel & Silverman, 2017). The value that learning languages provides is it carries a different level of cultural appreciation unseen by studying foreign cultures. One emerges realizing that there is not a hierarchy of which culture is the most important in the world. Instead, one recognizes and appreciates cultural studies and language, before and after contact, to understand how different societies create rules and order for their own practices (Smith, 2006).

The benefit that learning other languages, especially indigenous or native, can have is vital towards inspiring community leadership (McCarty & Lee, 2014). This results in professionals prepared to be globally cognizant through the study of languages and cultures. If this global awareness is lacking, it can have an adverse effect, leading to a deficit of intercultural development and growth (Appiah, 2008). If students do not recognize or have an interest in learning that cultural and global relationships are different and shifting, understanding and practicing the values that allows one to flourish no matter their cultural, political, or economic attributes will be unattainable from adolescence into adulthood (Reimers, 2009a). Schools can be vehicles to encourage global citizenship due to the safe setting of practice that can be applied and the growth mindsets (Dweck, 2007). Immersing individuals to these principles and mindsets at an early age can allow them to practice and grow up to be contributing members of any society (Duffy, 2014). Students need teachers and families who can introduce them to examples that emphasize the importance of global citizenship to help mature their potential lack of mindfulness and ability to address global complexities (Appiah, 2008).

One purpose of the Wo International Center is to help Punahou and other schools come together to share the principles behind pedagogies that enhance global citizenship. While feedback about each program is immediately solicited, the application of practices is never/rarely followed upon. For this study, it can be theorized that faculty who do engage in a menu of professional development opportunities through the Wo International Center programs include competencies around global citizenship in their curriculum. While different grades and subjects may lend to a simpler process of including these values, it is theorized that faculty who provide students with principles of

global citizenship will encourage a student who is ready to succeed in global environments than students who learn from teachers whom do not provide such benefits. Since one method does not exist to cover all student needs towards this goal, a variety of effective professional development must exist that provides educators with the tools and conversations that may aid them towards student competencies of global citizenship.

The purpose of this grounded theory dissertation, which is a qualitative study in practice, was to explore effective strategies, skills, and pedagogies around a global citizenship curriculum design. This information can affirm or provide feedback to help craft future professional development programs around global education. The definitions for each educator might vary, but this study does not intend to provide one definition and practice for all teachers to implement a global citizenship curriculum. In order to be a leading school that enhances its own faculty's (and faculty from other schools) global capacities, the Wo International Center must diversify and expand the menu of global learning options followed by assessing their long-term effectiveness. The Wo International Center has not regularly followed up with educators to learn how its programs positively impacted different schools. This study reconnected with participating educators to see what practices they have successfully incorporated into their curriculum. By asking these educators questions about their experience, the implementation, and post-experience as it relates to their classroom or student influence, it allowed for a constant comparison to pinpoint and iterate the most useful methods for teachers from different backgrounds to have the most useful and possible experiences and consider what is lacking from current programs to improve future programs.

Teachers from different grade levels and subjects were interviewed to understand how they introduce these skills to their students. Punahou also has a number of partnerships with other schools around the world and my role as Director provides me with regular conversations around collaborative projects between Punahou and other schools. Having access to such a network of elementary, middle, and high school teachers, along with those at Punahou, can provide a significant and assorted interview population. It is important for schools to know that global citizenship is not based upon content therefore whether students are in 1<sup>st</sup> or 10<sup>th</sup> grade; Math or English class; or on-campus versus a travel study program, every class has the chance to practice these skills.

If the Wo International Center's programs are effective, this will be present in how successful participating faculty are able to include such skills as part of their regular curriculum. Location and subject should not matter so in order to obtain a broader geographical sample, teachers who participated in different Wo International Center experiences from different schools in different countries were asked about their implementation of global citizenship skills. This allows me as the Director to recognize what has been the most useful techniques for educators and students no matter their cultural background (Corbin & Strauss, 1990). Including teachers from different schools from other countries increases the assortment of thoughts to determine the importance and broadness of the topic (McDonald & Gandz, 1992).

### **Statement of the Problem**

It is important for students to interact and practice global citizenship skills at an early age, especially given the significance of interconnections across the world today. Global citizenship is a popular topic for many global educators in academia, at both the

secondary and university levels (Stewart, 2007). It is imperative that no single entity assumes it is solely responsible for accomplishing mastery in this topic for students. Schools and teachers want their students to see the correlations between different cultures to find ways to question and authenticate their own practices, but are challenged to assess these skills amidst each school's or class' content requirements (Creeden, Kelly-Aguirre, & Visser, 2016). This is of special importance to schools in Hawai'i, whose students might be isolated from global experiences. While the state is ethnically diverse, this does not guarantee a high-level global citizenship competency. It is important for teachers in Hawai'i, as well as other states and countries, to know what is valued to other educators across the world in the realm of global citizenship and provide similar opportunities to students otherwise the frame of reference will be restricted to what is experienced within the island environment.

There are surveys that attempt to measure a school's global citizenship maturity, but the acceptance of different surveys is not always widely accepted by every organization. Multiple schools have referenced the works of researchers, authors, and consultants on the topic of global citizenship as a model which to incorporate into their curricular designs. While the works of and conversations with Fernando Reimers, Yong Zhao, and others greatly influence the definitions and important attributes for the initial definitions of this research, learning from the interviewees regarding who has influenced their decisions provided a gathering of broader ideas and sharing of additional influences that exist. Global citizenship is not a new a topic of importance, but it is one that is consistently evolving and requires updating and effective strategies. All educators want to provide a great demonstration of learning to their students however without

understanding how others are approaching the topic, it is impossible to expect educators to excel in isolation (Tkachyk, 2017). By gathering what is emphasized and effective strategies from educators around the world and sharing those techniques with others, a collection of how to demonstrate and practice global citizenship can influence teachers around the world. As the focus is on the skills mentioned earlier that are tied to global citizenship, content demonstration is not the primary indicator of a global citizen.

### **Purpose of the Study**

The purpose of this grounded theory study was to document educators' (who have participated in a Wo International Center professional development program), understanding and practices of global citizenship education to evaluate the effectiveness of the Center's educator programs. It could be posited that the history of the professional development programs provided by the Wo International Center have been effective given the number of attendees for more than two decades. However, it was previously unclear what and how the programs were effective. In this study, the most apparent and important skills educators are presenting regarding global citizenship across different grade levels and countries were identified from the interviewees to find out how they are defining and providing their students with opportunities to learn these skills. Using this information will lead to a grounded theory to help create future, successful programs for educators around global citizenship. While the majority of interviewees were from Punahou, educators from around Hawai'i and Punahou's global school partners were interviewed to find out how they design and assess their curriculum around enhancing their students' global citizenship skills. The professional development programs identified the most important components that should be present thus it is necessary to see how

teachers feel entrusted to incorporate these into their learning environments. For this study, how educators provide and measure the skills around global citizenship will be documented in hopes of finding a more useful proposal.

If a useful design is presented to educators, schools can successfully introduce and identify global citizenship and how their future curriculum and programs can be scaffolded to meet teacher designs. Global citizenship competencies are fluid and its spectrum of skills varies amongst different disciplines and countries. The focus by teachers to emphasize the qualities attributed to global citizenship; collaboration, empathy, ethical-decision making, global awareness, reflective practice and resilient behaviors are important values that are identified as common traits of a global citizen (Appiah, 2008; Duffy, 2014; Hunter, 2004; Reimers, 2013).

Punahou has a rich history of global education, yet the students and educators have a lot to improve upon due to cultural and geographical needs. Hawai'i has a challenge with moving beyond an established, local (different from indigenous), modern culture. The ethnic diversity of the state is greater than most places, however practicing the skills that constitute a global citizen are not as readily present as they may be in other states or countries that have neighbors with cultural differences. As educators in Hawai'i, one's *kuleana* involves exposing students to the uniqueness of the state and its juxtaposition to other cultures and lands. Groups that are homogenous can be efficient and move in unison with others whom are like-minded but this might focus practices on what is already known instead of being comfortable with the unknown. It is important for communities to reach out to understand others' mindsets, while consistently gaining a better idea of their own to share.

### **Research Questions and Hypotheses**

Educators have multiple assessment methods to measure content mastery, however their ability to document the presence and concentrations of the skills and the competencies related to global citizenship requires a different method of evaluation. It is easy to measure a student's progress of subject content knowledge, but global education is not about content mastery so educators must have other methods to measure a student's capacity to collaborate, demonstrate ethical and resilient behaviors, respond to global circumstances, critically reflect on behaviors, and practice integrity (Appiah, 2008; Reimers, 2009b; Hunter, 2004). The ability to measure these skills initially requires a definition and description that allow educators to evaluate the intended progress from the beginning to the end of the term. One challenge with measuring growth in a classroom is that a classroom is a controlled environment and may not offer authentic validation of each skill beyond its walls.

Research question #1:

Which global citizenship skills, strategies, and pedagogies has the Wo International Center tried to encourage educators to recognize and develop?

Research question #2:

What components of the global citizenship curriculum design have educators, who have participated in Punahou's Wo International Center's programs, implemented in their schools?

Research question #3:

How does the Wo International Center's emphasis on indigenous and local issues helping educators frame their global competencies and ideas around global citizenship?



These three questions can help to determine the usefulness of the Wo International Center teacher programs towards curriculum to encourage the depth of global citizenship. If focusing on the aspects included in the three research questions can help any educator to nurture global citizenship and an integration of others who are different for their students, then the decision to focus on these aspects for the teacher training are working towards the intent.

### **Aim of the Study**

The aim of this study was to understand what were the interpretations of global citizenship's competencies and strategies that are most practiced around the world by educators who are influenced by the Wo International Center. Many educators may have their own ideas about this topic, however knowing how others perceive it across a campus or across the world can expand or affirm one's understanding of the topic. Having common reference can provide teachers with classroom ideas and assessments that determine learning outcomes (Cho & Lee, 2014). Collecting and documenting effective techniques of global citizenship (as defined by the implementing educator) is important, but making sure this information is shared can allow other educators to validate and compare their practices. Schools can have a guide for successfully introducing and identifying global citizenship. Learning about different cultural backgrounds, multiple languages, and a proficiency of major global issues are vital, but they are not the only required elements to become a global citizen (Reimers, 2009b). Many schools want to provide their high school students with the content and facts to be global citizens before graduating high school (Appiah, 2008; Duffy, 2014). Instead the *collaboration* between students, *ethical* decision-making, opportunities to practice *integrity*, appreciating others'

*differences*, ability to connect to *global issues*, and *resilient* behaviors are skills that validate global citizenship and ones that can be communicated at all grade levels.

### **Methodology Overview**

A grounded theory was selected for this study since the emerging theory has no prior hypothesis it is based upon and instead is grounded on the exploration of qualitative data (Corbin & Strauss, 1990). This grounded theory study seeks to understand how educators who have participated in a Wo International Center professional development program define components of global citizenship, integrate into their teaching practices, and detect its presence. Since previous data for the Wo International Center on this topic is nonexistent, a grounded theory approach was chosen to be most effective at producing a new theory that is grounded in the collected data (Cho & Lee, 2014).

Qualitative research is most relevant to this study due to its affiliation to a grounded theory approach, as well as the uniqueness of data from each participant (Creswell, 2012). The interviews provided a collection of qualitative data that was used to better understand global citizenship and identify how educators perceived and successfully implemented it into their practices. Through in-person and videoconference interviews, educators were asked about their strategies to incorporate and identify the presence of global citizenship skills in their curriculum. Their responses were compared to the works found in research and other published perspectives regarding global education. While the researched and published elements of global citizenship can be used as a benchmark, how teachers interpret the language, consider their students' abilities, and identify other variables around good teaching practices provides a better context of what is feasible regarding these topics (Roberts, 2010). Since program participants have come

from different grade levels and schools from around Hawai'i, United States, and other countries, a collection of participants from different programs were interviewed.

### **Definition of Relevant Terms**

Education is full of terms that have different meanings for various researchers, educators and students. Terms might be simple (for example middle school in the United States is a different age group than middle school in China) or complicated and ambiguous. Working with different populations in different countries can be challenging since certain concepts in different languages may not translate to English as simply as others. All interviews were conducted in English and educators were asked about their familiarity with the language and terms to ensure there is meaningful consistency of understanding.

The challenge with many of the terms used in this study is they appear to be common terms however individuals might perceive its application differently. While one educator identifies engagement as exposure, another might perceive it to be a relationship that is more involved. Ensuring that educators, whose first language is not English, have working definitions of the questions and terms was vital to create consistent agreements.

*Collaboration:* Ability to develop social relationships and work together across diverse backgrounds.

*Connecting to global issues:* It is important to recognize that global issues does not constitute just knowing about "other" places. For example, there are numerous water and food issues in almost every locale so understanding these issues in one's own environment and being aware that they might be comparable to others demonstrates one's ability to global issues.

*Global citizenship:* Developing an engagement and relationship towards global awareness and others' perspectives. Parallel to and included in this term are topics related to diversity, equity, and inclusion.

*Global competence:* Maximizing one's understanding of topics outside of cultural norms through interactions and appreciation for others' identities.

*Pedagogy:* Educator's design and methods of teaching.

*Resilience:* Ability to persevere through challenges and setbacks.

*Kuleana:* Duty, purpose, responsibility.

*Sense of place:* Knowing and appreciating the values and attributes of one's home and/or indigenous culture.

*Social justice:* Understanding and challenging against the inequities that may exist due to the creation of systems that privilege certain norms of people or behaviors.

### **Delimitations, Limitations, and Biases**

While many schools around the world value the benefits that global education can provide to their students, it is impractical to believe that all educators hold it as the primary or even secondary outcome of their course. Different classes have content or project expectations, which are a greater imperative to the teacher or other parties. State or national tests may dictate a student's long-term significance therefore the preparation for high scores may be more valued than practicing the skills to be a contributing social agent to one's community. Therefore, the context which to view this study's limitations is based upon each educator's current understanding of global citizenship and the conditions which may force each educator to value certain content over other competencies. None of the interviewees believed that this topic was menial, but some thought their classes

lacked strong relevancy based upon the emphasis. Since all have participated in a World International Center event, there are aspects of global education that is pertinent to each.

Delimitations for this study included sample size and language. It was important to have a diversity of grades, subjects, and countries represented in this study. A mixed population of educators can help provide varying perspectives, which helped with identifying how common aspects of global citizenship present in numerous environments. Thirty-five educators were asked to participate, knowing that not all would agree. Of the 27 positive responses, 20 participated (See Table 1). Baker and Edwards (2012) indicate that an acceptable number of qualitative interviews could be 20-30, no less than 60, or no more than 120. Creswell and Charmaz support 20-30 interviews for grounded theory research while the range is different for other qualitative studies (Hagaman & Wutich, 2006). The commonality in all the studies is gathering an appropriate number of interviews until saturation, which became was present.

Table 1. *Background Information of Interviewees*

<b>Interviewee</b>	<b>Teaching/ Administration experience</b>	<b>Current Grade/Subject/ Responsibility</b>	<b>Current Country (Home country)</b>
A	Six years as 5 <sup>th</sup> grade teacher; been at current school since 2004	4 <sup>th</sup> grade	United States
B	Elementary school teacher in Senegal in 80's; high school at current school since 2000	High School French and Model UN Advisor	United States (Senegal)
C	Taught in different states for 5 years; been at current school since 2004	5 <sup>th</sup> grade Language Arts and Social Studies	United States
D	Been at current school since 2003	High School Danish literature, Ancient Greek, Latin, and school administration	Denmark
E	Taught high school for 3 years; been at current school since 2008	7 <sup>th</sup> grade Science	United States

F	K-7 music teacher in Canada; been at current school since 2008	Elementary School Music	United States (Canada)
G	Teaching since 1990; been at current school since 2005	Elementary School Vice-Principal	China
H	Teaching since 1995; been at current school since 2007	7 <sup>th</sup> grade Social Studies; international program faculty	United States
I	Been at current school since 2013	High School Humanities, dean, and Service and Action Coordinator	Hong Kong
J	Teaching since 1977; been at current school since 2001	3 <sup>rd</sup> grade	United States
K	Teaching since 2006; been at current school since 2016	Middle School Vice-Principal and English teacher	Sweden
L	Teaching since 2000; been at current school since 2003	High School Science and Religion	Sweden (United States)
M	Been at current school since 2013	Community College Visual Arts	United States
N	Teaching since 1976; been at current school since 2008	2 <sup>nd</sup> grade	United States
O	Been at current school since 1975	High School Math and Physics	United States
P	Teaching since 2000; been at current school since 2007	8 <sup>th</sup> grade Social Studies	United States
Q	Teaching since 1982; been at current school since 1991	High School Math and Academic Dean	United States
R	Teaching at current school since 2009	Elementary School K-5	Japan
S	Teaching since 2004; been at current school since 2006	High School Math	United States
T	Teaching since 2001	High School English	Japan (Canada)

Language barriers prevented me from interviewing teachers who do not speak English therefore not every country is represented in the study. Having a non-English platform might have led the variety of responses being more diverse. Many of the teachers who have participated in the Wo International Center's programs have some competency of English so it was feasible to gather feedback from them since they have a

better understanding of the terms and questions related to their practice. Some of the interviewed teachers, while they may know English, their comfort with the language is limited so their ability to understand all components of the question and explain their use of global citizenship qualities prevented the collection of applicable data. Certain terms were not easily translatable, thus conveyed different meanings or did not have applicable terms that could be included.

Since multiple cultures, (across different U.S. states and countries) were included in the interview process, it was assumed that various biases would exist between the skills related to global citizenship and how different educational systems value certain qualities (Appiah, 2006). The presence of certain cultural barriers impeded the depth of certain global citizenship qualities in different classrooms. For example, based upon previous conversations with teachers from Japan, collaborative activities are traditionally not a part of their curriculum. For some interviewees, excellence was based upon individual achievements therefore students had to meet the course demands despite going against the majority. Diversity for some was solely based upon race and ethnicity, but for others it was about learning differences. But all of the interviewed educators could point to some depth of each existing in their classes. Skills such as empathy were not viewed as pointless in a learning environment though their emphasis differed across classes. Rather than dismiss the parts of interviews that did not value all the elements of global citizenship, it was more valuable to learn and include the cultural reasoning of why certain skills are or are not prized. Dismissing those opinions that do not meet researchers and academics' works on global citizenship would be submitting to a bias that assumes certain systems are entirely incorrect since they are not validated by prominent research.

It was necessary to also acknowledge that these values are not based upon a western or United States perspective, implying a colonialist view (Sakamoto, 2013). The values are present in multiple, global studies that defined the topic therefore they are not based upon a United States-centric interpretation.

### **The Role of Leadership in this Study**

Global citizenship is a necessary component of being a strong leader for today and tomorrow's society. Leadership is based upon empathy and understanding, which are also critical elements towards possessing global awareness (Price, 2008). A willingness to expand one's mindset to incorporate "culturally competent pedagogical strategies" (Gopal, 2011, 373) is essential to understanding how different people learn and process information. This understanding does not arise because one is in a position of leadership. Instead good educators must be willing to share their lack of comprehension and be willing to serve others' needs (Dweck, 2007). Understanding the impact that trust and fit have on how leaders approach their responsibilities should be common knowledge, but perhaps this is why student engagement is an issue. If educators are unable to let their students know that they are invested in their wellbeing, they will not trust that their instructors have their wellbeing in mind (Klein, 2014). The values and purposes of servant leadership highlight the impact it can have to develop global citizenship.

At Punahou School, I am in charge of the Student Global Leadership Institute (SGLI). This program brings students together for two weeks from around the world to examine significant topics, which can be viewed from local and global perspectives. The students return to their homes and are engaged in a social action change project, which



keeps them in touch and engaged for the next year\*. In 2018, the high school program included 68 students from 10 different countries and 23 schools and the middle school program was comprised of 25 students from six different countries in six schools. Each participating school sends at least one educator with their student teams to serve as a mentor and to participate in a separate global educator program, thereby creating a diverse population of experience, subject familiarity, and backgrounds. Learning about how each school and country defines leadership is important to create an understanding of what student programs can do to enhance global leadership practices.

Global citizenship is not a question that has an answer like a simple math equation. If students are required to prove a mastery of the related skills through assessments, it contradicts being a global citizen (Reimers, 2009b). Effective leadership is similar since there is no step-by-step manual for being a good leader. Scenarios change and environments are different, therefore those whom are leaders and global citizens must determine the conditions necessary to execute actions or serve as a support member to help others (Greenleaf, 1977).

In conducting this study, my role is to ask questions, listen, and share. Teaching is a very personal craft and many may not like sharing methods because they are worried about measuring up to others' standards. However, my relationship and familiarity with the educators from different schools in different countries provides the understanding that I am not evaluating the educators. Instead the educators will know that their willingness to share with me will allow them to also learn what others are doing regarding this topic,

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\* Schools in Japan have an academic year from April to the following March and schools in New Zealand run from February to December therefore the students work on their projects for the remainder of their academic term. The other schools that participated in the SGLI program begin their school years in mid to late Summer and finish in the Spring.

which can improve their craft. Supporting their improvement to benefit student growth is a hopeful outcome of this study.

### **Significance of the Study**

Global education has consistently existed as an important topic for institutions to prioritize. The cultures of others can provide students with a better understanding of triumphs and defeats, while making them more cognizant of behaviors important in joining a global workforce (Appiah, 2008; Hunter, 2004). Contemporary literature and studies detail the importance of educating global citizens, however how that is accomplished by different teachers across varying grade levels is not well understood. At Punahou, there is an assumption that all students practice skills around collaboration, resiliency, empathy, ethical-decision making, global awareness, and reflective practice, but how that is assessed for a 2<sup>nd</sup> grader who then transitions to a middle school student, and then a high school student is unclear. By gathering examples of strategies and a longitudinal perspective, this study can help all educators think beyond a specific year or unit and it can especially help my work with designing future global educator programs. It can serve as a guide for schools to create a long-term vision that all can contribute to, no matter one's location, subject, or population (Al-Maamari, 2014). Many schools around the world value the benefits that global citizenship can provide to their students, but not all educators may hold it as the primary or even secondary outcome goal of their course. If the conditions around the importance of assessments can change, different countries and school systems might be able to place a greater value on global citizenship than what some do today (Duffy, 2014).

If the United States education system is concerned with improving relative to other industrialized nations based upon the OECD's 2015 PISA results (OECD, 2015), it must change its focus and expectations for what a student should aspire to be. Recognizing the measures of success in a global society, not just one's organization, town, or state is a necessity. At Punahou School, global competency and awareness is an element of the school's values, however how that is operationalized across grade levels is undefined. By processing what individual teachers are doing at the school and at Punahou's partner schools, it is likely that the vocabulary around global citizenship can be expanded. Punahou is one of the leading schools in Hawai'i, therefore the school can help encourage other neighboring schools and students to become more globally competent and consider environments beyond the island perspective. Punahou still has much to learn and facilitating more communication and collaboration around global citizenship behaviors is designated as a need by neighboring schools (Hawaii News Now, 2016). Taking the lessons that educators have developed to share with Punahou and other schools' teachers can result in a more implementation, which can then be shared with additional schools. Punahou has a larger network of partner schools than most schools in Hawai'i so its ability to encourage collaboration can assist the global community with accelerating conversations and understandings to create global citizens.

Today's world is more complicated, connected, and information regarding complex relationships is more available. What might have constituted a global citizen in the past does not apply to today's standards, which may not apply to standards ten years from now (Reimers, 2016a). Thus, the context to view this study is based upon each educator's current understanding of global citizenship and the conditions, which may

force each educator to value certain content over other competencies. Schools could benefit immensely from using this research to compare and find out more about how educators across the world are incorporating global citizenship into their curriculum. If teachers and schools know what others are doing around the world, it may influence a change to school, district, or state policies regarding how students are prepared to become global citizens. Many academics like Reimers, Appiah, Zhao and others are focusing on defining the topic, but how the topic is applied can provide greater application for educators to align their current curriculum to a global citizenship curriculum. Sharing this report with the participating faculty can help each educator understand how their philosophy on the topic relates to others around the world.

For the purposes of this study, what global citizenship looks like today and what is important to the educators selected in this study will serve as the premise for its definition and execution for students. Students with teachers in the schools outside of the United States interviewed for this study are learning multiple languages, especially at an earlier age. This incorporation of language and cultural studies might not be seen as imperative outside of the United States since it already exists, while those in the United States may place a greater emphasis on language and cultural awareness (Hunter, 2004). It is also significant that educators comment on what global citizenship looks like today for them and how its incorporated, instead of reflecting or previewing its iterations.

### **Summary**

Hawai'i is a small state and a great distance from other states and countries. The ethnic diversity of the state is significantly greater than many other places, however we must remember that just looking different does not constitute global competence

(Reimers, 2009a). Hawai'i was colonized after early Polynesian discovers and the influx of peoples and cultures continues to influence what the state looks like and believes in. There are examples in today's world that indicate people are unwilling to broaden their perspectives and maintain an insular approach. The Brexit vote, attitudes towards the world's afflicted refugees, and views on immigration may imply a distrust of those whom are different.

The world's issues will not be solved by one entity; therefore, it is necessary to possess a willingness and comprehension of how complex matters are unique. Their unique quality will be key to exerting intricate changes at the local level. These intricacies do not emerge automatically but schools can create the conditions for their students to practice behaviors that will lead to them becoming global citizens. Educators can participate in this by creating an innovative and expanding curriculum that would encourage schools to be open to partnerships with groups that enable students to see the world beyond their traditional resources. Traditional methods of teaching have been good but they do not necessarily produce global citizens. Solving equations, conducting lab research, and composing essays for a closed audience are these traditional methods of assessing competencies that school's value, but such practice will not suffice for a world that must resolve global issues. Understanding what different countries and school's value as important and creating the conditions to form partnerships between individuals can help bridge the gaps that currently exist. Global understanding is not only learning about the future; there must be a willingness to understand one's cultural past as well as others cultures' (McCarty & Lee, 2014; Reimers, Chopra, Chung, Higdon, & O'Donnell, 2016b). Literature today highlights this importance, but documenting the methods from

individual educators that allow for these successes will help move the macro view of global citizenship to something that is more tangible for us by educators of all systems.

## CHAPTER TWO: LITERATURE REVIEW

**Introduction**

There are a number of resources that detail the importance of educators incorporating a global perspective into their curriculum. College researchers and academics at different levels have produced many works on how exposure to the global world can lead to a well-balanced citizen. A review of global pedagogies, emphasis and implementation of professional development in schools, and how the uniqueness of local environments can shape global perspectives helps schools enhance global citizenship (Stewart, 2007). This literature review shares the value of global education and how educators and schools can consider applying the skills around global citizenship into an academic curriculum along with . Explaining and providing a context of the term is necessary before asking educators how they practice the attributed principles of global citizenship in their classroom. It might be assumed that since the interviewed educators know what the topic means because they chose to participate in one of the World International Center educator programs. However their understanding before and after participating were not documented. Assessing their notion of global citizenship before participating in a professional development program and then how they applied the topic can help indicate their growth and become a guide for future professional development programs.

When a school or community prioritizes global education, it must set a path to have its members practice global citizenship. A global citizen is someone who is openly collaborative, capable of demonstrating a strong ethical framework in a decision-making process, focused on integrity, welcomes all forms of diversity, possesses an

understanding of issues within one's own community and outside it, and is resilient to setbacks (Appiah, 2008; Duffy, 2014; Reimers, 2009b). Global citizens are capable of sharing the uniqueness of their home community with others while appreciating different customs and identities. Global citizens of today are not colonizers nor imperialists who want to know more about the world in order to profit from what they are lacking in (McCarty & Lee, 2014). For this reason, Hawai'i will be used as an example for its abilities to demonstrate and improve its global citizenship practices. Educators will need help and resources to understand the many methods of implementing a global citizenship path, as well as data methods for measuring the impact of embedding it into their curriculum so identifying literature regarding how this topic fits into one's professional practice can help substantiate the importance and help educators become cogs of change. Interviewing educators who may already fit into this category can help a school know who to rely upon to help other faculty apply this definition in their schools. They can work with a broad population and practice a leadership that cultivates and honors the systems of different groups (Greenleaf, 1977; Sipe & Frick, 2015).

The ability for educators to create a curriculum that allows their students to become *global citizens* requires a school to emphasize the significance of *global education* and then create platforms around exposure and application of local and non-local beliefs (Zhao, 2012). For all schools, it is important to respect the important role that an indigenous culture can provide to creating a compelling global citizenship curriculum (Richardson, 2012). Fully embracing indigenous cultures, like the Hawaiian culture, can lead to a wider appreciation of all cultures. While it was once regarded as inferior, *Hawaiiiana* is full of lessons and stories desirable by other cultures. Much like



other indigenous cultures, having students in Hawai'i understand the important values of their home culture provides great worth. By understanding one's home, individuals can better assess the correlation to other cultures and improve their awareness to become a more effective leader (Leonard, 2015).

### **Global Education**

Global education is a broad topic that has become intertwined into a number of schools' mission statements and/or philosophies of learning. The definition and scope of global education is evolving with its purpose continuing to remain important. The ancient Mesopotamians, Chinese, and Romans are just a few examples of major cultures that looked for answers and help outside their customary mindsets while incorporating their own practices. These cultures did not dismiss their own practices as they sought to improve and understand others to better determine what mattered to them and reflect upon their own culture's strengths. By choosing to value global education, cultures create a medium for other perspectives to assimilate into current thoughts for an interdependent world that is civically engaged (Reimers, 2013).

The world is no longer so simplistic that individuals only need to consider how one group may think (Reimers, 2009a). The ability to think and function multilaterally is more important than thriving in one modality. Therefore, it is necessary to provide today's students practice with opportunities to think and interact with some of the differences of the world is important in expanding global citizenship. There are many ways global citizenship skills are relevant to different professional environments and it is important that schools find methods to practice to ensure their developed future (Bassett, 2012; Reimers et al., 2016b).

The National Education Association (NEA) states that, "the goal of harmony with our global neighbors depends on a national commitment to strengthening the capability of the educational systems" (NEA, 2016). The evolution of global education has morphed from a content-based objective to a skills-focused approach that values the unpredictability of global education (Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013). Thomas Friedman (2007) helped to define and popularize that disappearing boundaries and growing interdependence could explain the topic for the 21<sup>st</sup> century, which continues to evolve as evidenced by Friedman's updated editions along with many other works on the topic. Evidence demonstrates that the increased analyses around global education are the fellowships and projects initiated by different government and NGO programs.

The conflicts of the 20<sup>th</sup> century encouraged governments to learn about one another in hopes of protecting their own interests (Appiah, 2006). High school programs such as the Fulbright-Hays, NSLI-Y, and others have sponsored students in United States the to gain more knowledge and empathy about other parts of the world so that strategies could be developed to create more peaceful and diplomatic solutions to complex political issues (Bassett, 2012). Having students participate in such programs that take students outside of their physical comfort zones can expand their awareness and comprehension of navigating global complexities to hopefully incorporate back into their schools (Streitwieser & Light, 2010). In order to know what it means to be a global citizen, societies must outline global education and how its similarities and differences can influence topics concerned with educating cultural elements of country and indigenous groups (Reimers, 2009a).

### **Role of Schools**

Ensuring that students become global citizens requires a more dedicated and intentional educational approach than before. Prior strategies might have included learning about a new civilization, taking a group on a travel experience, scheduling visits to a museum, or eating at ethnic restaurants (Duffy, 2014). Educators today might be focused on getting their students through content because it meets dictated standards or a prerequisite which will eventually serve the needs of economic systems (Kliebard, 2004). Or they may assume that global citizenship skills are not required of their course and instead are the responsibility of a teacher from a different discipline (Hampton & Demeure-Ahearne, 2016). However, all educators and schools, no matter the subject or grade, have a responsibility to provide their students with opportunities to become global citizens (Duffy, 2014). Certain schools might have a specific focus towards the arts or sciences, but this does not diminish the potential of embedding principles of global citizenship. Elementary, Middle and High School leadership can audit its current curriculum to ensure it is not perpetuating systems that focus on a standard curriculum. While Kliebard (2004) does highlight the curricular importance for schools to integrate a learning environment that integrates individualized learning which advocates for future preparation, societal improvement, and moral commitment, if schools operate under myopic systems, what is considered improvement could be one-sided. It is vital for all schools, no matter their funding or identity, to move towards understanding communities that are or have been diminished or eradicated in order to create more multi and intercultural educational systems (Au, Brown, & Calderon, 2016).

Schools must be willing to provide ample professional development opportunities that allow teachers to practice and engage with colleagues from different backgrounds on the best practices for creating effective global citizenship modules (Birman, Desimone, Porter, & Garet, 2000; Diaz-Maggioli, 2004). Providing examples to improve global citizenship teaching competencies will not be short-term experiences that will be mastered through one or two events. Understanding different identities and a departure from antiquated learning modules can help educators towards this goal (Au, Brown, & Calderon, 2016). A consistent dedication towards observing and applying the skills of global citizenship and sharing practices with others from the same and different schools can offer schools maximization of the resources dedicated to teaching the necessary skills. Cross-cultural conversations and a dedication to new strategies can support faculty to redefine what global citizenship means today and prepare their students for a world that will require different competencies that will be in demand (Reimers, 2009a).

When schools dedicate an emphasis to global citizenship, they must be conscious to evaluating the effectiveness of skills and practices related to global citizenship. Schools can no longer hope that their students are proficient in empathy, resilience, or creativity (Gopal, 2011). Global citizenship is a challenge to measure since it is a progression and what may constitute effectiveness in the past could be unsatisfactory today. In order to measure global citizenship skills, the topic must be dissected into components that are easier to detect (Appiah, 2008). Educators must be willing and creative with identifying how these components change in order to demonstrate and advance their own learning. There are many theories on what schools around the world should teach and what kinds of learning is best for students. The benefit that global

citizenship can provide to this is that it is based upon practice and can be integrated into what has already been deemed vital to teach. Unfortunately schools will not be able to test students' comprehension of one's global citizenship abilities so a change to that form of assessment is needed (Ravitch, 2016). Seeing and knowing global citizenship is not something that can be immediately calculated so utilizing the long-term measurements and collective observations can help demonstrate approaches that can be extended for others to mimic and adapt (Bayar, 2014).

One example of measuring the proficiency of global citizenship's presence in schools is the Global Education Benchmark Group (GEBG). It is comprised of independent schools in the United States and was created to "collect data to assess outcomes and practices in order to create nationwide standard for global education, both on and off campus" (GEBG, 2014). A number of GEBG schools were selected to administer the Global Competency Aptitude Assessment (GCAA) to its students. The GCAA was designed to measure each high school's students' internal and external global readiness in comparison to others. While the data does not include results specific to each school's individual students, GCAA results from 2012 reveal how high school students felt their global competency was nurtured through experiences both in and out of their schools (World savvy global competence research results, 2012). Studying abroad is one method that maximizes global interconnectedness and data on how study-abroad students benefit from their experiences is overwhelmingly positive (Ramirez, 2013). However, studying abroad is limited to a minority of students and it comes with great expense. This is why schools need to prepare their students through their curriculum that is available to all students.

One assumption about global citizenship is that achieving proficiency of the subject comes from knowing content about foreign entities. While it may appear more appealing to learn about something foreign, being a global citizen does not mean that one dismisses important knowledge about one's home environment. Part of being globally educated and a mindful, global citizen is competence in the issues at home and knowing what makes a local scenario pertinent. There are terms like "glo-cal" or phrases like "think globally, act locally", which aim to create the potential of meaningful actions that students can pursue. However parsing issues into false dichotomies between global and local can instigate prejudicial values which may lead to more attention being paid towards one or the other (Leonard, 2015). In the end, this would be a mere distraction. The distinction of global and local is irrelevant to determine global citizenship. Schools that focus on deemphasizing the difference between local and global into thematic studies can accomplish their purpose of preparing students to make an impact in their present or future communities (Reimers, Chopra, Chung, Higdon, & O'Donnell, 2016).

### **Setting of Global Education Experiences**

Global education is a broad description used to encompass the study of cultures, languages, events, communities, and global citizenship. Within these topics are even more specific components such as social justice, sustainable developments, peace, conflict, and many others (Appiah, 2006; Bassett, 2012; Soholt, 2015; & Wobbe & Vaz, 2015). Becoming a globally educated scholar requires a willingness to never stop learning or stop reflecting upon mindsets. It is impossible to expect that the entirety of the topic can be covered in a set amount of time therefore students must be willing to examine their *kuleana* over a lifetime. Global education begins at birth from parents and

guardians who introduce their children to a variety of experiences, language, and create environments which act as a learning opportunity for the entire family (Ceka & Murati, 2016). Children that do not interact with global education values, perhaps from the context of their local or indigenous culture, from an early age will find it challenging to have an open mind and appreciation for differences in action and thinking that may exist by different peoples (Wang, 2012; Ceka & Murati, 2016). By establishing a foundation for global education, individuals can enhance their commitments to the term's components through and beyond one's educational career.

Schools are where most individuals gain their introduction and greatest exposure to global education. The foundation may begin at home but lessons are learned and practiced at school. Many schools may use the earliest grades to introduce festivals, holidays, or food. At Punahou School in Honolulu, grades 1-3 focus on a specific culture to learn about sense of place. First grade focuses on China, 2<sup>nd</sup> grade learns about Japan, and 3<sup>rd</sup> grade does Hawaiiana. These three represent a lot of Honolulu's diversity, but instead of relying on the previous generations to teach about family traditions, classrooms can help students to reconnect or learn about the authentic parts of the culture around them. Doing this at an early age gives students an insight on cultural differences, framed under the questions of identity, understanding, and awareness. At the Turning Point School in Los Angeles, benchmarks exist for its teachers to measure themes from Pre-K to 8<sup>th</sup> grade. Faculty are asked and pushed to grow their students' abilities to understand, demonstrate certain skills across a spectrum, and perform a set of core values around respect, responsibility, curiosity, confidence, innovation, and global awareness (Turning Point, 2014). Turning Point provides different content to introduce and develop the core

values within each student and similar to Punahou, there is a strong desire to focus on the foundations of caring and mindfulness so students can grow their capacities to contribute to their future worlds. There might be a belief that the youngest learners do not have the capacity to provide answers to complex global matters, however an educator can create the conditions for each student's creative solution-making ability at the youngest ages (Reimers, 2009b). This practice and school culture of iterating tends to wane in exchange for content at the older levels (Mart, 2011). If more educators are allowed to focus on skill development around global competencies, it can provide more opportunities for their students to be globally educated (Mitchell & Salsbury, 2000).

### **Support of Global Education**

Different communities in the U.S. and other countries are unable to meet the United Nations' Millennium Development Goal to provide universal primary education. Many that can face inequities with the quality of education that is provided. Families that can afford tuition-based schooling in different countries often obtain an education with access to more resources and an emphasis on more thorough learning goals instead of the minimum (Al-Maamari, 2014; Gopal, 2011; Poythress, 2010). It is vital to have additional assistance from non-school sources. If educators can reach out to form authentic partnerships, they can provide students and other teachers with resources that schools do not possess. Most schools do not have a resource such as a Wo International Center therefore educators must find other ways to facilitate partnerships. Examples of organizations and governmental agencies that are trying to provide such experiences include the National Education Association (NEA), National Security Language Initiative



for Youth (NSLI-Y), United Nations Education Scientific and Cultural Organization (UNESCO), and United Nations International Children's Emergency Fund (UNICEF).

There are a number of local non-profits in communities that seek to provide students and teachers with exposure and experiences at varying levels. In Honolulu, the Pacific Asian Affairs Council works with public and independent schools to provide programming and financial support to enrich global awareness in high school students around the state. Foundations such as the Takitani, Freeman, and Malaika are examples of non-profits that give funding to students and teachers for travel opportunities. From a local to national to global perspective, there are numerous entities that acknowledge how important it is for students and teachers to participate and share such opportunities.

### **Challenges of Assessing Equitable Gender-Global Citizenship**

The number of female students who participate in trips and curricular global experiences is significantly greater than the males (Talcott, 2008). There are numerous studies about the growing achievement numbers of females over males in schools and this gender gap seems to be a global trend (OECD, 2015). It is unclear if the growing gap in educational results coincides with more females taking advantage of global opportunities than their male classmates. The OECD report provides some info on the academic maturity differences between males and females in schools therefore gauging whether global citizenship is dependent upon school decisions versus what is provided to every student may assess some of the disparities.

Reimers (2009b) indicates that global competency can lead to greater empathy. But if males are not participating in the same empathy inducing experiences, it could lead to perpetuating gender stereotypes that supplemented global citizenship can overcome

(Allen & Kris, 2014). It is important to find out from educators if they are facing such trends at their schools, which often extends into college (Talcott, 2008). Conversations with educators must extend to the gender differences that exist which may or may not favor certain groups over others. If educators only in the social sciences are emphasizing global competency, it might be excluding significant demographics common to other departments (Redden, 2008).

### **Misapplication of Global Education Today**

While foreign travel remains a valuable experience that can expand one's awareness of cultural differences and acceptance, it dismisses the population of students who do not travel. Students who are only exposed to content-based, global curriculum favors those of certain maturity or age levels whereas the necessary skills like collaboration, empathy, ethical-decision making, global awareness, reflective practice, and resilient behaviors can be fostered at any age. Schools and educators who assume students can begin their global education interests at a later age or that it will be covered through academic courses that are more traditional do their community a disservice (Zhao, 2011).

Students who are not introduced to global education at an earlier age will be less likely to develop the foundations or interests to seek out global experiences (Rodriguez, 2011). Having a broad plan, such as what the Turning Point School has created to mark global competencies goals at different grade levels, can provide teachers with guide of which skills and values are more long-lasting than what a content-focused curriculum can provide (Turning Point, 2014). Creating study abroad opportunities can accelerate the enrichment and varying perspectives of a global education more rapidly than attempting

to recreate in a classroom (Richardson, 2012; Streitwieser & Light, 2009). However, travel is expensive and increasing global threats, coupled with risk management worries, make student travel a potential hazard. Schools do not have the resources to allow all of their students to travel so while schools can potentially create a small population of the global experienced and well-traveled, it negates those who do not travel (Reimers, 2009b; Rodriguez, 2011). The practices that educators form around global citizenship can help advance their students' exposure instead of experiences focused only on travel.

### **Hawai'i as a model for global impact**

Over-emphasizing the difference between local and global creates a disparity that can ultimately weaken how valuable learning about both sides can be (Appiah, 2008).

Hawai'i is very unique compared to many other places around the world, especially other states in the United States. Hawai'i is the only state with its own ethnicity. According to 2013 records, Caucasians made up 62% of the United States' population while they only comprise 23% of Hawai'i's population. Asians make up 5% of the United States' population, but 37% of Hawai'i's. While only 2% of the United States' population identifies with those of two or more races, 19% of Hawai'i's population is considered multiracial (Goo, 2015). The indigenous culture of the islands was discouraged and outlawed for many years and has only seen a renaissance in the recent decades.

Cultural leaders, educators, and others have tried to undue the suppression of Hawaiiana that came about from educational and social systems that saw the local culture as uncivilized and sinful (Tsai, 2009). As a result of this damage, the appreciation and willingness to learn about how impactful the local, Hawaiian culture can be and its place in facilitating global citizenship is lacking. The Hawaiian culture is unique and is

considered foreign by those who live in other states and countries, which is similar to any unknown culture. It, like all ethnic practices, deserves an appreciation and protection to encourage its spreading across the world and not just something to know for a tourist's benefit (Au, Brown, & Calderon, 2016). The importance of understanding the history of the land where students in Hawai'i live can help them to empathize with and share their culture in order to understand others (Sakamoto, 2013). As schools around the world craft their curriculum to explore and provide opportunities around global citizenship, it is vital to not overlook how indigenous and local culture can help students appreciate foreign identities. The importance of becoming a global citizen is not to fit into cultural structures or create a disparity of importance of one culture over another. Instead global citizenship can help to expand one's understanding and appreciation of the many differences and their interconnection and value (Smith, 2006).

Some educators may feel that they need to prepare their students to be leaders for a world that exists outside of their home. In Hawai'i, leaving the state is mistakenly synonymous to being smart enough to go to college away or having the desire and ability to experience something foreign (Sakamoto, 2013). Similar to the need to protect local culture, students must learn how to be leaders in their own communities before thinking about leadership for others. Leadership competency requires many skills, such as communication, empathy, understanding of context, and embodiments of social identities (Haslem, Reicher, & Platow, 2011). Global leadership does necessitate that one is open to different cultures and diverse beliefs, but acceptance from others does not occur unless the leader can balance their own identity and methods with what is morally prized by different groups (Johnson, 2012). Part of wanting to be a global citizen is derived from

wanting to be a good leader. Leaders must relate to different circumstances and that practice and recognize values, which are universal to different societies. Until educators steadily learn with colleagues from different schools to create curriculum that is process-based and focused on long-term growth, rather than assuming competencies can be attained through testing, students will be hindered from develop into global citizens who can lead their worlds (Zhao, 2011).

For schools in Hawai'i, the state's geographic isolation results in greater expenses for travel. The multiethnic nature of the state suggests that students do not need to travel to see other cultures and consider different cultural frameworks, however the state's geographic and cultural remoteness hinders what can be gained from interacting with different peoples in varied locations (Tsai, 2009). This includes interacting with people in other countries as well as other parts of the same or different islands. Global education for Hawai'i requires reflecting how the state's various communities compare to others. It is not about prioritizing one place over another, as appreciation and assimilation should be coveted over divergence. Appiah (2006) details that it is easy to remain in a single mode of thinking to evaluate others, which may self-aggrandize one as culturally diverse. He rightly argues against the belief that all should act a certain way or desire what others have as it is belittling (Appiah, 2006). Identifying the differences that already exist, as well as looking for new modes of culture, and supporting faculty to learn and share with their students can have a similar aspect as taking a group of students to a new location.

### **Professional Development Opportunities and Application**

It is unfair to expect that educators will have enough time to innovate and redesign curriculum to determine the needs of today's students. Required standards exist

for many schools, which mandates courses to cover certain criterion otherwise risk funding, job security, or students who are unprepared for the following course (Birman, Desimone, Porter, & Garet, 2000). Preparing students to become global citizens is a moving target and one that requires a strategy of curriculum planning that mimics the characteristics of a global citizen. Schools must make a conscious effort to support teachers and find ways to let them create new learning experiences that challenge their own and their students' understanding (Gopal, 2011). Global citizenship in classes can be at its best when they are shaped by the known school culture rather than developed and imposed upon from outside groups. Schools may invest in well-known speakers, online courses and learning groups, or conference participation. All provide some benefit to professional development, but many are isolated occurrences and ensuring that implementation takes place is the most important aspect of any faculty learning experience (Philadelphia, 2013). It is likely that many of the skills related to global citizenship are already present in classes, but acknowledging their presence is vital towards students becoming global citizens. Educators must be given the time to create and reflect upon their pedagogy to employ new lessons that will push their students in a positive manner (Reimers, 2009a).

The opportunity to have this time to collaborate with colleagues and design also can lead to improved faculty leadership, as it empowers and practicing self-reflection can provide time to understand and work with colleagues that improves the entire school, not just an individual classroom (Birman, Desimone, Porter, & Garet, 2000; Reeves, 2006). If a classroom teacher is simply handed a set curriculum then left to manage their own classroom without sharing and reflecting with colleagues, it leads to a vacuum of

instruction and the learning remains isolated to their students instead of more widespread to their school colleagues or other schools (Kezar & Lester, 2009). Schools are based with a hierarchical structure, from the students all the way to a Head or Board of Trustees. If leadership exists as a title instead of earned or from supporting others, the school vision might be imposed instead of adopted. School leadership, similar to leadership in other industries and organizations, must be supported across all positions through authentic leadership policies (Avolio & Gardner, 2005). Fostering a community of authentic leadership in a school can lead to educators collaborating on a vision and fulfilling measures that have direct (students) and indirect (who students positively effect) influences.

Some schools may have a culture of classroom independence, but this may be confused with autonomy. Educators need a sense of autonomy, balanced with a defined purpose and coherence of the larger task (in this case global citizenship) with their willingness to learn and strive for self-improvement (Pink, 2009; Kocabas, 2007). Schools with a culture of continued improvement can lead to allies to advocate for schools to obtain the resources to improve their global citizenship curriculum (Richardson, 2012). Faculty have a desire to improve upon their practice, which is why they might sign up for different professional development opportunities. Providing positive feedback towards such self-improvement may lead to greater self-efficacy, which may lead to a better performance (Robbins & Judge, 2014). Participating in the Wo International Center's programs is an opportunity for educators to collaborate with educators from other institutions to share and learn how to improve upon their practice. Instead of serving as the expert, educator programs gather faculty together to share and

learn from one another as a teacher-leader and create a greater encouragement system. Balancing the mix of cultural understanding with a values-based education, which is at the heart of the Center's professional development programs, can hopefully provide faculty with deeper conceptions.

In the same way that younger students can be introduced to global citizenship instruction, teachers who are new to the profession should immediately be guided to include these skills into their pedagogy so their students do not equate experience with quality. Some new teachers are unprepared for what is expected from them so education programs and schools' orientation programs should be willing to match the school and teachers' needs with contemporary educational research (Bayar, 2014; Riley, 1993). Including skills related to global citizenship into teacher education programs has immense value and having schools understand that just because it was covered in an education program, it does not mean that it was mastered (Reimers, 2009a). Schools can provide numerous resources to aid their new teachers. If new educators are concerned with covering everything and fulfilling numerous standards, or other components that are less about practice and more about content, they will be less likely to have students who are prepared to demonstrate the skills necessary to make community impacts (Hampton & Demeure-Ahearne, 2016). It is unlikely that schools will produce global citizens if students are not practicing the essential skills from their teachers who are practicing the skills regularly. There is a strong relevance to prepare students for an undefined future by practicing and setting up a curriculum that is multicultural and alters how information is processed and considered, all characteristics of global citizenship (O'Neal, 2007). If educators are unwilling to enhance their global citizenship fluency and demonstrate how



the skills blend with topics outside of a discipline, it is unlikely their students will see the importance and application of these skills into their daily lives (Bayar, 2014).

### **Hawai'i's Need for Global Citizenship**

Hawai'i's geography and environment are unlike most places in the world. Due to a lack of industry, very few products are made in Hawai'i forcing almost 90% of goods, including food, to be imported (Hollier, 2014). The lack of innovation for occupations outside of the already established service and tourism sectors leads to residents in the current and future work force to fill vacant positions or move away to find more opportunities (Meeker, 2015). The socio-cultural impact of the economic landscape is that many individuals can no longer afford the rising costs of renting or purchasing a home. It leads to more multigenerational living situations and more money spent on basic needs like groceries and gas (Eagle, 2013; Meeker, 2015). There are many benefits to having an extended family that lives together, such as the opportunity for strong family values and financial assistance by sharing costs. However if families are fixed in their mindsets and do not welcome growth or always fall back on traditions, it limits the type of global citizenship views that are needed to thrive in new environments (Soholt, 2015; Leonard, 2015).

Families point to education as the means for financial freedom and with a struggling public-school system across the state, parents look towards the state's independent schools as the best opportunity for children. The state's public schools are in one district, including those on neighboring islands, thereby sharing funding across the entire system. While this free option can lead to a diploma, the number of opportunities beyond the basic curriculum are limited (Meeker, 2015). If a student is not accepted or is

unable to afford the cost of independent school tuition, some families may feel that their options are limited and providing their children with an opportunity is unlikely (Wong, 2014). Tuition at Hawai'i's independent schools is more affordable than independent schools on the mainland, however the burden of other expenses still limits who can afford the full cost of tuition. Given the constant cutting of funds to the state's Department of Education, the access to opportunities in Hawai'i's public schools are limited when compared to the state's independent schools (Hawaii News Now, 2016). Therefore having public schools devote resources to developing global citizenship can be lesser than the resources some independent schools can provide.

While independent schools can encourage and support students to join activities like Model UN, global awareness clubs, cultural organizations, and other opportunities that can expand a high school student's awareness of the world, public school students may deal with a greater number of obstacles that can hinder participation. The middle and elementary school students are more limited in what is accessible through their public school due to funding and availability of resources to devote the time necessary to creating greater global awareness and practice. The curriculum in public schools is more constricted and despite each talented teacher's best efforts, their results are not based upon the individualization of a student's growth (Marzano & Waters, 2009). Not all independent schools automatically provide an innovative environment, but families do believe that admission to an independent school will guarantee future success; hence 38% of Honolulu's students attend an independent school (Wong, 2014).

Hawai'i needs to better leverage its multiracial composition and visitor population to provide the opportunities that are typically only experienced through

additional costs. Hawai'i has the highest percentage of children from multiethnic backgrounds in the United States, but using more collaborative environments to dismiss the fastened nature of homes and environments that are set in their outlooks will not help Hawai'i's students grow into global citizens despite the state's perceived advantages. The state has fixated on its limitations rather than building a collaborative relationship between public and independent schools which can address the spectrum of global challenges. Rather than having schools compete against one another, addressing global concerns in a cooperative manner can expose students to the cultural variety found in different school environments (Wobbe & Vaz, 2015; Reeves, 2006). Fixed mindsets might enforce the need for cultural protection, but the inclination to consider partnerships varying from societal and familial traditions can introduce new learning beliefs, an aspect that the Wo International Center has tried to support and foster through its program.

### **Literature about the Professional Practice Setting**

#### **Changing Purposes of Schools**

The delivery of high-quality education continues to evolve thanks to understanding brain science and the focus of personalized learning (Ravitch, 2016). Memorization that was emphasized previously might not be as relevant today as they were before. Learning Latin, memorizing equations, or knowing the order of Chinese dynasties is not significant within a vacuum. Classrooms hope that their lessons are relevant to each student beyond the classroom (Reeves, 2006). But retrieving facts is easily accessible thanks to technology so the purpose of schools and what is valued requires a total restructuring. A school calendar is a product of the agrarian cycle, which is no longer relevant, yet many schools maintain this and other traditions thereby limiting

the innovativeness of a school (Hunter, 2004). Since classrooms have moved from physically occurring in one designated location to asynchronous environments, the old purpose of going to school to learn skills for employments to has given way to competency-based development and social improvement (Kliebard, 2004; Hampton & Demeure-Ahearne, 2016).

### **Co-Existence of Global Citizenship and School Philosophy**

Being a global citizen requires different perspectives and outcomes than what schools previously emphasized (Duffy, 2014). If the purpose of attending school continues to center on learning facts, then administrators and teachers are not meeting the needs of students and their global future. Students need to be exposed to historical events and conduct laboratory sciences to develop their ability to think critically. Reading and arithmetic still serve as the foundations of basic skills that are immeasurable. While an entire curriculum should not be dismissed, significant changes are needed to ensure each student is getting the most of their experience instead of programmed through a uniform model that assesses for repetition instead of seeing each student within the spectrum of their growth (Marzano & Waters, 2009).

At Punahou, the mission and vision of the school remains the same. However the administration has asked faculty and staff to focus on the "Aims of a Punahou education", which provide more of a character, creative, and questioning mindset towards being a responsible citizen measured by mastery of competencies instead of content regurgitation (Punahou School, 2016a). Within this are the characteristics attached to the description of a global citizen. The school's Aims do not mention college placement, standardized test scores, or extracurricular awards. It is important for the curriculum to provide a values-

focused track instead of one that identifies those who achieve the best results within a narrow track. This is challenging for a school such as Punahou because numerous awards and honors have been bestowed upon the school for its excellence in those narrow tracks. By adopting the Aims and a curriculum more in line with creating global citizens, the school is not diminishing the abilities of students but instead creating opportunities that project success for many more (Zhao, 2011).

### **Role of Educators**

As an independent institution, Punahou School has an admissions policy that restricts enrollment. The role of the administration is to encourage the Admission's departments to investigate what a more globally minded study body might look like, rather than relying on test scores and traditional measures of performance. Demographics are changing and schools like Punahou should not rely on the same population bases for its student body. Measurement is a valued component of determining acceptance, but schools need to consider other methods to admit students from a broader populace (Reeves, 2006; NEA, 2016). By admitting a greater diversity of students and creating a curriculum that focuses on values and shared knowledge instead of independent learning, schools can provide a more direct path to global citizenship.

Students and educators who more proficient in global citizenship will lead to enhanced leadership for both populations. Curricular changes towards global citizenship include action plans, which is a key component of being a leader of varying environments (Reimers, 2013). It is up to principals, heads, faculty, curriculum planners, and everyone within the school culture to push for changes that provide students with a foundation of collaboration, empathy, ethical-decision making, global awareness, reflective practice

and resilient behaviors of a global citizen. Borrowing from the Jesuit principle of *cura personalis*, schools need to consistently consider how the experiences of their faculty compare to the larger community (Johnson, 2012). To really meet the needs of each student, educators must be willing to have conversations with others around their community and across the world to determine whether their students can thrive in different environments. By only caring about one's own curriculum instead of challenges across different settings, educators are not properly preparing their students for success.

### **Change**

Asking teachers to consider pedagogical or structural changes to their classes requires diplomatic planning and grief counselors ready to handle the anguish and distress that might ensue. There are many emotions tied to change and being a good global citizen requires empathy to identify when someone is confronted with a difficult moment (Robbins & Judge, 2014). Global citizenship is a gradual progression and educators may feel that their students and their own inability to achieve the destination of global citizenship is a criticism of their abilities. Change occurs gradually; a more global curriculum may begin with a period of disconfirmation, which is just a part of the resiliency that is essential to global citizenship (Schein, 1996). It is important as a curricular leader to help educators move beyond the discomfort, not by directing, but by demonstration, sharing, and practicing techniques that prove successful (Dweck, 2006). By collecting examples from across the world of strong curriculum changes that has led to global citizenship development, and sharing it with educators at Punahou and around the world, there can be hope for achieving appreciative inquiry that acquires, learns, and

absorbs the organization's ability to accept and help others become strong with their practice (Schein, 1996).

### **Servant Leadership**

Talking about the importance of global citizenship is different from having individuals realize the benefits it can provide. In order to assimilate global citizenship practices in an authentic manner, it is necessary to demonstrate and share. Educators want to be good at their craft and they will not teach something that they believe is harmful to their students (Wobbe & Vaz, 2015; Bayer, 2014). As the Director of Punahou's Wo International Center, it would be easy to identify the best practices of global citizenship to tell teachers what to do. But there is a balance between serving the needs of others versus just serving what is desired. While determining how much to give to different individuals is challenging, understanding that everyone has a scarcity of time and resources complicates how to uphold what matters most. Being an effective servant leader is easier when only one party needs support (Sipe & Frick, 2015). Schools are more complicated than just maintaining one single relationship at a time, so being a good servant leader requires choices that may allow for individuals to benefit from each individual's varying degree of support (Greenleaf, 2002).

Qualitative data will be obtained through interviews with teachers at Punahou and other schools who have participated in Wo International Center programs. During the interviews, it is important the teachers see themselves as curricular models, however not the archetype. There are many ways to create a classroom that supports global citizenship development so identifying some as ideal means that others are less than ideal or incorrect. A good servant leader may praise those who are doing good work, but if others

are undervalued as a result, then it is not servant leadership (Greenleaf, 2002). Servant leadership will be an important trait to cultivate in this study and it will be based upon developing positive relationships and effective communication with school leaders, educators, and communities that are unclear about the purpose of this project. Those who are interviewed must know that their participation is about why their abilities are relevant to others (Greenleaf, 2002). If interviews come off as fleeting, it is unlikely that their responses will provide significance to the study.

### **Summary**

The ability for children in the United States, especially Hawai'i, to demonstrate strong global citizenship skills is lacking. Today's world is more complicated and the need to memorize content is required less than it was in the past. Students previously expected their textbooks held all the information they needed to know about the world. The world has changed however and we now know experiential education is vital to learning. Rather than focusing on memorizing information, students should be presented with the opportunities to learn and practice skills that will benefit them in varying environments (Leonard, 2015). Such environments may exist in the next town or next country, but cultural aptitude requires understanding one's biases and comparing them to others. The goal of such comparisons is not to validate nor discredit but instead understand the value each individual place in their ideas.

Schools can be the best location for students to practice becoming global citizens. The time that is spent and care that educators have for their students rivals and may supersede the time a child spends with parents/guardians. Each school's mission statement is different so knowing the Punahou School Mission, there is no mention of



success equating to measuring the amount of content a student acquires (Punahou School, 2016a). While it will not be easy, it is feasible for educators and schools to shift their curricula to a student's needs for tomorrow's world (Zhao, 2011). There needs to be willingness for schools to embrace such changes and to allow educators to not measure mastery and instead measure growth (Marzano & Waters, 2009). Much of the literature on how to implement a global citizenship direction is focused on accomplishing the task at the high school level, which is either an assumption that younger students are incapable of becoming global citizens or a disregard that one's age dictates what one is capable of learning. There is not a prototype of an ideal global citizenship therefore the diversity of examples that exist may challenge what is a global citizen. Those exposed at the youngest ages to cultural diversity and multilingualism may be open to exhibiting a heightened proficiency of the related skills than those who come from a uniform setting (Hampton & Demeure-Ahearne, 2016; Leavitt, Wisdom, & Leavitt, 2017). However the absence of an early introduction does not ensure one will become a global citizen so families and educators must push themselves and their children to constantly improve and be willing to demonstrate the skills related to global citizenship.

There are educators at different grade levels and in different cities around the world who are providing their students with the prospects of being a global citizen. Traditionally these lessons may have come from a history/social studies or language classroom, but today's competence around global citizenship can be found in a math classroom, rehearsing for a play, or on the athletic fields. By accumulating effective strategies from educators around the world and then sharing their practices with others who are interested, lessons on how to provide global citizenship can transcend standards

and current measurements. There are educators whom are motivating their students to create action projects that go beyond the classroom and are impacting others' lives in a positive manner. By merging this curriculum with asking students to be collaborative, empathetic, locally and globally aware, resilient, and practice integrity, educators can help families and communities to support a new population of change agents needed to learn how to address global issues at the local level.

## CHAPTER THREE: METHODOLOGY

**Introduction**

In order to gather this qualitative information, educators from different grades and subjects at Punahou, other schools around the state of Hawai'i, the United States mainland, and other countries who have participated in Wo International Center programs were interviewed regarding what they learned from their experience and how this may have changed their pedagogies and strategies with teaching global citizenship skills. The interviews were conducted in person for those in Honolulu and through Skype or Google Hangout for those who live on the United States mainland or in other countries. The intent of the qualitative interviews was to find out about each educator's experience with incorporating and practicing global citizenship skills, reveal and explain any procedures they utilized which may be lacking or that which may contradict the research around what is global citizenship, and provide anecdotes and long-term observations regarding the depth of their experiences. Using these responses helped to theorize the type of professional development experiences that are useful towards global education.

The multiple perspectives regarding this topic dictated that qualitative responses from interviewees can allow all views of the topic to be considered rather than looking for a single answer (Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013). Asking educators who participated in the Wo International Center professional development programs about their definitions of global citizenship and how they included it into their curriculum is especially important for schools in Honolulu, which are multiethnic but not necessarily inclusive (Hawaii News Now, 2016). A long-term benefit of surveying these participating educators from different systems was that they

can help educators in Hawai'i, especially those at Punahou School, by sharing practices towards creating more globally competent student bodies.

### **Purpose**

The purpose of this grounded theory study was to document educators' (who have participated in a Wo International Center professional development program), understanding and practices of global citizenship education to evaluate the effectiveness of the Center's educator programs. The collected data helped to assess the assortment of different programs to theorize what helped educators instill better practices around global citizenship.

### **Research Design**

A grounded theory approach was chosen to identify real-world situations such as those found with the design of professional development programs for a global audience of educators. This approach was selected "because it means to describe systematically, factually, and accurately the characteristics of an existing phenomena" (Creswell, 2014, p. 149). A grounded theory is more applicable as it aims to further define a theory from the use of qualitative data (Cho & Lee, 2014). Qualitative research allows for researchers to explore the interviewees' work environments and speak to them directly through a confidential interview process. In this case, the data becomes the responses and experiences instead of numbers (Creswell, 2014). Since the concept of global citizenship already exists, the data helped to further explain and demonstrate its different interpretations from different educators at different grades in different schools.

The objective of this study was to qualitatively describe the understanding and implementation that Wo International Center-impacted educators have with global

citizenship. Global citizenship education is an important component for a 21<sup>st</sup> century education because it is the application of learned content into a spectrum of collaboration, empathy, ethical-decision making, global awareness, resilient behaviors, and reflective practice skills which are mandatory to thrive in any community (Reimers et al., 2016b). Different researchers and academics have varying opinions regarding the hierarchy of skills or placing an importance on geography and borders. Therefore, using the overlapping trends of this topic has guided the research towards a qualitative approach. Instead of using fixed definitions and measurements, conducting the qualitative interviews for this study asked each educator to offer their perspectives on the topic and how it can be applied in their learning environments. The description of global citizenship lends to a *naturalistic inquiry* since its application was examined and documented based upon the experiences around current pedagogy from different educators from around the world (Roberts, 2010).

There are a number of global citizenship factors that were investigated throughout the study. Global citizenship has many components as all its individual parts must be combined to achieve the larger term. For the purpose of this study, the research of Appiah (2008), Reimers (2016b), and Zhao (2012) served as the anchors for defining global citizenship. Also important to this study was the interviewed educators, their pedagogy, stories of impacted students, standards and curricular agreements, and cultural mores that their schools operate under. If schools find merit in ensuring their students practice and demonstrate global citizenship skills, they often include them into the content required in each course (Richardson, 2012). Although students were not interviewed for the purposes

of this study, their teachers were asked to summarize the students' abilities around global citizenship from different assignments, experiences, and curricular interactions.

### **Participants/Data Sources**

In order to obtain a viable sample that met the goal of this study, it was necessary to identify educators who have participated in different Wo International Center programs, from different grade levels and from different schools around the world until participant saturation was reached. In regards to a specific number, more emphasis was placed upon participants who advanced the study rather than multiple participants whose responses were identical. Based upon the three coding options, an open coding method requires as many participants as possible until the new data does not offer new ideas (Creswell, 2012). In addition to considering the number of teachers who were interviewed, it was important that the sample included teachers from different grade levels and varying countries. The diversity of educators allowed for different populations to offer their responses, which resulted in some similar or new inquiries. If only a specific population based upon grade level, location, or subject was chosen, it could restrict the presence of global citizenship to that specific group. Global citizenship should exist beyond any language or history course so assessing its importance in different environments was a crucial element to this study. According to Samra (2007) obtaining at least three perspectives from each participating school might provide an interesting group perspective on how global citizenship operates at a school.

The majority of the sample included teachers from Punahou School since accessing teachers at Punahou was simple thanks to my relationship with the faculty. I connected with the two Punahou principals to gain their perspective on whether there are

teachers whom I did not know who might offer valid perspectives. Identifying two to three teachers from Kindergarten through 3<sup>rd</sup> grade, three to five from 4<sup>th</sup> to 8<sup>th</sup> grade, and five to seven from the high school could provide a diverse look at the existence of global citizenship in Punahou's curriculum. The specialization of courses and departments that begins in 7<sup>th</sup> grade necessitated a greater sample size for the older grades. The sample also included a group of teachers from other schools around the Honolulu area, mixed between those in public and independent schools. Honolulu has one of the highest percentages of independent school enrollment from an urban location in the United States (Wong, 2014). By sampling educators from public and independent schools, it provided many perspectives whether the financial and programming resources of certain schools provide its global citizenship curriculum with an advantage over less-resourced schools.

The high school and middle school educators who were interviewed included those from different subject areas in their grade levels. Language and Social Studies/History courses seemed like the easiest to share global perspectives, however the components of global citizenship extend beyond those disciplines (Richardson, 2012). Educators were asked more about their pedagogy and inclusion of the elements related to global citizenship rather than the content that may focus on global awareness. Math colleagues were skeptical to consider their role as facilitators of global citizenship, but there are techniques and practices that any teacher can incorporate to create a classroom of global citizens (Reimers, 2009).

Punahou School has a wide partnership of schools located on the United States mainland and in many countries across the world. Many of the partner schools are well resourced, however not all independent schools around the world are similar to those in

the United States. Some schools face government regulations that all opportunities must be equitable, therefore even if students can afford special opportunities to travel or access a program, it must be made available to the entire student body. This is different from many independent schools that may only provide special opportunities to those who can afford or qualify it. My position as the Director of Punahou's Wo International Center has allowed me to visit many of the partner schools and meet with administrators and faculty to discuss topics like global citizenship. These previous relationships helped create another sample of teachers who were interviewed regarding their pedagogy, skills' assessment, and strategies with a school's implementation of a global citizenship curriculum. Other schools' administrators were asked for their permission to interview their faculty were known to participate in a Wo International Center program.

### **Data Collection Tools**

There is a plethora of information regarding the definition and importance of global citizenship into a curriculum, but obtaining first-hand research and documentation of implementing such a curriculum was the objective of research in moving forward. Finding the data helped with finalizing the list of interview questions that were highlighted (Roberts, 2010). Once these questions were confirmed, they were included in the IRB proposal, which was approved in July 2017. Obtaining IRB approval provided the opportunity to approach schools and contact administrators and teachers regarding interviews and their practices in the classroom. Not every interview request took place therefore it was necessary to have a surplus of options.

Individual interviews were conducted with educators from different schools to understand their methodology and pedagogy for implementing or detecting the presence



of global citizenship in their curriculum. A sample of interviews is most appropriate in order to understand the differences that each teacher might apply towards the topic (Roberts, 2010). Some interviews took place in person while others took place using videoconferencing tools (Google Hangout or Skype). Each interview consisted of the same basic questions, and follow-up questions that were aligned towards country of origin, grade level, subject, and professional educational experience. Most interview lasted 30-45 minutes, but each participant was scheduled for an hour of his or her time in case an interview ran longer than expected, which occurred in some instances.

The set of interview questions (See Appendix C) asked educators about their practices rather than initially defining global citizenship to see what elements they already incorporated into their curriculum in case they perceived global citizenship to be solely based upon content. The initial list of questions is ordered by assuming there are inherent skills that all good educators emphasize, no matter the content topic. These skills comprise the global citizenship goals that are most commonly referenced as vital (Reimers, 2009; Richardson, 2012; Zhao, 2011). Rather than beginning the questions about the presence of global citizenship, faculty may blindly respond that they do or do not implement it in their classes due to a lack of knowledge about the topic. Instead asking how the components of global citizenship might be practiced through specific examples and course assignments will help provide documentation about how global citizenship is implemented.

Some educators were willing to share their curriculum plans that were created after their professional development experience, which served as an additional resource that explained their practice and served as an applicable resource for others. By focusing

the questions on the educators themselves and then their practices, the hope was to allow the interviewees to feel comfortable by providing an opportunity for self-reflection and documenting growth.

### **Data Collection Procedures**

Before starting each interview, the purpose was restated for each interviewee, along with the intent and purpose of each interview. Each interviewee was informed that they could choose to not participate at any time and their answers would be discarded. Each interviewee was asked if recording the interview was permissible and assured that their names and schools would be hidden in the final report. For the in-person interviews, the interviewees were asked whether or not they could be taped or videoed to capture their responses, in addition to taking notes. Video may inhibit responses and cause some discomfort so rather than making the interviewee self-conscious, their comfort was considered to encourage authentic responses. For those who were interviewed through a videoconference tool, their permission to record either the audio and/or video was requested before proceeding. Even though the conversation took place in a face-to-face platform, the physical distance could have caused some changes to how responses were considered (Creswell, 2011).

The research questions asked to the 20 interviewees (See Table 1) asked them to share their practices and values in curriculum design and class interactions with their students. Rather than ask directly about the presence of specific values tied to global citizenship, educators were asked how they incorporated different elements into their curriculum. For example, collaboration is listed as an important trait of global citizenship (Appiah, 2008; Duffy, 2014; Hunter, 2004; Reimers, 2013) so educators were asked,

"how much do your students work together?" The purpose of a general question was to help identify how educators viewed collaboration in their learning environments. Cultural, geographical, and age group differences can impact how one sees the presence of the different themes in their respective learning environments, which does not make one more correct than others in detecting or inputting its presence. Collaboration might be a group of 5<sup>th</sup> graders on a playground, seniors working on a Calculus problem together, or two 1<sup>st</sup> graders who are leading their class in a Mandarin song. The interview questions were not trying to validate an educator's abilities, but instead identified their own perceptions of how different global skills exist.

Personal interviews have a stronger response rate than questionnaires, which may ask the same questions (Roberts, 2010). The interview provides occasions for supplementing questions rather than having each question serve as a culmination. Rather than assuming the meaning of written responses, interviews can validate and clarify. This approach can centralize the experiences of many interviewees to develop a broader explanation around the meaning of global citizenship (Creswell, 2012). Since each teacher may emphasize the components of global citizenship in varying manners, it is narrow to believe that there is one specific answer for each response (Richardson, 2012). Instead of measurements, the complicity and frequency of each component of global citizenship was documented about its presence and frequency of use.

The interview questions asked to the interviewees inquired about their practice and values in curriculum design and interactions with students. Rather than ask directly about the presence of specific values tied to global citizenship, educators were asked how they incorporated different elements into their curriculum. For example,

collaboration is listed as an important trait of global citizenship (Appiah, 2008; Duffy, 2014; Hunter, 2004; Reimers, 2013) so educators were asked, “how much do your students work together?”

Once the interviews were completed, they were reread, transcribed, and coded to reveal any common themes or discrepancies between interviewees. Grounded theory lends to constant comparisons of the data, which requires developing initial ideas and then going back to the data to refine the theory (Creswell, 2012). The type and order of questions helped with finding a progression of responses to identify the primary and secondary focal points ahead of time. It also left room for new ideas, that revealed the layered and interlayered themes useful to identifying the presence of a global citizenship curriculum in differing learning environments (Creswell, 2011).

The most common attributes of educators who instill global citizenship are those who encourage collaboration, ethical responsibility, integrity, resiliency, global awareness, communication, and participation in social acts (Appiah, 2008; Reimers, 2016a). During the interviews, these qualities were specifically targeted. Educators were asked questions which mentioned these qualities and the availability for students to interact with these components in their classes. The responses had some degree of each component of global citizenship and those degrees were compared on a scale of non-existent to proficient. The contrasting variables regarding subjects, grade levels, professional experience, school type (public/government or independent), and country inevitably impacted how the data can be analyzed in comparison to each another. Math teachers might encourage and structure opportunities for collaborative and resilient

behaviors, however the opportunity to use class to increase global awareness might not be as emphasized.

### **Data Analysis Plan**

For this study, the themes around global citizenship are still theoretical and there were some components that unknowingly emerged from the interviews, especially from those in different countries who have culturally different expectations and outcomes. This lends to an *open coding model* based upon the initially identified components of global citizenship (Creswell, 2011). But to be fair to the themes that unexpectedly emerge, applying a *basic social process* provided coding for new theories (Creswell, 2012). Relying on coding for just a few, pre-determined concepts might lead to a biased approach to responses, which do not fit in the open coding model. There might be less pressure to require follow up questions to fit into a specific model and it would instead allow for interviewees to follow more of an independent path to answering questions. Upon conducting each interview, it was helpful to look back at previous interview data to compare the path towards proving the theoretical themes (Creswell, 2012).

### **Ethical Considerations**

As a world history and social studies teacher, I have enjoyed 17 years of experience covering ancient civilizations and cultural studies of different groups. In my current role as the Director, I work with teachers who are interested in global education. I am responsible for creating and facilitating student programs that expose students from Punahou and other schools to many of the skills associated to global citizenship. While I have many experiences and a diverse background on the topic, declaring myself as an expert of global citizenship would be inaccurate. Recognizing its presence is obvious

however deeming that there is only one approach is irresponsible. Global citizenship does not signify knowing a lot about many places, as someone rooted in local belief and culture is just as capable of being a global citizen as an individual that focuses on distant borders (Zhao, 2012; Reimers, 2009). Knowing that my experiences should not bias how others perceive the topic's presence and strengths was vital.

The interview process for this research spanned different time zones and borders therefore there were a number of field and ethical issues to consider before proceeding. Although I have relationships with many individuals at many schools around the world, it was important to first approach the school's administration to explain the purpose and importance to conduct the interview in order to receive permission. Once an interview was scheduled, ensuring comfort and establishing trust required a multi-faceted approach since some interviews took place in person while others took place through a computer screen. All interviews were conducted individually in order to focus on each educator's specific curriculum instead of having the interviewees worry about common themes that may have arisen during the conversations.

There were many educators that are very humble about their craft or felt hesitant to share because it leads to building a comparison between their teaching practice and others. While the topic is not a sensitive issue from an outsider's perspective, educators may feel very vulnerable, however I was upfront with interviewees that all information they shared was recorded and not manipulated to improve the interviewee's responses (Creswell, 2011). While each interviewee's personal information was kept private, each was also encouraged to not mention specific names or personal information of students so to not reveal the identity of minors. Confidentiality of what educators value as important

and present must be protected so ensuring that each interviewee only shares what will be documented and used as data will be indicated from the beginning (Roberts, 2010).

Obtaining the proper permissions for recording data through interviews was created through an invitation letter and consent form (See Appendix C), which described the intent of the interview and avenues that the research extended to after the interview was completed. It was important that the interviewees knew their information was recorded authentically and without any purpose to fake conclusions that are nonexistent (Roberts, 2010). By allowing the interviewees to review their transcribed responses to ensure they were accurately represented, their confirmation of what was recorded removed the potential of any twisting of responses and allowing a reflection of responses.

In order to obtain Creighton University IRB approval (see Appendix B), documents related to invitations to participate, consent forms, interview questions, description of the data collection tools, and confidentiality forms were submitted. There did not appear to be a psychological risk in participating so an exempt review was sufficient for obtaining approval. Potential interviewees were asked about their professional educational practice, thereby hopefully not cause strife (Roberts, 2010).

### **Summary**

The design of this DIP was a qualitative study that asked educators from Punahou School and its partners to share their perspectives, definitions, and implementations of values related to global citizenship. Through a qualitative research approach with a varied population of educators, the goal of this research was to help clarify the topic, document, and then share why certain practices work best for different schools and classrooms in the hopes that educators are willing to see that the application of global citizenship is feasible

with any learning experience (Zhao, 2011). By scheduling interviews with educators from different schools and grade levels focused on how the qualities of global citizenship has a role in their curriculum, the hope was for their practices to be collected and shared with other teachers who either assume that their attempts at incorporating global citizenship are not as strong or those who believe that global citizenship does not play a role in their curriculum. The collected information was transcribed and common themes that identify the practice of global citizenship were highlighted as what others can include in their own practice. Educators can be very protective of their schools and classrooms so it was important that the information did not identify specific examples of students and their work. Instead the collective experiences and reflections of educators was collected as data for this study.



## CHAPTER FOUR: FINDINGS

**Introduction**

Identifying the presence and teaching of skills around global citizenship curriculum design from educators who have participated in the Wo International Center's programs helped provide the data for this qualitative dissertation. Exploring the methods from educators of different grades and locations can help their community as well as other school communities to introduce and identify global citizenship. This study reconnected with those participating educators to see what practices they successfully incorporated into their school cultures upon returning from their professional development experiences.

Using a grounded theory method, the interviewees responses revealed a few commonalities that were most esteemed by the educators involved in this study. Everyone who participated in this study came into this inquiry with the recognition that global citizenship design is important. While this might be a biased population, the results of their responses indicate that global perspectives and mindsets require repeated practice and connections over time, not just all at once during a student's educational career. Students do not gain global competencies through map quizzes or by solely reiterating the facts of about a country. What is more useful is to learn about the stories of different people from previously, unknown communities, and how those people are part of the majority and minority convictions of a population. Focusing on culture can allow students and teachers to highlight the discerning features of a variety of locations instead of just looking at facts or a single story. By focusing on the indigenous, cultural aspects of an unknown community and then identifying how that culture does or does not play a role in

the present-day mindsets of a population, it can help students to trace a path between the historical groups to today. Coupled with this is the study of new phrases or languages that can provide vocabulary which has no direct translation from a population's native language to a modern or different language. Some phrases may only be understood by completely knowing a new language and not just relying on translations. Therefore from the earliest to culmination of one's schooling career, educators must be willing to expose and to ask questions about cultures that are unknown to students. Theoretically if educators can help their students to examine and view different cultures and its values from a variety of populations, students and faculty will find it easier to highlight the themes and research questions listed in this study which identify how to become global citizens no matter which cultures are highlighted as vital to study.

This research study using in-depth interviews intended to find answers to the following two premises from educators from around the world to gather their perceptions concerning the values of global citizenship:

1. What roles do the values associated to global citizenship play in your pedagogy?
2. How has your understanding of global citizenship, through your own understanding and your professional development experiences, impacted your practice?

The first premise was divided into specific questions regarding each value and its implementation into each educator's curriculum. Rather than highlight global citizenship as the sole purpose of inquiry, the hope was that each value would be seen as an outcome that would not be influenced by the overall topic; educators could point to some

component of how each value was present in their practice. The answer to the second premise became more obvious in respect to each educator's professional growth. By selecting educators who have participated in a variety of professional development experiences related to global education, the desire was to find out how these programs can influence better understanding and growth. The purpose was not to find out whether the interviewee's curriculum included more geography, geopolitical, or social topics and instead whether there is greater awareness of how people from different backgrounds (whether it be another part of the same country or a different country) regarding the skills related to global citizenship, as well as similarities and differences to one another.

### **Findings**

While the presence of each global citizenship principle may be interpreted differently for each grade level, discipline, and within each specific school culture, an educator's recognition of its importance and willingness to structure opportunities for their students to practice and acknowledge is vital to their development of global citizenship. Highlighting the prominence of each transcends content and can exist in all classes, no matter the content. A variety of thoughts emerged through the entirety of the interviews and some are detailed (See Table 2), while the analysis of answers is shared in relation to its importance and application to some of the educators interviewed for this study. Educators need to ensure that students hear multiple perspectives regarding a place so that it is not a single narrative that represents an entire location. Having educators engage in multiple and varying experiences to create connections to issues can help enhance a greater appreciation of how communities enjoy commonalities and are

challenged by similar or different issues to contribute to a more empathetic world (Zhao, 2011).

Table 2: *Presence and implementation of global citizenship skills*

<b>Code</b>	<b>Example Quote #1</b>	<b>Example Quote #2</b>
Collaboration	<p>Teaching science lends to a lot of collaboration. I tell the parents that I help the students to make memories instead of memorizing of facts to better understand...Part of this also stems from how people learn best when they collaborate. There are activities that are teacher led, but activities are more student-led and collaborative as most of time is spent at lab tables working together.</p> <p>(E-Middle School Science)</p>	<p>I can't think of a day where my students aren't collaborating. The best example is in math. Right now they are working on wearing your math; learning how to view math in a workable and efficient way. Rather than feeling alone with struggling or succeeding in math, they always have a learning partner and a learning group. My classroom is set up for collaboration so there is no way to not collaborate.</p> <p>(A-4<sup>th</sup> grade)</p>
Ethical Responsibility	<p>Three core values that will be visible to all students and parents and teachers are Togetherness, Trust, and Care. The students are asked what kinds of things help demonstrate these core values. The school policy is to create this. There are guidelines that talk about equality and discrimination issues.</p> <p>(K-Middle School Vice-Principal and English)</p>	<p>Students see themselves as very alike, but the school system is focused on treating everyone as individuals so everyone is given individual feedback and individual responses to their work... Students in this area see themselves as quite alike due to their social background... This is an area of upper middle class and higher but some students are not as privileged so most students see themselves as alike. They don't differ much but if they see differences amongst themselves the students recognize it and accept it.</p> <p>(D-Middle School Science)</p>
Integrity	<p>I make sure the class is formatted and structured so that putting down others' work is not part of</p>	<p>It behooves all of us to talk about integrity and not just expect it and then punish when actions occur</p>

	<p>the class. Making critiques is coached and meant to support and celebrate the work and enjoy what has been done.</p> <p>(M-Community College Visual Arts)</p>	<p>that don't match with integrity. Integrity overlaps with good character. Two weeks ago a student, who seems to be a loner, came up after class and said his water bottle spilled. He went to get towels to clean up the mess and I was pleased that he didn't walk away from the puddle. Moments like that should be rewarded.</p> <p>(O-High School Math and Physics)</p>
<p>Reflective Practices</p>	<p>When someone shares ideas about what they are doing, it requires me to be reflective about what and why I am doing with my students. Also, how I am doing things in context of others can affirm my pedagogy and make me wonder if it is really best for the kids.</p> <p>(T-High School English)</p>	<p>My students love to come up with an answer, but then many often hate thinking about why their answer is best. I often wonder if developing their metacognition skills is more important than actually coming up with a response to question or a prompt? But when I see them using the practice outside of the classroom, it reinforces that it is necessary... We are so focused on getting the right answer and moving on that we forget how important this skill is.</p> <p>(N-2<sup>nd</sup> grade)</p>
<p>Global Awareness</p>	<p>The students come from different socio-economic backgrounds, social strata, different ethnicities, shapes, talents, and abilities. Sometimes kids recognize certain differences. But at the school they make friends in groups with similar interests.</p> <p>(B-High School French)</p> <p>The curriculum provides opportunities for different kinds of kids to find friends. The opportunities in the classroom to</p>	<p>The more differences they see, the better. They don't see many differences in color in ethnic group but they still think that everyone is part of a big family. There is more pride about their commonality of being from the same school. Students are accepting and tolerating of differences and the culture of the school is loving.</p> <p>(H-7<sup>th</sup> Grade Social Studies)</p>

	<p>share identifies who is interested in different things. The kids grow to respect each other for the talents they have rather than they don't have.</p> <p>(Q-High School Math and Dean)</p>	
Resiliency	<p>Students are not used to making mistakes so as a teacher, reframing the conversation around allowing mistakes is a challenge. What matters, the end product or the process?</p> <p>(G-Elementary School Vice-Principal)</p> <p>Allowing students to make mistakes and ask them what they are going to do differently and tracing their progress from mistakes to something new. I have a Progress-folio for each student where students and parents have to see the progress and learning. As a team of teachers, providing a narrative specific to each student is crucial. We don't just look at the grade but see the entire story.</p> <p>(T-High School English)</p>	<p>There is a platform for students to make mistakes. There are lots of opportunities for students to make mistakes, but parents and students are so afraid of making mistakes that they don't see it as a learning opportunity. Showing face and taking a responsibility for making a mistake in Chinese culture isn't encouraged. Students argue that teachers hand hold them the whole way and doesn't allow them make mistakes, however the mistakes that students make are differing.</p> <p>(I-High School Humanities)</p>
Local Identities	<p>My family and I were born in this country so we definitely feel connected to the land. But I also know that my ancestors were not the first peoples to the country. I don't know if my ancient family members were involved, but there were definitely power overthrows that took place so those in command now were definitely not the original peoples.</p> <p>(C-5<sup>th</sup> grade Language Arts &amp; Social Studies)</p>	<p>Lots of students assume that because Hawaiian is less prominent than the Ancient Greeks, Ancient Incas, or colonial Europe, it is less important. But if you are from Hawai'i, or if you live in the state, then it is yours, your family's, and your educators to make sure you know all the stories, not just those whom were privileged to make it into the textbooks.</p> <p>(J-3<sup>rd</sup> grade)</p>

Interviews were conducted with a regionally mixed and grade diverse population of educators who participated in one or more of Punahou School's Wo International Center programs. Examples of programs include teacher trips, on-campus professional development conferences, working on student programs around global interactions, teaching in another country, or educator exchanges (See Table 3).

Table 3: *Professional Global Experiences*

<b>Global Experiences</b>	<b>Quote Regarding the Experience</b>
Participated in a Wo Center trip	<p>There are lots of little things from that experience that reinforced stereotypes about what I thought before and after. One highlight was in thinking about people in rural communities who are trying to educate the citizens of their community to bring their society along as compared to what I think matters for my own classes. Sitting in the back of their classrooms, it was clear that kids were the same as here no matter their background</p> <p>(O-High School Math and Physics)</p>
Participated in a Wo Center organized professional development conference	<p>The opportunity transpires into classroom because now the school, with multiple colleagues, has teachers who are enriched with travel programs and relationships with students through professional development and identity. Anecdotally the breadth of experience of what teachers bring to the classroom is visible as to how it enhances the global identity.</p> <p>(F-Elementary School Music)</p>
Facilitated a Wo Center student program	<p>Every single Wo Center opportunity or experience has involved a class or teacher to connect with to give my students an authentic audience to work with. To have an audience outside of the class, outside of the state, or outside of the country is most desired.</p> <p>(E-Middle School Science)</p> <p>The opportunity to collaborate with teachers so that students see the differences in culture with different places so that students may see that what is important to them might not be important to kids in other places around the world.</p> <p>(S-High School Math)</p>

Chaperoned experience to another country	<p>Seeing how my students integrate into other cultures helps me to realize what I need to enforce to all my students back at home around global citizenship.</p> <p>(R-Elementary School K-5)</p> <p>Even though I was the chaperone, I learned as much, if not more, than my students did. By being in another place and helping to facilitate their learning, I had to understand what it meant to be an authentic learner in a different culture.</p> <p>(L-High School Science and Religion)</p>
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After reviewing the hundreds of pages of transcripts and hours of video or audio recordings that were manually coded, an analysis of the responses yielded six themes common to many of the respondents. The results listed below are arranged by the larger themes that emerged with more specific instances and examples unique to some of the interviewees. The emergence of some themes was expected due to the questions asked of the educator. One question that was not intended to relate to global education was about each interviewee's decision to become an educator. While some knew this path awaited them early on, others became educators serendipitously. In most cases, the values of global citizenship are visible in the interviewees' own journey of becoming an educator. If one is going to lead students through positive engagement and creating growth opportunities, they must have a strong sense of the values that Appiah (2008), Duffy (2014), and Richardson (2012) find essential to being a globally-minded educator.

### **Presentation of the Findings**

In choosing a ground theory method, after an open coding model revealed common themes from the interviewees, it was necessary to re-assess the topics and their validity towards identifying the depth that the Wo International Center's programs provided educators with greater competencies to incorporate global citizenship patterns



into a curriculum. The listed themes that emerged from the responses were simple to identify as all of the educators have participated in professional development programs around this topic and therefore see their improvement as an educator interwoven with the following themes and their own pedagogical improvements.

1. Cultivating empathetic global citizenship
2. Designing creative practices to value diversity
3. Valuing collaborative practices with different parties
4. Demonstrating leadership skills
5. Connecting with local topics to know more about the world
6. Desiring to go into education and become global educators

### **Theme 1: Cultivating empathetic global citizenship**

Empathy for understanding others' conditions, no matter their location, is key for leadership proficiency and being a good citizen (Haslem, Reicher, & Platow, 201; Price, 2008). Empathy plays a role in the other values of global citizenship as demonstrating competencies in being collaborative, demonstrating ethical responsibility and integrity, appreciating diversity, and exhibiting resilient behaviors. Empathy is stated in the "Aims of a Punahou education" (Punahou School, 2016a) therefore all of the Wo International Center programming adheres to the importance of enhancing empathetic abilities in students and adults. It is necessary for teachers to create classroom lessons so that students can improve their personal skills of empathy. Learning how to care for others and not have that care be pity or a superiority complex must become a requirement for those in proximity and far away (Reimers, 2009b; Robbins & Judge, 2014). Elementary school teachers have the ability to make their curriculum interdisciplinary and focused on others rather than just completing tasks.

This is different from middle and high school instructors who might feel compelled to cover a higher volume amount of information so that their students are

prepared for the content demands of the following year. But even for students in Math classes, empathy can be encouraged and is displayed through shared assignments, peer tutoring, and examining statistical data that attempts to generalize the challenges of a developing nation economy. Math can be a personal and self-directed pursuit or its instructors can provide their students with ways of collaborating and learning more than regurgitating an answer.

The biggest responsibility I have is to educate my students' hearts. Math classes are full of mistakes and my students need to learn that mistakes occur regularly in life and it is how we respond to them which dictates our growth. My students need to learn that whether it is a math test, worksheet, or life in general, mistakes are not what defines us. All of us need to know that others are going to make mistakes so we must demonstrate a willingness to help, not a willingness to correct their mistakes. (Interviewee O)

In Humanities classes, others' stories fill textbooks and readers, which often serve as the content. It is easy to stick with the stories of "major" events, but each teacher must challenge themselves and their students to think about individual stories, especially from a diverse spectrum, to really learn about different eras (Gopal, 2011). Using thematic approaches centered around immigration, creating infrastructures, and the impacts of global events on indigenous peoples are a few examples of how Humanities teachers can still address front-line topics, but from a more personal approach or from unique perspectives that their students may be unfamiliar with to better understand how different peoples are impacted by various events. "While we don't talk about what it means to be ethical or unethical, we do talk about the importance of nearby areas and their purposes to the indigenous community who needed to sustain life in their areas. How you treat or behave such areas requires ethical behaviors" (Interviewee H). Educators can either be very obvious with incorporating these opportunities or they can encompass it inherently.

Language classes help students to better communicate with others in another medium. In the United States where second language fluency is lacking compared to many other parts of the world, knowing that there are certain words that do not exist in English to describe what someone is looking at or feeling is a vital component of building empathy (Devlin, 2015). “In my curriculum, I integrate lots of global issues. One of my favorite projects is looking at French speaking countries through different media and language learning. Through other texts, themes of immigration and gender equality, religious issues, and urban unrest in France and other parts of the French speaking world come into the classroom” (Interviewee B). Science classes can use a similar approach to Math and Humanities to address problems but include the ethics of pursuing answers to topics that may be seen as dismissive to previous human thoughts. Trying to find answers that ask how to enhance the betterment of others rather than a simple answer is a goal of many of the participating educators.

We went over in science about scientific attitudes. Kids have to design their own experiment and conduct the experiment. They can't change their hypothesis or falsify data just to get a right answer. When designing an experiment, they have to think about how they might harm others or the environment. In thinking about the outcomes of the experiment, should we learn more about the topic and the purpose behind something, even if it causes damage to another group?  
(Interviewee E)

Creating these conditions requires a student to go beyond what might be personally best or convenient to what is best for others (Allen & Kris, 2014). All classes have the capability of building empathy as an intentional outcome if it is so desired by the educator. While all the interviewed teachers believed that empathy served a role in their classes, some were more intentional about maximizing its presence.

For students to become global citizens, empathy is a vital factor. Collaborating with their classmates and those not in their classes can help students understand the needs of others. Understanding the ethical dilemmas that each culture might answer differently can build tolerance and help students leadership potential (Appiah, 2008). Part of building tolerance and working with others includes working with individuals who might look, think, act, or believe differently. Rather than working with similar looking and like-minded groups, an empathetic global citizen knows and accepts that differences exist. This individual may be willing to work past or even to integrate the differences, even if it does not lead to a desired outcome for all parties. Educators who can create the classroom conditions that discourage a single answer and instead have multiple prospective process to an outcome that includes the values of global citizenship, will help their students become empathetic leaders (Reimers, 2009b).

## **Theme 2: Designing creative practices to value diversity**

Rather than ask each interviewee about diversity at their institution, questions were posed regarding student differences. Some educators saw student difference as a synonym for diversity/inclusion while others focused on the physical differences between their students. Responses around diversity from the sample encompassed a range of identifiers. Different communities and individuals may identify diversity based upon what identities are and are not recognized and where privileges of those identities may exist (Leavitt, Wisdom, & Leavitt, 2017). One teacher referred to the level of expectations due to one's family cultural background versus families who are full pay or subsidized (Interviewee O). For the teachers who were interviewed from the United States, all are from independent schools of which many have a history rooted in exclusivity (Ohikuare, 2013). These

educators acknowledged the ethnic/racial and socioeconomic disparities at their school as the price tags for independent schools remain a deterrent to admission (Interviewee O.. The majority of students at these schools come from backgrounds that are more financially secure. The teachers from the United States indicated that their student populations were overwhelmingly white, though representation of other ethnicities is growing and a strategic goal (Duffy, 2014).

For teachers who are not from the United States, responses around differences were more focused on different passions and behaviors. For two of the elementary school teachers, they believed that students are either less aware or less concerned with differences within their school community. "The type of toy, interest towards music or athletics, or drawing subjects" (Interviewee H) tend to be of greater concern to many younger elementary students until they start progressing towards middle school age when they begin identifying more of the differences associated to diversity. The elementary school teacher from Japan shared that the most important philosophy of his school is *dokuritsu-jison*, meaning "independence" or "self-respect", and a reminder that students should "think and act for oneself even when it may go against the grain" (Interviewee S). The intent of this thinking is so that students recognize and respect each other's differences from an early age, thereby cultivating the competencies.

Two of the high school educators did mention socioeconomic status is a recognized difference at their schools (Interviewee D and K). This is because their school is a government school and families are legally not allowed to pay for educational (like school uniforms and extracurricular school) expenses. Since the country values uniformity of experiences, it was more challenging to identify student difference. Students deemed to

be troublesome or high performing are required to co-exist in the same learning environments with extra support devoted to those whom need it. While learning styles and diagnosis were not mentioned by any of the teachers not from the United States, their responses seemed consistent to conversations around student abilities and the needs a school had to provide versus desired outcomes by the students and parents.

It is likely that the type of school system and racial/ethnic composition of countries plays a significant role in how diversity is seen and addressed for schools around the world. Some of the interviewees from Swedish high schools shared that the majority of their school populations are ethnically homogenous. But with the changing immigration patterns and the country's commitment to maintain its social welfare system that provides education and universal health care, there is a growing animosity towards those who are immigrants and don't look "Swedish". "The immigration numbers in Sweden has increased so lots of 'newcomers' has created challenges to the system, especially to the school system. This is not felt at the private schools because they are not required to be accepted. Community schools do have to accept the students. Schools in Sweden are very segregated at the moment" (Interviewee K). While not all differences may not be seen in the schools, Interviewees K and L commented on how political candidates were making it part of their agendas to highlight or target immigration patterns, which has led some schools to place a greater emphasis on the importance of diversity.

Schools in China and Japan face similar challenges in regards to acceptance. Teachers from Beijing shared that some families who are Chinese, but not originally from Beijing, are migrant workers who have been historically treated as second-class citizens but now they are being evicted from the city (Buckley, Wee, & Wu, 2018). This manifests

into the language some students choose to use when talking about who truly has rights in Beijing and therefore value to the society. Two of the teachers in Japan (Interviewees R and T) shared that many traditionalists look down at students who are multi-ethnic or may have learning differences. The impact that a school's city or country can play on a school must be accounted for as it can impact what a school looks like and what it values.

If schools appear to be homogenous, it could be a product of the students the school attracts in its enrollment. U.S. independent schools are historically selective with their admissions' processes, which may restrict students who have learning differences or do not meet certain financial abilities. According to the "National Association of Independent Schools (NAIS) 2017-2018 Facts at a Glance", data from their 1,220-member schools across the United States indicated that the largest two, single ethnic groups are Asian American (8.5%) and African American (6.8%), with multiracial students comprising 8.5%. In regards to financial aid, which is an indicator of financial accessibility, the median percentage of students on financial aid is 23.7%. Two other interesting data points of the report are total faculty of color as a percentage of total faculty (18.6%) and total other staff of color as percentage of total other staff (69.4%). The significance of these numbers is that independent schools in the United States do not reflect the ethnic nor financial diversity of the country. Three of the teachers from NAIS independent schools shared that it is important for their students to be exposed to a variety of differences to understand who is and who is not represented (Interviewees B, L, and Q).

One teacher who is not originally from the United States but has been teaching in the country for almost 20 years shared that he represents multiple minorities, which is important for students who do and do not identify with his identifiers. For those students

who are also in a minority group, he acts as an advocate for them, so they can approach him. For those who are in the majority, his visible identities can provide those students with someone who represents the minorities rather than generalizing certain identities. He shared that the diversity initiatives at his school can fall on deaf ears if there is no representation to provide a voice and reveal the blind spots that exist at the school so while he does not represent all minority identities, he does feel it is vital for him to present a voice for the other (Interviewee B).

Racial/Ethnic and socioeconomic diversity continue to be the most significant identifiers in independent and affluent schools, no matter the region of the world. Ability recognition, especially related to learning, emotional, physical, and cognition, are increasing as schools better understand the neuroscience behind what makes students unique for their best learning practices and other needs. Some teachers acknowledged learning differences as an important characteristic for understanding diversity, but the recognition of other indicators of diversity such as gender, religion, and sexual orientation were not mentioned by any of the interviewees. Gender enrollment within most co-educational schools tends to be balanced, but Interviewee O mentioned the gender disparity in the higher-level science classes, specifically those that are math related, were dominated by students who identified as male. Other topics related to gender such as gender identity and expression were not recognized by any of the interviewees as topics related to diversity. While it is unclear whether this is a conversation topic at other schools, it is receiving more attention by certain Punahou administrators as an area that requires more support, even though none of the interviewed faculty made mention of it. While the faculty interviewed in this study did not refer to gender diversities, it is possible



that the conversation is occurring at different levels. In order for the topic to be relevant, it must be a widespread conversation topic and not just reserved for one group and therefore included in any professional development programs focused on global citizenship.

Certain diversity indicators may impact others due to tendencies and long-standing connections (Leavitt, Wisdom, & Leavitt, 2017). Many independent schools in the United States do have some religious affiliation and though it is not a requirement for the student body to reflect that affiliation, religious diversity and acceptance may depend on the population and region of the school. Sexual orientation remains a challenging topic in schools as it is countering previous explicit and implicit biases that people identify in the same way. Even for those whom see sexual orientation as either heterosexuality or homosexuality, there is a lack of recognition regarding the spectrum of the topic. Being a global citizen requires acknowledging and understanding multiple perspectives and identities. The diversity conversation at many independent schools the United States is often in a different bucket from global education according those interviewed. Three educators from other countries indicated that their schools place a premium on developing global citizens but its connection to understanding diversity is non-existent (Interviewees D, I, and T). Since dialogues around both include similar purposes, it is vital to see the two as supporting one another rather than competing for significance. Understanding that each area of the world is less homogenous than what an outsider may see at the surface, global citizenship requires an individual to learn multiple stories so that a single story does not define a group or region, especially given the variety of diversities that exist.

Many of interviewees stressed that it was important for their students to demonstrate creative elements towards completing their assignments. Encouraging

creativity in the classroom can help students to consider alternative problem-solving and approach a dilemma with a variety of perspectives. Today's global challenges have greater measures of complexity therefore their solutions require more multifaceted responses (Reimers, 2016a). The interviewed teachers' ideas on how students can be creative are distinct to their subjects or age groups, but the measurements to determine their students' creativity are lacking. Without knowing if there is a common method of assessing creativity, it is unclear whether one's approaches to encourage creativity are noticeably better than another.

For some of the interviewed teachers, they are challenged by what they are required to covered in their classes. While having pre-determined content set by others is not the reason a class is or is not capable of encouraging creativity, the ability to have free reign can provide opportunities for teachers to assess the skills in the manner and degree they find best. The high school teachers indicated that there is some pressure to cover the required material so that their students can progress to the next class having been exposed to the necessary information (Interviewee D, L, O, and S). Obviously, exposure does not equate to mastery so teachers have to provide or create assessments and learning tools that instill proficiency. All the high school math teachers indicated that they must get through a set amount of content each year so that their students are prepared for the subsequent math courses or the Advanced Placement test. While each indicated that they do try and find ways for their students to personalize their learning and consider new practices of instruction and learning, all are asked to learn the same material. One of these math teachers also shared that part of the uniformity could be based upon the background of the AP Calculus BC students. "Calc BC kids are a bit

homogenous. They come from families that expect success as their families are routinely successful in the traditional manner so their imperative is not about being creative but making sure they know what is needed for the test” (Interviewee O). Considering a student’s background might influence their creative spirits lead to perpetuating how previous generations thought about school success and why they see no need to change what worked for them.

Unfortunately the focus on a single assessment diminishes the need to be creative as curriculum and techniques become standardized. Another high school math teacher offered Algebra 2 students a comparison to the previous instructor’s Calculus students.

They (Calculus students) think about math as a language or story so they are very different from Algebra 2 students. One Algebra 2 student hates math as he sees it as a network of rules that seem like they need to be memorized and how they come together and make intellectual connections is unknown. Some of these students are actually the most creative math students since they don’t like math and want to find ways to simplify or get out of solving math problems (Interviewee S).

All the middle and high school math teachers shared that they value the presence of creativity and its value as a global skill, yet its implementation and presence is fairly absent from their classes. Based upon the interviews, high school math instruction is lacking in its ability to instill a pervasive creativity that goes beyond the course content. It is possible that some of the math teachers’ students continue their interest of math beyond high school with professions like engineering, architecture, or others that require elements of creativity, but neither of the high school math shared about offerings that include strong, creative problem-design and solutions as a component of its curriculum.

Some of the non-math high school teachers pointed at elements of their courses where their students had a chance to demonstrate their creativity though they stipulated

that the creativity is restricted to the boundaries of assignments. For example, Interviewee D indicated that students can choose any text for a free reading book, provided it meets certain length, subject, and publishing year restrictions with an essay to serve as the assessment. Interviewee T has students do a similar project, but their assessment is completed through a required video that claims to maintain more of the student's creativity and voice that might not be as reflective in an essay. In both instances, teachers are asking for creativity through a limited number of opportunities. Interviewee L indicated that, "certain tasks do encourage creative tendencies while others are similar to math in regards to asking for a specific product. Creativity to hypotheses and problems require a foundation of knowledge so students have to practice and learn some experiments with a designated solution in order to use those basic lab practices" (Interviewee L). Discussions that combine ethical conversations around science experimentation and finding solutions to unanswered questions are opportunities for students to think about creative elements (Stewart, 2007).

The language teachers shared a curriculum that resembled the math teachers in that learning words and grammar resemble introductory math practices. "Before a student can write an essay or create an argument, they need to learn the vocabulary and inherent practices to compose something that is longer and more intricate" (Interviewee B). Therefore, can assessing a student's ability to be creative be truly appreciated or assessed if the student has not learned the basics yet? A student's ability to practice their language in a creative manner might be a result of earlier mastery through less original measures.

For the teachers in middle school, creativity is in greater opportunity and focus as compared to their high school colleagues. Individual subjects in middle school does

require that certain content is covered, but the removal of grades or not having to rely on state marks and college transcripts provides middle school teachers with an overall better balance between foundations and creativity (Zhao, 2011). The ability to be creative in global contexts for middle school classes is easier to facilitate than with high school classes. Of the eight high school teachers interviewed for this study, only three indicated that they were able to connect their curriculum to someone else's in another part of the world. Meanwhile all of the interviewed middle school educators currently have a collaboration with another classroom somewhere else in the world. When the question came up with teachers from both areas of a school, the middle school teachers overwhelmingly mentioned that their curriculum was established, however the opportunities to allow students to pursue answers to their own questions in a global context was very available. Given that the middle school teachers came from different departments, creativity in global collaborations is not department specific (Wobbe & Vaz, 2015). Any opportunities these teachers could provide to their students to think creatively about global challenges in collaboration with another school was something they were willing to pursue and develop through isolated or long-standing projects.

The four middle school teachers indicated that they were not pressured to abruptly end one lesson to move onto the next since the growth achieved was more valuable than what might be obtained from a summative assessment model. "While my class does rely on formative assessments, students have a hand in what they are evaluated upon and the depth of creativity that can emerge. I value creativity and for me to say that this one thing has to be present or absent diminishes their ability to be creative. I can't state up front what I am or not going to account for since it might wall in my students" (Interviewee H).

This fits with Zhao's (2012) perspectives that students have lots to gain from pursuing their own questions and designing their assessments. Turning Point School, though there were no interviewees for this project, was able to provide a list of competencies and rubrics that their teachers could use to measure various global competencies (2014). Its curriculum map was one example that demonstrated how creativity can be measured qualitatively and how classes should design a blend of unstructured opportunities with evaluations. Creativity plays a role as the middle school teachers provided their students with an openness to identify patterns and emerging trends across the world. This continues to serve as a guide to support and help connect the students to the topics that support and validate the students' intentions.

Elementary classes are the overwhelming nexus of creativity. Every class is interdisciplinary, full of mixed ability students, builds upon a knowledge system that is not bothered with content, and provides students with the proficiencies that anchor global citizenship. While high school teachers might work in a vacuum away from other disciplines or colleagues in the same department, the elementary school teachers were always connected to others and their curriculum did not emphasize a single path. The teachers did not create separate curricula for each student but allowed their students to explore a depth and range of topics as far as the students desired. Interviewee J believed asking questions and asking students to think about what they had not previously considered could offer the students new areas of thought that might be new to everyone. She did not want to ask questions that she already knew the answer to as she believed it would not advance anyone's creativity.

All of my students come from different backgrounds and different households...They are different in their own traditions and customs...they are

different in how they learn and the speed they learn. Their variety of learning styles allows for different answers as long as there are opportunities for each student to imagine their own paths, which strengthens their desires to remain creative (Interviewee J).

During a Language Arts lesson, Interviewee N believed that collaborating with students from different countries and ages allowed her to see how students can exhibit their own forms of creativity through empathetic and resilient behaviors in conjunction with diverse perspectives, something that was practiced during this teacher's own World International Center professional development experience. The idea that this is an important skill was a newer idea in the country since according to her, emphasizing the global citizenship skills "counter previous practices that are decades old" (Interviewee N). By providing professional development and having teachers from the school interact and create new curriculum, the teachers are practicing their own creativity skills which they can work to create the conditions for their students to do the same. Having teachers and students connect to a global audience is important, no matter the age group, to enhance innovative methods for schools to practice (Samra, 2007). The research on how diverse teams can bring about new ideas, especially in the classroom, are more common to the elementary classrooms, which are not affixed to staying on an inflexible route (Reimers, 2009a; Rodriguez, 2011; Streitwieser & Light, 2010).

Educators that emphasize activities that encourage collaboration and empathy can help instill a more creative mindset. By understanding the needs of others and expanding one's perspectives, while challenged with issues that require others' needs and are more complicated than a math problem or analyzing a historical issue through an essay, students can better understand how problems affect other communities or individuals (Appiah, 2008). Creativity requires thinking beyond one's current state so including the

needs or working with others introduces different ideas that individuals may not have considered before. Creative problem-solving requires ideas that include what is best for others and considering what has not yet been thought of or implemented to the current situation (Duffy, 2014). It is possible that solutions to other contexts or scenarios exists, but if students do not have the chance to work with a variety of scenarios, then creating future original ideas and potential solutions will be absent.

While some instructions are needed for any assignment, balancing a students' ability to be truly creative with accomplishing a task is a challenge. High school instruction is challenged by building a student's knowledge and skill base so finding areas that can provide maximum creativity, especially in institutions that are college-prep, is difficult to identify. To produce students who are global citizens, they need to be able to solve a multitude of complex tasks simultaneously (Zahabioun, Yousefy, Yarmohammadian, Keshtiaray, 2013). It is possible that the educators are providing a foundation for later creative problem-solving through their assignments. Creativity is a product of ensuring that assignments have authentic audiences, adaptability, and the chance for students to practice their resiliency when ideas do not turn out as expected yet outcomes are still expected (Hampton & Demeure-Ahearne, 2016).

### **Theme 3: Valuing collaborative practices with different parties**

All of the interviewed educators acknowledged the value that having students work together would enhance their long-term skill development. Depending on each interviewee's grade level and subject, the explanation of what they believed collaboration looked like in their classes varied. A number of classes arranged their classrooms so that collaboration was inevitable. Whether it is desks grouped together, students who are



sitting at tables or on the floor together, or assignments that require multiple perspectives, collaboration seems to be emphasized by all whom were interviewed.

Collaboration's importance is contrary to the class assessments that are intended to be completed by individuals and require a mastery of specific facts. Learning in isolation is not a trait championed by the Wo International Center programs and many contemporary learning environments are trying to find more ways to encourage authentic and collaborative assessments (Reimers, 2016b). This type of learning is common to most elementary classrooms but near the end of elementary school or beginning of middle school, isolated learning practices tend to increase. Many of the elementary school teachers, no matter what country they are in, responded that a day without collaboration is not feasible. Early education seems rooted in cooperation and building capacity within the group instead of individually therefore finding ways to have each student work with others is a crucial component. Collaborative learning and inquiry require empathy to listen and accept others' ideas thereby adding to one's global competency. If students do not have continuous practice in working with others, they will struggle with more complex problems that require a diversity of thought.

One of the ideas that emerged from a number of the interviewees was their own practice of collaborative skills. None of the interviewed teachers are the only teacher with that class or discipline at their schools, which may help lend to their practice to involve others in the planning. All of the educators are experienced working with multiple colleagues to develop curriculum or co-teach classes. There are course agreements that the interviewees have agreed to with their colleagues so that their school's students are in alignment with the curriculum. It would be easy for each educator to follow their own path

with their students and not collaborate, however the ramifications are that students from varying sections might be learning different objectives.

Another outcome regarding collaboration were different teachers' perception of the concept. Some teachers believe it to be a free exchange and sharing of curriculum. Others see it as more engaging conversations and co-planning with colleagues. The willingness to share materials is important because it assumes that the educators are open to letting others build off their work rather than hide their curriculum from colleagues. A number of the teachers believe that making their work public is equivalent to collaboration since it does not restrict who can use their work. They are willing to help their colleagues with offering their ideas but it also assumes that these educators are unwilling or distrustful to accept their colleagues' plans. Collaboration requires individuals to come together to address a shared goal rather than addressing the goal in solitary. If students are encouraged to solve group work in isolation, they will hesitate trusting and believing that others can help them derive a solution that is usable across many classrooms.

True collaboration is a partnership that leads to a blending and inter-development of the best parts of multiple ideas (Zhao, 2012). Educators must demonstrate what they hold as important therefore having one teacher plan one half and another teacher plan the other half is better than not having educators talk at all. But such tendencies are not true collaboration in the global sense. Language and cultural differences do not always allow for a professional to complete one half of an assignment and then turn it over to someone else to finish. Understanding the nuances and how ideas are generated is part of the conversation that must take place for true collaboration. Even within the same school or similar cultural environments, perspectives and purpose may differ therefore collaboration

requires an understanding from the origin to its entirety. This is why the organized professional development experiences include a task so that individuals are practicing this true form of collaboration rather than working in isolation for their own needs.

Amongst the teachers who were interviewed, a challenge for encouraging collaboration in classes was having a group of students work together rather than just one student who completes the work for everyone. Finding the best methods to encourage collaboration was a constant question for all of the educators. Not only did some students need to learn how to contribute the best of their abilities, the stronger students had to learn how to let others join. For those students whom were just motivated to finish or comfortable with letting others do the work, it was a struggle for their teachers to create the proper balance of support and partnership. “We follow the I.B. system so there are lots of single projects and they are mixed up with assessments between individual and collaborative. But getting students to think about being collaborative after working independently, especially those whom who are so driven, is hard (Interviewee I).”

Some educators indicated that room design and culture could play a significant factor in facilitating a collaborative environment. In the elementary classrooms I observed, students were never segregated from one another and remained in consistent contact. The floor was in regular use as students sat, laid, and sprawled to come up with solutions to their assigned tasks in a comfortable manner. The rows of desks were more prevalent in middle and high school classrooms though a number had small groups of desks together. Grouped desks forced students to exist with each other and to share the space. Creating such environments makes it easier to work on assignments together since no one has to move. When students have questions or need to devise solutions together, they can rely on

assigned partners or groups. Having such a classroom design encourages a student's comfort to ask for help, since the student does not need to make their request public to the entire classroom (Interviewee F). Rather than coming from a place of deficit, sitting together in desks or in other spaces encourages conversation around tasks, which was a significant block to creating collaboration.

One teacher shared that her philosophy for encouraging collaboration stemmed from her familiarity of Hawaiian culture. "In Hawaiian thought, you go from the macro to the micro. I have a place in this larger 'ohana (family) and from there narrow it down to the large community to smaller communities" (Interviewee J). Some of the interviewees from China, Japan, and Sweden voiced similar sentiments to indicate that the home culture placed an emphasis on shared success for the group over the individual. Their students would come in with a shared sense of working together, although only to a certain age. At some point the desire to measure individuals becomes more weighted than the sum of abilities. Including the cultural background of why collaboration is vital resulted in better practices that demonstrate the practicality of collaboration.

One instructor beyond secondary school was included, who has participated in one of the Wo International Center's educator programs. While her student audience is older and allowed choice in whether it wants to enroll in her courses or not, it was interesting to see how the global citizenship components were present through the curriculum. Regarding collaboration, while creating artwork can be seen as an individualized pursuit, "visual arts are really fluid and the work is being done in the presence of others. In my world there is a shared space and shared equipment and shared materials which results in shared stewardship... Having the feedback can lead to teaching one another and

improvements on how to improve for next time. Arts have the opportunity to build the peer to peer teaching right away” (Interviewee M). It would be easy to include art with math or other subjects in assuming that the craft can be accomplished individually. However relying on others and incorporating feedback signifies that even art is not isolated from collaboration.

All of the teachers mentioned that the extrinsic value placed on test taking and individual accomplishments in order to improve one's academic standing (potentially leading to admission to a stronger university) can diminish the desire for shared successes. Teachers faulted the systems in their areas as discouraging collaborative environments in place of assessment and quantifiable evaluations of students. Being able to blend cultural norms with current educational practices did not always align and in many instances, is contradictory thereby presenting an interesting paradox as how global citizenship may be interpreted for different groups. If collaboration is viewed as only a tool for success, something that has to be done, or in other ways that are not core to the culture's identity, its presence may only exist as lip service. Some of the teachers who believed collaboration was part of their cultural identities indicated to be truly collaborative and willing to incorporate it as an essential component of global citizenship, teachers and schools need to build in struggles and opportunities for shared problem-solving amongst dissimilar groups to allow for the practicing and potential implementation of strategies that can be considered collaborative (Hampton & Demeure-Ahearne, 2016).

In order to practice global citizenship and demonstrate what it looks like to students, educators need to have experience working with others from a variety of environments (Birman,, Desimone, Porter, & Garet, 2000) All of the values listed in this

chapter are attainable from working with individuals outside of one's community. Interacting with new perspectives rather than just hearing about them second hand is an important facet of global citizenship. Sixteen of the interviewees indicated that they have collaborated with schools and/or faculty located in other countries. One teacher shared, "working in another country or with other colleagues who have international connections will result in seeing that not all things will be followed as I previously understood...Empathy can be built from appreciating that there are multiple ways to accomplish a task (Interviewee P). Imparting these tolerant attitudes comes from co-constructing with others instead of being a passive learner.

Nine of the interviewees have participated in a professional development travel opportunity through the Wo International Center and some of their takeaways exemplify the importance of observing different methods to accomplish similar outcomes (See Table 2) . One teacher shared that on a trip to a rural school, her opinion of what students needed to learn was not what the rural school focused on. In the teacher's classroom, a greater value was placed on collaboration to solve math equations. On the visit students were working to repair a water pump on a farmer's vegetable garden while others were learning how to build walls and a roof, potentially for their future home. What is seen as vital in different schools can provide deeper perspectives to appreciate what matters.

All of the interviewees are veterans of their current schools though it is interesting to see what kinds of experiences they had working with students from their current school and students from other schools. Each school culture varies, especially between those in different countries. Having opportunities to work with varying populations can help faculty with preparing their own school's students for understanding and learning how to

manage differences (Creeden, Kelly-Aguirre, & Visser, 2016). The connections with other students range from teaching in other schools, partnering with another school on a collaborative curricular project that connects students from different schools, or leading a program that includes students from other schools beyond the host institution.

Within this range, nine of the interviewees (See Table 3) shared that they have facilitated a Wo International Center sponsored student curricular exchange (with students other than from Punahou). One interviewee indicated that this chance provided, "the opportunity to collaborate so that students see the differences in culture with different places so that students may see what is important to them might not be important to kids in other places around the world" (Interviewee A). Another faculty member indicated that her connection with the Wo International Center, "gave myself and my students an authentic audience to work with. To have an audience outside of the class, outside of the state, outside of the country is most desired (Interviewee C). When doing projects or writing papers for an audience of their classmates, students may grow comfortable or know what to share with a familiar audience. But having to present to an unknown group requires a greater level of expertise. Students must be equipped with the skills and comfort therefore it is up to their teachers to prepare them to present. When classes have to work through language differences, it requires other strategies that might not be relevant if just sharing to their own classmates. A middle school teacher shared that the ability to communicate despite knowing different languages is a great test for students as it demonstrates whether they are cognizant of their audience's understanding of the information or just focused on their own ability to perform their presentation (Interviewee K). A key component of global citizenship is demonstrating empathy and

while teachers and students should highlight its importance regarding the content in their assignments, it is also their ability to effectively work with others, which demonstrates their global citizenship.

#### **Theme 4: Demonstrating leadership skills**

Schools want to prepare their students to become viable leaders of their current and future communities. Leadership requires practice and while the models of leadership vary across cultures, schools and its educators can provide students with scenarios that facilitate leadership preparation. Emphasizing the development of their students' sense of empathy to practice integrity is a way leadership was incorporated into creating global citizens and each interviewee shared how these values exist in their teaching practices. Resiliency was another characteristic of global leadership and many of the educators were able to point to how they and their students can practice it within their curriculum to establish a foundation of leadership abilities.

Unlike the other themes, developing leadership skills is not an explicit outcome of the Wo International Center professional development opportunities. But asking educators to think about how students can practice empathy, integrity, resiliency, and other principles of global leadership can highlight the greater importance of their curriculum, beyond learning content or earning good grades. Teachers want their students to do more than be good test takers, exhibit content proficiencies, and be highly skilled in a number of areas. Despite these desires, the amount of time spent on characteristics associated to good leadership (Johnson, 2012) are greatest in the younger ages. If schools expect their students to become agents of social change and community leaders, it requires practice throughout one's educational life, starting in pre-school or kindergarten



and moving through the duration of high school (Zhao, 2011). Classes focused on content mastery have a specific purpose that may or may not benefit students in the future.

Learning about Trigonometry functions, going on a field trip to a museum, or reading Shakespeare has the potential of enhancing critical thinking or other global skills. But if the content was focused on a skill like critical thinking or resiliency instead of content, there are infinite topics that can be used for exposing students to these skills that might have a more lasting impact and help with their leadership evolution.

All of the teachers shared that being a good citizen is a vital goal of their school's purpose. Each teacher indicated that they may implicitly or explicitly incorporate an understanding of ethics into their curriculum so all of the teachers felt that ethics did play a role in their daily work. None of the teachers taught a character education class and the selection of this was on purpose. Rather than speaking with faculty who were directly instructing on how to be good characters, it was more insightful to see how ethical responsibility was not the purpose of the course, but was still emphasized in conjunction with the daily lessons. Part of being a global citizen is being a positive and contributing member for one's society or for the interviewees, at one's school. It is easier to be ethical when that is the focus so understanding how ethics are emphasized and implemented when it is not the focus provides a better awareness of its value and implementation.

Before understanding ethical responsibility, it was necessary to know how each educator defined the term. Working with educators from different countries who did not have English as their primary language, the specification of ethical responsibility was often confused with morality and care. When asking some of the teachers what they perceived to be the difference between the two, some believed there is no disparity while

others saw ethics as rules or standards set by the organization and morals as one's personal inclination. Most of the educators from the United States believed in a difference between the two while those from outside of the United States, especially the Asian countries, did not draw such distinctions. The educators from Denmark and Sweden (D, K, and L) thought it was vital to have conversations about any infraction with students before a response was issued. One of these teachers said, "it is part of school law that students are included in major decision-making and the Board of Education requires each school to have plans around infractions that may occur" (Interview D). Common to many of the non-United States or non-high schools was making sure the students understood how they were not following the school/class standards and rather than just handing out a punishment, ensuring the students conveyed why they committed the action they did so that they would not repeat.

Since this is not a large enough sample to determine whether this trend is based upon culture or language differences and since the interviews were conducted based upon the respondents' opinions rather than what might be considered a correct interpretation, all responses are included. The range of responses around students' ability to act ethically ranged from environmental sustainability practices, celebrating cultural holidays that honor family or the elderly, and learning class rules on the first day so that following the rules can lead to an extension of freedoms. Treating classmates and property with respect was a common theme and many of the educators shared that following directions is a large component of being ethically responsible in school. Some of the middle and high school teachers valued their school's Honor Code or Discipline Committee to help regulate ethical behaviors at their schools. Two teachers mentioned the hypocrisy of their own and

their colleagues' classes which focus on the content of human or civil rights' improvements, however there is no mention of contemporary situations on how the students can build upon their ethical practices at their schools (Interviewees C and I). Schools that are International Baccalaureate schools are required, per their curriculum, to create projects and promote ethical actions but one teacher mentioned that the curricular requirements do not guarantee a place in the academic day (Interviewee I).

The elementary educators shared that they devote a significant portion of their curriculum to the students' learning about and demonstrating ethical behaviors so that the students can recognize what it means to be a moral citizen. Stories and activities are part of the curriculum, which helps to explain and demonstrate ethical responsibility and this plays a role into the everyday interactions with their students. The teachers want their students to practice sharing, to respect others' differences, and to choose the most moral option even when there are easier options that may exist. One elementary school teacher recounted a story that involved her students getting soap from a dispenser and using it to deface property. Another student saw them and told the teacher, which might be the most challenging element of ethical behavior in this story. The teacher had a conversation with all of the students involved around making good decisions and allowing students to identify when help might be required to address inappropriate actions (Interviewee N). Emerging as a common theme from the elementary school teacher was that treating others with kindness and respect is a foundational, learning goal. The decision to connect ethical behaviors as a significant element of leadership fits into a variety of leadership models (Price, 2008; Reeves, 2006; Richardson, 2012). Establishing this foundation can result in students adding other skills that might be more content focused so that they have a

working knowledge of how to create projects that will make a difference so long as the attentiveness to ethics and integrity continue to be enhanced.

Due to language differences, there was a large overlap in the responses that were provided between how ethical responsibility and integrity are implemented by educators. Morality and values-based education were two terms that often came up as a determiner for whether activities helped to encourage or demonstrate a student's integrity. One teacher felt that ethics was based upon one's personal beliefs of right and wrong while integrity was based upon the actions one was committed to doing (Interviewee L). Another thought that integrity had nothing to do with what was morally correct or incorrect; "integrity is a matter of following one's beliefs whether others consider it to be good or bad" (Interviewee E). While school personnel can detect what are ethical behaviors, the actions are based upon school rules, which may be created from false assumptions or old, outdated ideas.

For students to demonstrate their integrity, it requires a prior understanding of who they are and what they consider to be correct. When asking the interviewees follow up questions about whether the students always knew how they should act, many teachers felt that students know what is proper conduct most of the time. Between the school rules, school announcements regarding what ethical behavior for school, and school structures that are in place to encourage or monitor moral behaviors, the interviewees did not think the basic rules were a mystery so doing what is right would be easy to maintain. Based upon this assumption, a failure for students to follow the school rules would indicate a lack of integrity in their decision-making process. But through follow up questions, many of the interviewees indicated that the school rules are known, however the understanding

of the rules' backgrounds and discussions around the exceptions is rarely discussed so the expectation remains that students will just do what is right and if they do not, they will receive the according punishments (Interviewees B, G, I, K, and S). Those educators who mentioned the few instances of poor decision-making by students shared that it was less related to a lack of integrity and based more on a lack of awareness (Interviewee L and T).

The art instructor believed that when students demonstrated a lack of integrity towards reviewing others' work, it is due to a larger issue surrounding the discipline. "In the arts there is an incredible history of shredding others to influence the thoughts of others. I make sure the class is formatted and structured so that putting down others' work is not part of the class. Making critiques is coached and meant to support and celebrate the work and enjoy what has been done" (Interviewee M). Educating students to be global citizens includes aspirations of ethical mindsets and acting with integrity. Ensuring clarity around this topic in varied school settings and different countries is a challenge when looking for consistent responses, especially when working with multilingual audiences. No matter their definition, the responding educators shared that integrity was a vital component of thriving global societies and if their students did not practice and be acknowledged for their positive or negative demonstrations of it while in their schools, then the schools had to change to find more meaningful ways to implement.

Sharing one's narrative of personal resiliency is a form of storytelling that helps indicate how an individual can progress from struggles to success. It is needed to demonstrate one's adaptability to change. Practicing resiliency in schools is a challenge since the desire for finding the correct answer is a common goal. Tests are based upon correct and wrong answers so the opportunity to improve upon mistakes may not be

feasible. Entrance tests are a requirement for admission to some schools, mimicking the process of universities. When students have their learning restricted to the classroom, the ability to make mistakes and rebound can be limited to the four walls. Being outside of the safety of a classroom removes the teacher's ability for "grading" since success is more immediately observed and requires a response if the end result is not achieved. A number of the teachers mentioned that students are not used to making mistakes because they are frowned upon and even result in penalties that can impact a student's academic standing (Interviewee A, D, and G). One challenge was designing a process that allowed for mistakes and opportunities to demonstrate that there is more than one correct answer. The writing focused educators (literature, social studies, and Humanities) believe it is easy for students to make mistakes by allowing them to prepare drafts of papers and receive feedback before the final product is required. This can place a greater emphasis on the process since the essays could allow for a progression of arguments in drafts instead of stating a final answer. For two of the math teachers, since most of the student work took place in isolation, mistakes were seen more as penalties than growth opportunities. Depending on the type of science, some teachers believed their students could make mistakes on labs until they reached the desired outcome. This interpretation of resiliency assumes that there is a correct answer and students should continue to make mistakes until they reach the preferred response. While striving for the correct answer may rely on resilient abilities, it lacks in resilient behavior as students may gain that the teacher's scientific experiments are comparable to a math problem; the question requires a specific progression for the correct answer.

The purpose of having students become more resilient is to give them practice for how to handle disruptive situations that stray them from their original path. Traditional school assignments can give a false impression that projects can be successful by following a step-by-step plan. While this may work for a paper or problem set, more complicated projects require systems thinking and trouble-shooting to handle overlapping issues. Resiliency can be easily demonstrated in a number of student global experiences. A delayed or cancelled flight, trying to communicate through language differences, and being exposed to new experiences are a few of the ways study abroad programs can encourage resilient behaviors. Schools should not just rely on travel to expose their students to resilient behaviors as educators need to provide conditions on campus to ensure students can practice such behaviors (Duckworth, 2016). Resilient students are more likely to rebound and reframe opportunities that result from mistakes or missed chances (Richardson, 2012). Identifying resiliency was easy for many of the interviewed teachers to see, but measuring its growth seemed to be an unknown.

Demonstrating classroom resiliency was not a stated issue for the interviewees. Five of the teachers from western designed schools (does not mean that the schools are located in western countries) mentioned that there is pressure to be perfect because of the criticism they might receive from parents (Interviewees B, H, I, O, and S). Working in high achieving institutions places a significant pressure on all parties and the five indicated that if parents feel their children have received an inferior education, there will be strong objections against the educator and school. While teachers and students should not be coddled, resiliency does not mean one is alone without support. This is why parents at one of the Sweden schools engage in lots of conversation with the school administration

around recent research and how the opportunity for the students to make a mistake and grow from it can have long-term benefits (Dweck, 2007). While some parents may be engrained in the culture of seeking correct answers and abolishing mistakes, the school maintains a portfolio from grades seven to nine to document each student's growth and eliminated grades and rubrics in both 7<sup>th</sup> and 8<sup>th</sup> grades, thereby placing a greater emphasis on formative feedback and talking to students about their work. This prevents students and their parents from only looking at the final result and compels them to find ways to respond for improvement.

One of the interviewees shared that there are many opportunities for students to learn from mistakes at their very expensive and highly competitive school, but students and parents do not value such lessons (Interviewee I). This is due to the cultural background in China, which does not encourage showing face and taking responsibility for making a mistake. The interviewee shared that students were placed in charge of a fundraiser, which led to a loss of \$40,000. It was unclear if the students understood their mistakes and the significance of their choices since a group of parents each wrote a check for \$10,000 to cover the loss and show that their effort made money. The school also uses bake sales as fundraisers but it is the students' maids and cooks whom are the ones making the cookies. While baking is not a requirement for resilient behaviors, the educator from this schools was adamant that support for correcting flaws instead of support for helping students determine their own path to success is not conducive to long-term resilient behaviors. When placed into an unknown community and striving towards success, successful global citizens do not have parents who get them out of trouble.



It is unlikely that students will develop resilient competencies if their teachers do not have resilient experiences and know how to create scenarios for their students that lead to these skills. A number of the teachers mentioned that they feel pressure to provide their students with well-designed lessons that are flawless to maximize the time they have to learn what is considered vital. While this may take hours of refining, not having their students see how their teachers respond to setbacks may create the perception of an immaculate culture. The more experienced educators interviewed for this study were more willing to try something new in a class and adapt if the idea was unsuccessful. Their ability to rebound and apply their students' feedback could be a product of their confidence of being in the classroom for years and knowing what students might understand. Since none of the interviewed teachers are within their first few years of teaching, determining the idea of whether experience correlates to having the confidence and resilience to direct students is difficult to validate.

Many Asian countries and schools have a culture that awards long hours of studying and fully devoting oneself to their studies. For those that are unable to commit, teachers shared that their communities consider it to be a product of a student's ineptness. One elementary and one middle school teacher from different schools revealed that they were often considered to be lazy by their colleagues because they recognized that some of their students had learning challenges and using a single method of instruction was not beneficial to all students (Interviewees G and R). Their colleagues informed them that having multiple techniques would not be beneficial in the long-term as those students with challenges would then always look for ways to go against the majority instead of just working harder. These two teachers believed that even though they were disparaged and

their pedagogy was seen as damaging to the majority of their students, they were giving their students the chance to be resilient by helping all of their students, remain engaged, no matter their needs, to meet their full potential. Both indicated that they had a challenge in working with other educators from other countries during their professional development experiences, but working past these challenges taught them that there are multiple methods towards arriving to a desired destination.

The art and music faculty were most interested in discussing this question as the two of them explained an assignment is not intended to produce a correct answer (Interviewees F and M). Since their assignments were more open to interpretation and creating products that met broad stylistic elements, it was up to the students to assume, test, and refine whether their attempts met their expectations as well as the expectations of their audiences. When conducting music, the music teacher shared that students could tell if they performed pieces that were pleasing to others. While the students did not delve into music theory and the science behind music composition, they were able to receive instant feedback and then identify the quality of their performance (Interviewee F). For the visual arts' teacher, student feedback helped assess whether students created outstanding pieces. The students were challenged to receive consistent feedback and make alterations before a final assessment was provided. The visual art students were required to collect all of the obtained feedback to share a broader narrative of their final piece and the process that was required to create the final item ((Interviewee M). In both scenarios, faculty did not design an assignment that had a single correct answer. The students had opportunities to receive feedback that required critical thinking to determine whether integrating the constructive criticisms would make their pieces better than the start. Understanding the storyline and

changes that are required can help students understand that a final product is a series of adjustments. Listening to others and incorporating their criticisms is not a damnation of their character. Instead what is created at the end can be a result of resilient practices that are a global necessity (Duckworth, 2016). Art and music students are used to making mistakes in front of others, which can help them develop resilient leadership.

Three middle and high school teachers who mentioned the importance of leadership as an educational goal did not believe it was something that could be explicitly developed from their curriculum (Interviewees D, G, and P). None of them believed that it was unnecessary to find time to include leadership characteristics, “especially those that are most necessary at the global level” (Interviewee G).<sup>\*</sup> They just did not have room in class when there were lots of other things that needed to be covered. They wish the students and faculty/staff had more discussions of what this looked like and how it could be practiced so that their students became positive leaders and ethical compasses to their societies. This is a contrast from the elementary school level, where all of the teachers emphasized how much they discuss what are ethical behaviors and how they engage their students in conversations around how people should treat one another. Perhaps as the students go through the rest of school, the emphasis on such actions gives way to more content focused curriculum that is seen as more important and a better indication of a student's ability, despite what school missions state or how much it is valued by a teacher. None of the middle or high school teachers seemed to believe that ethics are less important

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<sup>\*</sup> when I asked this teacher from China, what were the differences between leadership skills at the global level and any other level, there was no clear explanation. The only unique difference mentioned was that skills at a global level would impact more people than skills at the local level. When I followed up with wondering if it was a matter of scope or if there were any skills that might be different, the belief was that it was a matter of who would be impacted.

but given what they need to cover, ethical responsibility becomes an implicit focus that is addressed only when it becomes an issue. The incorporation of ethical responsibility into the school day is something that all of the teachers cited as an important, however if being a global citizen includes ethical contributions to one's society, it should include practicing and discussing what ethical behaviors look like on a regular basis.

Many of the teachers' schools included in this study have leadership or elements of leadership mentioned in their school mission statements. Yet where the leadership skills are supposed to take place is inconsistent or only achieved by those students whom pursue it. For students to exercise the leadership skills of their future communities, it will take practice and reflection (Johnson, 2012). If students do not see the relevancy between their courses and future abilities needed to make a positive difference in the world, then is the purpose of high school to prepare students for their futures with content or with the behaviors they will explicitly need. To assume that the implicit inclusion of leadership in classes is enough for their students' futures is passing the responsibility onto others rather than the educators' accountability of what they should absolutely include in their students' skillset (Avolio & Gardner, 2005). Based upon today's world, official leadership positions do not guarantee high ethical competencies so schools that include global citizenship (or a derivation of it) in its mission statements or have special procedures to monitor ethical behaviors must do more to ensure its community is practicing and integrating these behaviors into its curriculum. While not all students may have the capacity to practice these behaviors in a global setting, developing an understanding of ethics in local settings is a crucial component of implementing mindsets that can be shared with other communities.

**Theme 5: Connecting with local ideas to understand the world**

Global citizenship includes a strong awareness of one's outside world. Coupled with this is an understanding of one's sense of place. In many of the Wo International Center's programs for Punahou educators, before groups go to another location or begin their learning of other cultures, they are presented with an awareness of local understandings and values centered around Hawaiian culture. The purpose of this exposure is to provide the faculty with a sense of understanding of where it is they are living as these values are important to compare to the values and cultures they will be exposed to in other places. Being able to compare the similarities and uniqueness of different cultures is an important feature of building empathy as it can lead to a greater admiration for others (Sakamoto, 2013).

Half of the interviewees are current Punahou administrators or teachers (with all serving as a full-time Punahou teacher at some point). Of these ten, six were raised in Hawai'i and three are alumni of Punahou School. Only one of the alumni expressed some understanding of Hawaiiana, "though other than knowing a few chants and songs while growing up with my Hawaiian family members, it was never a part of my identity, nor was it seen as important" (Interviewee P). The other two alumni have deep family roots within the state, however these roots connect more to non-indigenous groups. Punahou and Hawai'i's history is full of diminishing the importance and appreciation of Hawaiian culture so there are generations in the state who were never exposed to these ideas. The lack of understanding around one's sense of place was not specific to Punahou as others indicated they were not taught about local values and indigenous groups at their schools unless it was something pursued individually. For Punahou, a school that was founded

when arriving missionaries were granted the gift of land by Hawaiian *ali'i* (chiefs), much of its past and recent perceptions and acceptance of Hawaiian culture is no more than passive participation though it is not alone such lack of comprehension.

Two other Punahou faculty members (Interviewees H and J) were raised in Hawai'i and indicated that they are of Hawaiian ethnicity, were raised by family members who have compelled them to learn about their roots. This was represented by participation in hula, learning important words or phrases (though no language fluency), and cultural landmarks seen as important. Despite this importance, the connection to global studies was always seen as contradictory to them rather than working in tandem with local understanding. One teacher shared that class was often taught with a Hawaiian or a global context until a curricular exchange when it became clear that faculty and students from Hawai'i must draw from ancient Hawaiian wisdom to create the community they want to live in. "After one trip, my team created the *Pili Project*. *Pili* grass is very sticky as it adheres to clothes or other leaves. It was used by Hawaiians for thatching and now we use it as a metaphor for students to connect them as coming from Hawai'i, no matter where they are going" (Interviewee H). The teacher indicated that the *Pili Project* asked students to define their community and then look at issues within their community that were common to other communities.

After participating in numerous Wo International Center travel programs, this same teacher did an informal poll of students and found out that more students had traveled to a foreign country than to the west side\* of the island (Interviewee H). The

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\* The west side of Oahu includes Waianae and other communities that are most known for the prevalence of homeless culture, educational desires, and other issues that lead to long-term social challenges. The contrast between this side of the island and the city or east side (more affluent) of the island is very visible despite being only 20 miles apart.

elementary school teacher felt guilty that her own travels were by plane than by car, thereby transitioning the roots of class to having the students explore their own backyards (Interviewee J). Other Punahou teachers had chaperoning duties and for all travel experiences as of four years ago, students and faculty required to learn *mele* (chants) and *hula* (dance) to share with their hosts. Despite some being at Punahou for over twenty years, it was the first time they took the time to learn and understand how they could participate in knowing the indigenous culture. All indicated that they felt silly practicing these skills while at home, but when they performed in front of others during their travel, a sense of pride and connection to the *'aina* was immeasurable. Upon their return, it also helped to provide their students who did not travel with a sense of place with understanding the necessary balance about home and away. By knowing what a topic looks and feels like at home, teachers can help make connections to similar issues in other states or countries that are very foreign to the students.

For the other half of the interviewees who do not live in Hawai'i, learning about Hawaiian culture during one of the programs they attended was comparable to someone from the United States traveling to another country. The arriving teachers' assumption was that Hawai'i is a state in the United States therefore they would be experiencing "American" culture. Two of teachers from other U.S. states assumed that being Hawaiian was the same as being a Californian or New Yorker; if one is a resident of the state then they assume the citizenship title of the state. Learning that Hawaiian is an ethnicity was new for all ten interviewees, especially the eight from other countries. Hawaiian culture was introduced to their experiences, orally through song and legends and all were required to learn and practice a component of the culture instead of just standing back

and watching a performance. While each experience was unique and remarked to be special, it was this experience that opened each educators' eyes to better understanding about their own sense of place from where they come from and where they live.

This integration into their professional practice was created in order to share the local culture with the guests. While those from other countries could share broad elements of their own culture, those who lived in other states had never learned about the indigenous groups from their states. And even those from other countries were very unfamiliar with what they felt they could share. Learning the Hawaiian cultural values and practices did provide them with a comparison of commonalities between home and away and desire to learn more about the peoples in their home who might be considered "the others" or are not as privileged to have a say in everyday matters despite being indigenous or a significant population mass to the country. While it does take time and an understanding to compare the known and foreign, the ability for teachers from Hawai'i to use the local culture as global teaching tool allows their students to demonstrate the important cultural validations of their small, island home.

It is important for a school community to know what is occurring outside which is akin to remaining in a cultural bubble. When faced with covering content and fulfilling one's academic duties, it is easy to prioritize assignments and lose awareness of considerable happenings. Understanding events that are front page worthy as well as significant to individuals can be categorized as being aware and many of the interviewees felt that their students were not as aware as they felt their students should be. Of the eight high school teachers who were interviewed, all eight thought their students were exposed to important events through class or extracurriculars, but their comprehension was



limited. Some believed that the limitations are based upon the subject they teach and how easy it was to connect learning to what occurs outside of the classroom. The two high school math teachers believed that their course content did not easily connect to global events and thus their students were less aware of events from their classes as compared to their colleagues in the Humanities.

The math we do in class is theoretical and basic so its application to the outside world is limited. Part of the problem is that students do not see global events and math as connected and I do not try and push it. I have a scarcity of time to get students through what we need to cover and something has to be sacrificed (Interviewee O).

Validating the point that math teachers can rely on others to cover outside events, the two high school language teachers did feel like they introduced events in countries that speak the language they are teaching. The French teacher indicated that it is important to blend language comprehension with cultural awareness and outcomes of current events in the areas that speak French. Rather than just using France as the location for understanding about the world, he made sure to include events occurring in Senegal, Quebec, and other African countries when major events take place. This allows students to see how French might be used as a communication tool in different elements to determine the importance of language and how it impacts what different people value (Interviewee B).

The high school Social Studies, Science, and English teachers as well as the community college art instructor all indicated that they do introduce a blend of historical, cultural, and current events at the local, national, and global levels as it relates to the curriculum they are covering. None felt that it was their sole responsibility in the school to do so, but they did think it was a vital component of their curriculum and irresponsible to not include this into their curriculum. While all five educators do cover events from

outside of the students' world, the events the teachers select range from current to events that the teachers selected previously and continue to use annually. The English teacher shared that the curriculum has remained consistent so events from the students' own community and across the world remains relevant, however it is not the most contemporary choices (Interviewee T). The community college art instructor shared that her students are older so they might already have a greater interest in global issues. Since she asks her students to produce artwork that is a commentary on what matters to them, the art can be a "reflection of what is occurring in their community" (Interviewee M). When weighing the inclusion of no global events versus just using past events, two teachers shared that something is better than nothing. It is helpful to provide students with a context of how their curriculum can connect. The four middle school teachers all indicated that relating their content to historical and contemporary events across the world is greatly emphasized. The reliance on student projects and using the United Nation's Sustainable Development Goals as a teaching tool allows students to individually and collaboratively investigate issues and topics in their neighborhood and around the world.

Six of the elementary school teachers indicated that they do not directly address current events in the same manner as middle school teachers. Maturity and the complexity of certain events make it challenging to raise these topics. Two teachers shared that they rely on the students' parents to explain sensitive global events that might result in an emotional response (Interviewees A and J). While none of the elementary school teachers indicated that they looked at everyday current events, all indicated that they do raise global issues, whether it is at the local or global level. Pollution, climate

change, and other United Nations Sustainable Development Goals were commonly addressed topics by all of the elementary school teachers. Many of the teachers have their classes and schools connected to other classrooms around the world to share about everyday patterns and environments. One educator shared that her students do a project on family and home, and how those two topics might look different in varying cities and countries (Interviewee G). Learning more about what families and homes look like in different places can help the elementary school students develop a greater awareness and understanding of how different places are comprised and what might be valued. The Chinese students were surprised during their sharing that students from other countries have siblings, might live in single-family residences, and do not start learning English in kindergarten. The content of why these differences exist does not occur unless students ask for more explanations in private, but it does provide the class with a perspective that different communities live in ways they are not used to seeing. Most important for many teachers was sharing stories and events of how different people around the world treat others with respect, perform good deeds, and play a positive role in their community.

The music teacher was the one interviewee who shared the greatest number of examples regarding how her music students develop a strong perspective of their world in comparison to others (Interviewee F). Students must take the music class for two consecutive years and during that time, they are introduced to a variety of island cultures from around the world and while the songs and stories are tied into the music, the music curriculum also requires identifying the culture on the map in relation to the students, how different languages introduce different values in each place, and the everyday living conditions and cultural backgrounds of different island communities. "My class is not

like other academic class. Here you are living and breathing the class because we are acting in the ways others are acting. Learning, singing in different languages, and talking about different cultural values is infused in everything we do" (Interviewee F). All of the elementary school teachers want their students to practice and demonstrate the values of global citizenship and while the older grades might introduce more specifics around events, the interdisciplinary nature and collaborations that are inherent in early school education provide a deeper opportunity to practice the skills and values related to global citizenship. One is not a global citizen because they can find the Amazon River on a map; they are a global citizen for knowing why communities around major rivers may live differently compared to those who live in different climates and geographies.

#### **Theme 6: Desiring to go into education and become global educators**

Each interviewee provided a unique story for what took him or her into education. While some knew their path at an early age, others did not pursue education as a profession until late in their university career or even after they had other professional experiences. Almost half (nine) of the interviewees had a plan to become a teacher from a young age. In some countries other than the United States, especially those that were included in this study, becoming a teacher must be pursued from an early age. Interested individuals must make the choice during their university life that education is what they would like to pursue and enroll in the appropriate courses and pass the necessary assessments to be allowed to teach. In some countries, like Sweden and Japan, high marks with an additional degree or certificate is also required to teach. While the method to become a teacher in the United States can resemble this, becoming a teacher in an independent school or an emergency public school teacher requires a bachelor's degree in

any relevant subject. Therefore, it is not surprising that of the nine educators who planned to become teachers, all but one is from non-United States schools. All eleven educators from the United States are educators in independent schools or a community college where teaching licenses are not required. While public schools do require certification, the ability for these eleven to switch to teaching for their current institutions is a product of the flexibility and prospects allowed in the United States when it comes to education. Their decisions to focus on their subject/grade and have the capacity to pursue increased global perspectives towards education can fuel their willingness to become better educators (Gopal, 2011).

For all twenty interviewees who have an interest in global citizenship, hence their participation in one of the many Wo International Center programs, designing programs that meet their departmental and cultural needs requires a propensity for creating individualized opportunities with any of the professional development opportunities (Zahabioun, et al., 2013). There are many successful speakers who can narrate how to successfully implement global practices into education curriculum, but using a single voice does not adequately cover the scope of what is needed (Birman, Desimone, Porter, & Garet, 2000). While some teachers have always known they wanted to pursue education, many did not. Thus, helping to emphasize some of the foundational teaching and curriculum designing skills or at least providing a refresher, is core to the Wo International Center programs in case a participant needs support. Their willingness to pursue global education as an avenue might be self-motivated or encouraged by their institutions, but no matter the reason, their needs must be met and their engagement during and after their participation must make a difference in their curriculum. While

some indicated that their interest in global education was to see how other schools teach and accomplish successful marks, other educators want to connect and include skills related to global citizenship so that their students are strong with the content and also the variety of skills, like those related to global citizenship, which are more pertinent across different departments.

Part of demonstrating global citizenship is listening and understanding different individuals' stories. Asking the educators to share something that only they are an expert in helps decrease complexities and creates comfort when considering other reflective responses. Asking this question also provided an insight into each individual's background in terms of their overall tenure in education, number of schools and places they have taught in, and time at their current institution. All of the interviewees are currently teachers or were teachers in the classroom, but some have since moved into administrative positions, which might reduce their interactions with students.

In the case of the Interviewee K, previous global experiences with creating a cross-cultural and cross-curricular year-long project helped to shape how and what to emphasize with current teachers' professional development activities. Having that experience of working on and developing such a project provided first-hand knowledge of how to support others to do the same and build upon it for something that was global, but also applicable to their own teaching styles. "Anecdotally the breadth of experience of what teachers bring to the classroom, no matter the years of experience, is visible as to how it enhances the global identity" (Interviewee T). Multiple educators shared how their time with other schools in different places, whether it is a different city or country, demonstrated that cultural differences exist in every place. Schools in the same city have

their own prerogatives so understanding why each interviewee got into education and what they have learned from each place is important to knowing what they expected and what they have learned.

Providing faculty with the opportunity to travel, visit other schools, and participate in other kinds of global experiences is a valuable characteristic for faculty who seek to facilitate global citizenship with their students. Ensuring that faculty do not live in their classrooms and are pushed to see what exists outside of their content can provide them with a broader perspective that may connect their curriculum to others. In determining what kinds of global experiences (which is a broad term) the interviewees have enjoyed, it was vital to offer questions that reveal both obvious and inherent global experiences. Coordinated school travel programs was an easy question to reveal what kinds of curricular travel opportunities the interviewees participated in, especially for those whom are employed at Punahou School.

The Wo International Center has coordinated travel to visit with member schools and learn about new places for educators to develop content to include into their curriculum. Of the interviewees, nine have traveled through the Wo International Center, which exposed biases about others and themselves, along with allowing the participants to form new connections. "I was able to visit different places in Beijing, Shanghai, and Xian and meet with students and teachers in different places to see how their practices differed from what I knew" (Interviewee E). Thirteen of the interviewees indicated they chaperoned either a Wo International Center or their own school's travel experience with students that offered equal or greater benefits than traveling with other educators (See Table 3). One 4<sup>th</sup> grade teacher shared that, "even though I was the chaperone, I learned

as much, if not more, than my students did. By being in another place and helping to facilitate their learning, I had to understand what it meant to be an authentic learner in a different culture" (Interviewee C). A Japanese teacher said that, "seeing how my students integrate into other cultures helps me to realize what I need to enforce to all my students back at home around global citizenship" (Interviewee R). The value that both these opportunities provide over just vacationing in another country is that educators are more integrated into daily life instead of a potential tourist experience. Rather than meeting with those in the service industry who are tasked with providing a comfortable experience, the group has the chance to learn different perspectives. Learning and visiting simultaneously has proven to be a useful strategy for helping educators to develop their global citizenship skills and determine ways to include them in their classrooms and schools at home. Seven of the interviewees have experience teaching in other countries and all commented that the time they have spent or are spending is an asset to their teaching practices. The Wo International Center was not responsible for any of the appointments to work in another country and not all who participated in the interviews are Punahou teachers. Understanding which teachers have this background helps to understand how they might encourage pedagogies around global citizenship and value its application to their students.

Eighteen of the interviewed educators gave credit to the impact that a Wo International Center program had on their educational practices. Since the interviewees were Punahou and non-Punahou faculty, this demonstrates the impact the Wo International Center has had on teaching and learning during its over 25 years of existence. While this number is skewed since the interviewees were selected from either



the faculty at Punahou or those who have connected with Punahou in varying global experiences, it does indicate the Wo International Center's influence. Whether it was a professional development conference, travel, connections to other learning environments, or any other form that global education might exist in, providing faculty and thereby impacting their students has been and continues to be a significant objective. One educator highlighted that grades and test scores were seen as most important while connections to service learning were absent. After attending a professional development conference organized by the Wo International Center, in which sense of place and service were highlighted as important traits of building empathy and global awareness, she educator returned to school and shared what was learned with colleagues. The result was a new service-learning program that focused on the needs of community as part of the school requirements for all students, which was not widely accepted by the school's student and parent community. "When the program was first rolled out, there were many students who argued against doing service because of its perceived importance to their life...Trying to get students to think differently is challenging but resulting in some individual successes from students" (Interviewee I).

Academics continue to be most valued, however transitioning the school culture from grades to developing the entire student has helped to shape Punahou into one that prepares its students for the greater global community, starting within its own vicinity and branching out. This type of example is what the Wo International Center hopes to accomplish with its network and ability to help faculty, both Punahou and non-Punahou, to facilitate global connections that enhance the global citizenship abilities for the faculty and students who participate in its programs.

### Summary

This chapter contained the results of the analysis, and connected the analysis back to the research questions, that demonstrates an understanding of the analysis with qualitative methods. All twenty interviewees were interviewed either in person or via videoconference tools for this study. The interview questions were devised to understand their perceptions of what is global citizenship and then how it is facilitated in their classrooms and the school. The participants are all experienced educators, with at least five years of teaching experience. Thirteen of the participants identify as women and seven as male from six different countries. Five of the educators currently hold a leadership position in their school, but all started with a background in the classroom. The interviewees cover a range of subjects and the grade levels span from kindergarten to community college.

Using the data to develop a theory consistent with grounded theory methodology, six themes emerged from the open coding process. These themes range from one's path into education to their awareness and understanding of individual characteristics that help to define global citizenship. The six themes, interview questions, and follow up interview questions helped to address the three primary questions to define the composition and role of global citizenship in the teachers' practices.

1. Which global citizenship skills, strategies, and pedagogies has the Wo International Center tried to encourage educators to most recognize?
2. What components of global citizenship curriculum design have educators, who have participated in Punahou School's Wo International Center's programs, implemented in their home schools?

3. How is the Wo International Center's emphasis on indigenous and local issues helping other educators frame their global competencies and ideas around global citizenship?

Focusing on educators who have participated in a Wo International Center program, there is some bias as all have demonstrated an interest or passion for integrating global citizenship into their curriculum. While all vary in what this looks like and what parts are emphasized, all can be considered global educators since they appreciate and attempt to include the values related to global citizenship. Global citizenship will not be mastered by any educator as it can be consistently improved upon, but each educator's ability to combine their class objectives with an appreciation and understanding of others situations; whether the other is in another country or a different part of the same community.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

**Introduction**

This chapter includes a discussion of this research paper’s findings as it relates to educators' practices around global citizenship. There are numerous values related to global citizenship and its presence in the interviewed educators' classes is visible through numerous paths. The chapter culminates with a discussion of limitations of the study, opportunities to enhance global competencies through pedagogical designs, areas for future research, and a summary. The variety of programs coordinated by the Wo International Center serve a range of needs to provide global citizenship opportunities to participating faculty and students (See Table 4).

Table 4: *Impacts of Participating in Wo International Center Professional Development Program*

<b>Global Experiences</b>	<b>Quote Regarding the Experience</b>
Credits impact of Wo program into curriculum/practice	<p>One of my very favorite things are sinks in a preschool, which has a different handle to turn on the water. We get into habit of turning handles a certain way but if they are different, then we must learn about the physical and mechanical settling of new environments.</p> <p>(O-High School Math and Physics)</p>
Collaborated with schools or faculty in other countries	<p>When I am creating new partnerships with teachers, I am trying to find teachers who have international backgrounds or a wider pedagogical understanding. Working in another country or with other colleagues who have international connections will result in seeing that not all things will be followed as previously understood.</p> <p>(F-Elementary School Music)</p> <p>The environment is highly important to understand and diverse environments can lead to more tolerance and understanding.</p>

(C-5 <sup>th</sup> Grade Language Arts & Social Studies)	
Knowledge of local cultures	<p>It is hard to say who is the local culture as there has been lots of migration in and out of my country. I know about the first documented peoples to settle but they have very limited cultural artifacts remaining from their time.</p> <p>(I-High School Humanities, dean, and Service and Action Coordinator)</p>
Awareness of Hawaiian culture	<p>...though other than knowing a few chants and songs while growing up with my Hawaiian family members, it was never a part of my identity, nor was it seen as important.</p> <p>(S-High School Math)</p> <p>After one trip, my team created the <i>Pili</i> Project. <i>Pili</i> grass is very sticky as it adheres to clothes or other leaves. It was used by Hawaiians for thatching and now we use it as a metaphor for students to connect them as coming from Hawai'i, no matter where they are going. Knowing about one's community is essential before one can study about others communities.</p> <p>(H-Middle School Social Studies)</p>

Providing experiences that demonstrate the characteristics of global citizenship requires multi-age and multi-faceted approaches that can support a multitude of talents and cultural backgrounds, as is the case in the participants interviewed for this study. Consistent to all aspects of teaching global citizenship are lessons that instill collaboration, empathy, ethical-decision making, global awareness, reflective practice

and resilient behaviors. As part of global awareness, students should know the values of the indigenous culture in their home and how these people exist today.

### **Purpose of the Study**

The purpose of this grounded theory study was to document educators' (who have participated in a Wo International Center professional development program), understanding and practices of global citizenship education to evaluate the effectiveness of the Center's educator programs. Identifying this information could provide the Wo International Center with an audit of its effectiveness and for other educators around Hawaii and the world, it can serve as a guide for effectively introducing and identifying characteristics of global citizenship.

### **Aim of the Study**

The aim of this study was to share what were the interpretations of global citizenship's competencies and strategies that are most practiced around the world by educators who are influenced by the Wo International Center. Many educators may have their own ideas about this topic, however knowing how others perceive it across a campus or across the world can expand or affirm one's understanding of the topic. Having a guide with a menu of competencies and methods for instilling them for educators can provide classroom ideas and formative assessments that determine global citizenship learning outcomes. Collecting and documenting effective techniques of global citizenship is important, but sharing the most useful pedagogies can allow educators to validate or compare their curriculum.

This chapter contains a discussion and future research possibilities to help answer the following research questions:

**Research Question #1:** Which global citizenship skills, strategies, and pedagogies has the Wo International Center tried to encourage educators to most recognize?

**Research Question #2:** What components of global citizenship curriculum design have educators, who have participated in Punahou School's Wo International Center's programs, implemented in their home schools?

**Research Questions #3:** How does the Wo International Center's emphasis on indigenous and local issues helping educators frame their global competencies and ideas around global citizenship?

### **Proposed Solution**

The solution to create a quality professional development opportunity to help educators better understand and practice global citizenship must occur through a menu of options and activities. Through the conversations with various educators, they were all in different places in their understanding and thus required different guidance regarding global citizenship. Some needed help with curriculum integration, which could be accomplished by working with a colleague, another resource on campus, or with a visit to another school to observe other educators and how they implemented global citizenship into their curriculum. Others educators were ready to co-create lessons or design their curriculum to include learning opportunities that could expand their students or colleagues' competencies. Such lesson designs are most likely to include components that are multi-disciplinary, skills-focused, and translatable across different cultures. Some of the interviewed educators have been successful with such a curriculum design therefore they are ready for experiences that are past curriculum to include work that goes beyond a classroom's walls. For those whom are already achieving such pursuits, they must be

celebrated and encouraged to help educate their peers as they become leaders on how others can become a successful global educator.

From the interviews, it was evident that these practices are more common with elementary school students than those in middle and especially high school since the older grades are department and content specific. However, teachers who prioritize global citizenship are able to incorporate its principles no matter the type of class and whether it is one lesson or the entire course. Common to those whom are successful is not just the type of experience they have, but what transpires before and after the experience. Educators must start by having a desire to implement global citizenship and then they can outline their goals and work to audit what elements of their curriculum are already successfully or unsuccessfully accomplishing this goal. A combination of instructional content, time, and opportunities to connect with a diverse set of educators must exist during and after any program. This will allow participants to implement what they have gained from an experience into their practice. Since professional development programs must offer something that is not already available in one's school and other program, it is vital for programs produced by the Wo International Center to ground everyone's learning around a sense of place method juxtaposed to its comparison with others' perspectives as educators consider what values and skills are most common to their current community and what might be similar or different to others' communities.

### **Support for the Solution**

Education is evolving and what were previously considered best practices has given way to practices that are more relevant to changing landscapes across the world (Richardson, 2012). In order to ensure all students are prepared to be global citizens,



schools must provide the professional development and experiences for their educators to learn and practice such pedagogies across dynamic environments. There are many professional development opportunities ranging from conferences, speakers, travel and more. In conversations with the educators who were interviewed for this study, the most effective element of their professional development experiences involved opportunities to connect with other educators, participate in active learning whether it took place on their home campus or somewhere else, reflecting upon their practice, and having a spectrum of students to assess what they learned. Schools that choose to only provide their faculty with an uncoordinated professional development opportunity for global learning results in a scattered approach that may or may not be effective (Diaz-Maggioli, 2004).

The interviewees who took part in one or more of the Wo International Center programs were all faculty who connected with other educators across disciplines and grades to improve their own students' experiences. One comment that two educators shared was the lack of connectivity that an expensive speaker would offer when lecturing at their schools (Interviewees A and I). This sentiment has been shared by colleagues and some of the participants of educator programs, though none were part of this study. Some of the Wo International Center programs did feature a keynote speaker, however all speakers were balanced with substantial time for attendees to collaborate while asking them to self-examine and reflect upon their own practice. Time is often cited as an obstacle for improvement so rather than over-scheduling a program, it is necessary to provide participants with the opportunity to discuss what they have absorbed and consider how it applies to their own practice. While programs do not dictate how much time educators will have to process and share once they return to their schools, creating

programs that do balance theoretical practice with application is necessary for the program's benefits to emerge (Bayer, 2014; Birman, B. F., Desimone, L., Porter, A. C., & Garet, 2000; Diaz-Maggioli, 2004). Ensuring that the participating educators had a task to complete relevant to their curriculum instead of being receptacles of information is an imperative of any professional development design through the Wo International Center.

Many of the Wo International Center professional development experiences feature an introduction of Hawaiian culture to provide an emphasis on grounding education on a sense of place and the values attached to one's home before looking outward. Multiple educators commented that they had not thought about starting their global education pursuits by first looking at their local culture, yet the process makes sense since it is equally important to know where one comes from as to know where one is going (Al-Maamari, 2014). To create and facilitate an effective global education professional development program, educators must consider how they will feature the indigenous and home cultures in context with others. A benefit of many Wo International Center programs is that it gathers educators from different countries and perspectives. These mixed groups can provide the local context, provided educators are willing and informed on what to communicate with others. While programs in the past have just hoped that participants will come ready and competent to share, future programs can improve their impact by notifying participants to come with this knowledge to convey (Appiah, 2006; Hampton & Demeure-Ahearne, 2016; Sakamoto, 2013).

If global citizenship is about understanding the stories of others to improve one's own understanding and practices, it is necessary to appreciate that different identities exist around the world and within each person's own community. Global educators are

practitioners of inclusion and social justice as they recognize that each person has a unique story that creates the differences with whom a global citizen must learn to empathize and collaborate (Appiah, 2008; Duffy, 2014; Demeure-Ahearne, 2016). Since training might give off the perception that faculty are not measuring up to certain standards, calling the programs workshops or by another title does not imply that those participating are trying to fill a deficit (Leavitt, Wisdom, and Leavitt, 2017). There does need to be some education that is provided to program participants, but in a manner that does not rebuke them for what they do not know and instead, allows them to be exposed, engage in conversation, and ask questions without admonishment. Identifying practitioners who are successful in global education curriculum design and creating activities around the empathy of others' identities is necessary to help create such programs that are able to blend educational initiatives that have typically existed in different spheres.

Having a menu of options to help educators is necessary due to the need for personalized learning. Assuming that one message will fit the needs of everyone to become a global educator is disparaging the needs of each educator. The interviewed educators from this study all expressed a desire to improve their knowledge and awareness around incorporating global citizenship elements into their curriculum, but none of the 20 are doing this the same way despite participating in many of the same Wo International Center programs.

### **Factors and Stakeholders Related to the Solution**

The significant stakeholders in this professional development design include the participating educators, program designers, students, and schools that support

participation. The first two stakeholders are actively engaged in the professional development experience while the other two are indirectly involved. The participating educators include a broad range, as exemplified by the interviewees highlighted in this study. Some are conference attendees or school exchange participants while others are more directly involved in collaborating on a student experience. Program designers for the Wo International Center programs historically include the Center's Director, and staff who help to create and implement all programs. While I, as the Director and other staff are not deemed as knowing of all that is global education, we do have some expertise that we can help to offer or at least connect to others who may have a greater awareness for those looking for answers. The program designers are heavily involved in coordinating the programs that will benefit those who participate, either directly or indirectly. It is our ability to identify and create an agenda that provides program participants and their supporting schools with a feeling of accomplishment and improvement.

Professional development that touts single outcomes from top-down designs may lead to a temporary comprehension, but enduring understandings will be limited (Diaz-Maggioli, 2004). Schools do not want to waste their resources to support educators who participate in something that has temporary benefits or only looks good on paper. Administrators who are responsible for encouraging their faculty to participate in professional development want a high value design that creates improved practice upon one's return (Bayer, 2014). These administrators are hopeful that programs can positively impact participants to enrich a participant's colleagues and students' understanding of the topic, like global citizenship. However, administrators and professional development program designers should not assume participating educators are attending with zero

knowledge of the topic (Reimers, Chopra, Chung, Higdon, & O'Donnell, 2016b).

Participating educators do not enter into a professional development opportunity with the belief that they have a deficit of knowledge therefore no program should treat its attendees as if they are ignorant of the topic (whether they are or not).

**Policies Influenced/Influencing the Proposed Solution.** Previously when professional development programs were designed at Punahou, different departments and offices could provide autonomous programs that did not require the oversight of others at the school. In the last year, the school has emphasized the role of the Professional Programs at Punahou, which is supposed to oversee all faculty enrichment programs. The Wo International Center can continue to offer professional development, but it should exist in conjunction and partnership with Professional Programs. This office is responsible for coordinating events which often involve hiring expensive speakers to deliver improvement messages. This office also provides budgetary funds that focus on a broader approach for Punahou and non-Punahou educators that would be a different practice. Global education will remain a focus for the Wo International Center and Professional Programs will not attempt to take it over so the breadth of opportunities will remain. Working in tandem with Professional Programs can allow for Punahou's own educators to be more aware and receive more support to participate while the network of schools that the Wo International Center works with can continue to send participants. This blending of Punahou and non-Punahou educators will be a great asset to the Punahou community as it extends its reach.

**Potential Barriers and Obstacles to Proposed Solution.** Implementing meaningful professional development programs centered around global citizenship first

requires educators to see the value of it and then possess a desire for integration. A challenge at Punahou School is to create a culture of wanting to sign up for workshops or apply for professional development experiences that offer the opportunities for improvement. While the greatest number of teachers from a single school was Punahou, these teachers are often the same ones that sign up or apply for the same activities. Three teachers from other schools shared that their school encourages them to participate in activities that improve teaching practices however many of these activities are just a single speaker or the professional development is inapplicable to what is of greatest need at that moment so they are left with choices that they feel are irrelevant or disengaging with their practices. Another obstacle for professional development participation is the number of opportunities that may exist. Two teachers indicated that their school has a new initiative each year and while teachers participate in professional development activities around the initiative, it becomes outdated or less emphasized the following year. Therefore administrators need to emphasize that topics like global education are of significance and can promote activities that can make a substantial difference instead of mandating attendance for the “big speaker”. Moving from one initiative to another each year does not provide participants with enough reflection time to assess whether what they have learned is effectively implemented into their practices and to help others at their school.

A noticeable obstacle or challenge of creating these opportunities involves who participates. Of the educators who were interviewed for this study, one filter of selection was those who have participated in a Wo International Center program, which is more female than male educators. Data shows that more students who identify as female tend

to study abroad and develop global awareness and empathy for other cultures (Talcott, 2008; Allen & Kris, 2014). If male students are already lacking with such opportunities, it is even more of an obligation for all educators to share how local connections can ultimately build into global connections (Redden, 2008). This will allow for those male students who do not participate (as well as the female students or others who are on the gender spectrum) in special programs to experience global citizenship within their curriculum. Faculty of all subjects and grade levels must create areas for the conversations and study of local and indigenous issues to exist as a means of expanding the spectrum of global citizenship. Getting a broader range to participate and be more involved in identity development and global education can diversify those who carry forward this message (Hampton & Demeure-Ahearne, 2016; Hunter, 2004).

**Financial/Budget Issues Related to Proposed Solution.** Professional development is vital but it is not free. Schools need to determine how it wants to allocate its resources that may or may not help teachers implement the changes into their curriculum, as well as share it with other colleagues. Travel is a great chance for educators to learn about different communities to integrate into classrooms, but this experience requires a lot of resources. The Wo International Center programs are diverse (travel, conference, program, etc.) and all require a cost to participate. For Punahou School, each teacher is provided with annual professional development resources and many other schools do the same. In delivering a quality experience, it is important that the professional development opportunity meets the educational needs and budgetary constraints through global outcomes that can't be achieved without participating. The programs must combine the usefulness the participants can offer to one another with

proficiencies that can be introduced, learned, and taken back to one's community thereby enhancing value gained.

**Other Issues or Stakeholders Related to Proposed Solution.** As the Director of the Wo International Center at Punahou School, I am in charge of overseeing global education opportunities to the students and faculty at Punahou, as well as to non-Punahou individuals who are interested in participating. Encouraging and designing quality professional development to enhance a faculty member's global citizenship requires a diversity of thought and understanding of varied systems that meet many needs. In this role, it is not what I consider to be most needed, but what is necessary for the changing landscapes of global education and what schools may desire for their faculty (Reimers, 2013). As a leader, it is crucial that I extend my considerations and designs beyond the sphere of education. Formulating a plan to emphasize the skills for global citizenship necessitates speaking with individual in different industries and knowing how they all influence the strategies to prepare students for a world that does not yet exist. It is easy to believe that academic projects that meet curricular demands or entrance exams for college are what are most vital for a student's success, yet those do not make a global leader. As the current Director, if I am not practicing servant leadership to put the needs of others and helping faculty and students to consider the juxtaposition and partnership of their local and global communities, then I am not demonstrating the empathy, collaboration, resiliency, and other behaviors of a global citizen that others require (Greenleaf, 2002).

**Change Theory.** Global citizenship has traces in many independent schools' mission or value statements. While the practices and mindsets of global citizenship are



already a goal, how those get implemented can vary across environments. There are still schools and systems that value methods of learning common to previous decades. Having schools prioritize curricular changes that build global citizenship standards beyond their current status, no matter where progress may exist at the moment. Schools must be adaptable and understanding to the disconfirmation that may arise from changes (Schein, 1996). Faculty must be willing to accept that what they taught before may not have the same relevancy today. At Punahou, global education was previously focused on everywhere else around the world, but connecting classrooms starts with one's backyard before it moves to other locales (Samra, 2007). Schools need to underscore the values that their local cultures and differences can use to develop their global citizenship strategies and adapt an indigenous renaissance to any global education plans that may be put into practice (Sakamoto, 2013; Leavitt, Wisdom, & Leavitt, 2017 ).

### **Implementation of the Proposed Solution**

Global awareness is equally important to learning about one's sense of place as the comparison of both provide individuals with opportunities to learn more about the world and extend their cultural and knowledge base (Reimers, 2013). There is a spectrum of global awareness and at its foundation is teacher directed instruction, which is very common to elementary and survey courses. If educators are interested in their students developing citizenship qualities of other communities, it is important for them to create relationships that help provide the macro and micro perspectives necessary to fully cultivate global awareness (Hampton & Demeure-Ahearne, 2016; Stewart, 2007). In order to effectively accomplish this, implementing regular professional development and exposure to diverse communities is necessary to accomplish what schools profess they

want from a global education program. Educators are faced with different programs and initiatives that require improvement so integrating global education into literacy, critical thinking, sustainability, or any other improvement plans can encourage administrations to accept its significance.

### **Factors and Stakeholders Related to the Implementation of the Solution**

Conferences, educator exchanges, visits to see others schools' practices, and simple conversations with cultural divergences for other practices of professional development can be beneficial to the educators, students, and schools that gain from the myriad of experiences. These are all practices that require coordination and a willingness, but can accomplish the goals related to global citizenship. There are challenges to implementing these practices which are either people or resource related. Since global education is varying and can exist in different versions in each place and generation, coming up with a system of foundational understandings can provide any professional development opportunity to foster global citizens, no matter the challenges that costs, time, or other resources might generate.

**Leader's Role in Implementing Proposed Solution.** The primary step in assisting others to be global educators and help their students to become global citizens is to make sure that the design of the professional development around global citizenship leads to the demonstration of competencies that are characteristic of global education experiences for faculty to shape students' proficiencies of the topics. Lecturing about what makes a global citizen is antithetical to the skills educators need to exhibit to their students. Professional development designs must involve educators practicing their own collaboration, ethical behaviors, empathy, resiliency, integrity, reflective practice, and

global awareness. This requires creativity in curricular design, resilient practices that detail successes and disappointments, blending local and global connections, gaining a better understanding of issues around diversity and equity, collaborating with colleagues and stakeholders on curriculum, and demonstrating an empathy that does not resemble pity or sympathy (Reimers, 2009b; Leavitt, Wisdom, & Leavitt, 2017; Zhao, 2012). And it is the ability and *kuleana* to coalesce all of these abilities into common pursuits which will be consistently refined to enhance global citizenship for a school community. For the Wo International Center to continue as a beacon of global education, it has and must continue to engage in continual reflection and learning to ensure it is delivering programs that enrich global citizenship for its faculty participants.

**Building Support for the Proposed Solution.** Of those whom were interviewed, eighteen educators expressed how much they enjoyed and implemented their experiences into their curricular designs. Since the interviewees took part in different programs, this exemplifies the importance of creating different global education opportunities rather than using one method to enrich faculty's competencies (Diaz-Maggioli, 2004; Gopal, 2011). The benefit of providing such successful outcomes is that faculty will want to return and continue their edification while also interacting with a global experience. And even if the same educators do not participate in another program, successful experiences will lead to them sharing with their colleagues or even encouraging their colleagues to participate.

By centering each experience into understanding one's sense of place, it creates a common understanding and appreciation of the gifts each place can provide towards understanding others. The lack of emphasis at later ages towards local cultures and

histories by schools serves as an indication of the emphasis on learning about others without offering a comparison to the students' local culture, an effect that can lead to dismissing the vitality of the cultural gifts that are in one's home (Smith, 2006). Not all locations share the same desire to focus on the local before branching out as a form of global awareness, but a growing number in Hawai'i see it as a necessity and emphasizing this point to those not from Hawai'i can lend greater credence to this mindset. All of the teachers from non-United States schools pointed out that its country's history or literature was introduced to students in a myriad of subjects, but the covered topics were from a macro perspective, and rarely contained a place-based awareness unless it connected to the larger topics mentioned in textbooks. The importance of students seeing their neighborhoods and communities as learning opportunities is that it can increase empathy without leaving the area, which is ideal for schools that may not have the budget to directly engage in the Wo International Center programs.

**Additional Considerations for Implementation and Assessment.** The professional development experiences instituted by the Wo International Center have successfully existed for many years as global education and its importance are not new realizations. Thankfully Punahou School has devoted funding and time to appraise global citizenship as an important component of the Punahou experience. The establishment of a building devoted to global education emphasized Punahou's commitment in 1993, which remains a hub. However just having a building devoted to global education does not ensure that faculty and students are exposed to the approaches necessary for global citizenship. In conversations with Punahou faculty, a common assumption was that they did not need to address the topic since the building was there to do so. If students never

interact with the assortment of programs then there was no guarantee a student was exposed to global citizenship before graduating. Today a number of other schools have an individual or office devoted to this topic and this is an important acknowledgement by each school of how much they value global citizenship (Leonard, 2015). But schools are unable to rely upon a building to accomplish this work on its own. The entire ethos of a school, from the curriculum, to co-curricular activities, to travel, to professional development has to be committed to effectively implement the values and recognitions of what makes a global citizen.

Principals, curriculum coordinators, deans, faculty, and others must have a basic comprehension and willingness to demonstrate why learning about others is important for a student's future. If students knew more about the macro/global context of a topic, it would help them to better apply that knowledge to their future, local communities. This idea is shared by businesses and higher education centers that assume the global awareness of their students is significantly lacking (Duffy, 2014; Hunter, 2004). Global citizens must have a great awareness of the world to develop empathetic attitudes that make a difference in a variety of communities (Duffy, 2014; Gopal, 2011; Reimers, 2016a). Educators can help students understand this foundationally by focusing on one's local community as a start before looking at issues from outside one's local community (McCarty & Lee, 2014). If schools continue to be focused on static knowledge without including the world outside of textbooks, educators and students will solely be focused on the repetitive elements of homework and assessments. Schools must be willing to

support their educators to refine elements of the curriculum on an annual basis otherwise students will be the same from one year to the next.

Global citizenship is an important value of the interviewee's schools and the challenge is how can educators integrate these values and skills into their curriculum to allow students to practice these skills. While the results of these interviews confirmed that empathy, collaboration, resiliency, global awareness, and other competencies are important foundational components of a global citizen, the educators in this study placed increased emphasis on their ability to build aptitudes from the Wo International Center professional development opportunities they experienced. The factors of growth, recognition, and the work itself in becoming and helping others develop global citizenship are identified as an essential component for the school communities in this study (Zahabioun, et al., 2013). Growth is a focal point of this study, where the educators expressed the desire to encounter regular development and improvement of global citizenship, which itself is a moving target (Reimers et al., 2016b; Stewart, 2007). All of the interviewed educators expressed a genuine and sustained interest in learning how their disciplines intersect with global citizenship. It is vital to recognize the positive work that educators are accomplishing towards this topic in order to keep them motivated and improve theirs and their students' global citizenship proficiencies (Kocabas, 2007). Any opportunity to recognize and acknowledge educators as practitioners and resources for others to consult can impact the willingness for continued advancement (Klein, 2014).

**Global/External Implications for the Organization.** The Wo International Center has been successful and recognized for its more than two decades of coordination and dedication to serving the Punahou and non-Punahou communities as a resource for global education. Its reputation is well regarded with the schools it has formed partnerships with around the world along with organizations that have lauded its educational programs.\* Previously, being globally educated meant someone who learned lots of facts about the world (Ramirez, 2013). This form of learning can be artificial as it presents information in isolation with the intersectionality and interdependence of complex situations and conversations. “The achievement of this goal requires the mastery of global communities and development of an appreciation of the common humanity shared by all peoples.” (NEA, 2016). This definition does not specifically highlight the importance of learning about one’s own community or different peoples. Those whom are immersed in global education understand that political boundaries might be temporary while the interdependence that groups share is what transcends and engages students into authentic, collaborative partners.

Using this approach has helped maintain the trust and friendship of existing shareholders while forming new ones that come to appreciate similar beliefs. There are designs that schools can learn from Punahou as well as much that Punahou can learn from these other schools. The friendships between faculty, collaborative curricula that connect students to a broader understanding of each other, and positive supports from the

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\* In 2013, the Wo International Center was awarded the Paul S. Bachman Memorial Award from the Pacific and Asian Affairs Council and in 2011, the National Association of Independent Schools honored Hope Staab, the director at the time, with its Global Citizen Award for leading the Wo International Center’s contributions to global education (Hope Staab, 2014).

many stakeholders interested in a school's success allow for expanding how the Wo International Center can enhance its professional development experiences.

It should be noted that some schools and organizations have chosen opposing thoughts around global education. Rather than learning about communities, their concerns remain tied to learning facts about a location and highlighting the "winners". This observance of this thinking has led to the dissolution of Punahou's relationship with the entity. The understanding of agreements that were made by previous parties around global education must update and reflect current and future pursuits rather than stagnating from previous decades. Often times the conclusion of the agreement is for the better as students for tomorrow should have outlooks that move forward instead of those entirely crafted in previous designs (McDonald & Gandz, 1992; Dweck, 2007). Some schools and organizations choose to live on their previous successes, for which they may continue to receive acclaim. Part of being an innovative and global leader is knowing when to adapt rather than resting on one's laurels of previous accomplishments (Duffy, 2014). For the Wo International Center, this has led to the establishment of new partnerships with schools and organizations that may not have the same reputation as other institutions that are more renowned, but the new relationships have helped Punahou consider new and positive outlooks.

### **Evaluation and Timeline for Implementation and Assessment**

The purpose of this study is to look at how global citizenship already is and can be implemented by educators who recognize the importance of it and from this inclusion, create a theory on what values and learning outcomes make a successful program. Punahou School and the Wo International Center benefit from a culture of providing



attractive and beneficial programs to educators and students so developing a customer base is unnecessary. It is imperative that the offered programs are consistently refined to engage and stretch participants beyond current understandings to consider what are the values that are important to others to serve as a foundation for global citizenship (Diaz-Maggioli, 2004). The timeline for the Wo International Center is undefined as there is not one event that defines or encapsulates professional understandings of global citizenship. Each professional development program has unique components that offer its attendees something different depending on their familiarity and comfort with the subject. Different activities must be spread out and accessible to educators in various countries due to their own logistical ability to participate. But more importantly since it is the experiences of being with others and engaged in the topic which helps educators participate in their own global awareness to consider how they can implement.

Each Wo International Center opportunity includes a feedback component to help indicate what changes might be made for future programs. Each program is fluid and while there are designed, desired outcomes, there is room for others to emerge which may be as or even more beneficial to each individual. This idea may contradict the immediate goal that educators are masterfully and successfully instilling global citizenship into their curriculum. Considering that global citizenship is always changing, measuring experiences at the end of a program is not an effective measurement for understanding how an educator has effectively implemented their learning outcomes into their practice. The best assessment is when students return to their teachers and indicate how their educators' instruction and activities led to validating their growth and mark as a global citizen. The timeline of this feedback is unpredictable. There are Punahou alumni who

graduated years before the establishment of any current programs and can share how their current convictions were shaped by different faculty members' implementation of Wo International Center experiences.\* As the Center looks to improve and continues to engage with a Punahou and non-Punahou community, it is vital to seek out this feedback from the different constituents to know what are the long-term impacts of the various programs to impact each educator's ability to foster global citizenship. Currently the SGLI program and travel study courses do touch base with its past program participants what impact their program made on their comprehension of global citizenship after the program's completion. Outside of casual conversations with Punahou faculty participants, the same level of feedback is absent. The timeline for evaluation must be extended to better understand how long successful implementation takes and is refined.

The Wo International Center programs can measure if the educator participants feel more confident to address a stronger depth of local and global awareness. It was apparent that the interviewees all demonstrated this ability and for those that have participated in multiple events, the desire to collaborate, chaperone, create, learn, and facilitate global programs is an advancing belief. While educators have a broader and deeper content background than their students, content is not the purpose of education. Educators who can engage students to learn and understand the intricacies of systems

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\* One Punahou alumnus from 1992, just before the construction of the Wo International Center, indicated how influential his teacher's reinforcement of why he needed to be more globally aware and resilient proved to his life's path. This inspiration around global citizenship encouraged him to become more involved and expand his knowledge of how other people live and act. He spent years living in China working for the U.S. Department of Commerce and building partnerships between Chinese and U.S. businesses. An alumna from 2016 shared that a frequent chaperone of Wo International Center curricular exchanges instilled how many differences exist just in our local community, as well as with communities around the world. She was appreciative and did not really comprehend until later that it is impossible to know about everyone, however meeting different people from various communities can improve one's perceptions and tolerances for other communities.

around the world and how those systems can learn and hurt other groups can act as starting points of global education (Zhao, 2012).

## **Implications**

### **Practical Implications**

As Director of the Wo International Center, my work includes collaborating with schools from around the state and the world in addition to the individuals in our own community. There is a growing number of schools who have devoted an individual to be in charge of their school's global programming, which may or may not resemble my responsibilities at Punahou. Since we are all in the same line of work with similar desired outcomes, these global educators and administrators can use the template of focusing on one's local communities and the differences that exist in their students' backyards to serve as a comparison to the differences that exist around the world.

A number of my global education colleagues at other schools are entrusted to create new travel programs for students and identify faculty who can be competent chaperones. They manage risk management policies around these trips and coordinate with 3<sup>rd</sup> party providers to determine what might be an optimum learning adventure that is safe. There is a lot of benefit from study abroad programs and schools should definitely do all they can do to encourage more students and faculty can participate for the good they can potentially provide (Talcott, 2008). But since global education is not entirely rooted in travel, it is possible for all educators and all students to become global citizens whether travel or interaction with a foreign population takes place. Global citizenship is about values, not passport stamps. Schools can audit their current curriculum plans to see where and how collaboration, empathy, ethical-decision making, global awareness,

reflective practice and resilient behaviors exist and can be better emphasized. The programs and experiences designed by the Wo International Center are not intended to be one-offs. Having faculty share with their colleagues and students to consider where they are succeeding and where they need to upgrade their own school's global citizenship plans, including those at Punahou, is a goal from participating that will lead to greater collaborations and practices in and out of the school.

### **Implications for Future Research**

It is challenging to think about the future of global education when there is so much work to do around redefining what it means today. For future research, it would be helpful to include other educators who have not participated in a Wo International Center program, yet are still considered to be practitioners of global citizenship. Having a larger and more diverse population would help to gain a deeper understanding around effective professional development programs that improve its participants pedagogy on the topic.

One element of global education that is adapting and requires a better understanding is how to best integrate topics of equity and inclusion into global education. While the topics have previously existed in different spheres for schools, their overlap requires more analysis and assimilation. Similar to global citizenship, it is easier to incorporate the foundational intelligences and values of these topics into an elementary classroom. And if schools want their students to become global citizens, then schools need this exposure to permeate throughout a student's schooling career. Global education is centered around learning about the stories of others. In many communities, those whose identifiers contrast with others, especially the majority, requires the same level of attention as a population from another country.

While it may be assumed that people in different countries practice different cultures, an assumption taken from the interviewees of U.S. independent schools is that everyone has access to the same privileges. The acceptance of some indicators, such as socioeconomic status or racial/ethnic differences, into independent schools is an indicator that (thankfully) school populations are not homogenous yet whether it be directly or indirectly, the differences are not always supported. Not all student families have a mother and father who empathize with different cultures. The school structures around these beliefs requires faculty and staff to engage in their own professional development about their communities to better know their own populations. Quantitative methods can help to assess how an alumni base stands in its considerations of different populations, but a qualitative methodology might be most appropriate to document the various stories that highlight a school's acceptance (or disapproval) of different cultural indicators growing out of various perspectives.

Another area of future research, which was previously mentioned, is to track how a school's student body is exemplifying the global citizenship competencies. This aptitude is not about rote memorization or regurgitating information. It is exhibiting the practices and convictions that exist beyond a classroom. If schools are educating for tomorrow, having them follow up with their alumni to include inquiries in how their previous students might be practicing the values they learned from participating in global educational programming can help to assess whether the implementation is successful or needs refinement. A growing amount of research, including that from Duckworth (2016) and Dweck (2007), indicate that growth mindsets and attaching fixed thinking practices for students will lead to a lack of growth. Each school has its own access to its alumni

therefore a collective study could include multiple schools who are trying to identify similar outlooks that have emerged. Since participating schools are in different locations, the cultural biases and area beliefs might prevent exact overlaps from occurring, but this could also play a role in why and how graduates think alike or contrarily. A quantitative analysis would help to standardize questions around the different populations, but it might leave out or diminish the individual successes. While each school could assess its alumni base, identifying whether recent or more mature alumni are best to question requires more analysis.

Global citizenship is not specific to an age or experience so perhaps age is inconsequential to dismiss since a statistically significant variety can highlight an institution's improvement or stagnation. Attached to this idea is identifying what support faculty receive to provide students in younger grades with the opportunity to learn and practice global citizenship skills. Travel remains a major aspect for how schools hope to instill global citizenship. Travel is not accessible for younger students so their teachers must provide lessons in the classroom that push students to appreciate the differences that exist between people and skills that connect to working with the appreciations. In an effort to study how to change schools' view of global citizenship, conducting a research study to determine each school's and population's reactions to interview questions related to the skills to be a global citizen are mandatory.

The competencies of global citizenship require better understanding by schools, which is why this study focused on clarifying and validating them as foundational. Facilitating programs that provide this must be a goal for educational entities, like the World International Center. Once educators and schools acknowledge how they can define

global citizenship, determining the spectrum of practices that encompass each will require a great emphasis and opportunities for future research. For example, collaboration could mean many things to different individuals. If educators are going to instill this skill and assess students on their growth around collaboration, what are the behaviors that demonstrate elementary versus advanced collaboration? And since none of the previously mentioned skills should be compartmentalized and practiced in isolation, identifying the intersectionality and range of skills' relationships can move education from being very catalytic to one that is rooted in transformation and social action (Hassim, 2015).

### **Summary of the Study**

Schools need empathetic student leaders who are globally minded, not necessarily globally traveled (Ramirez, 2013). To accomplish this, schools need to ensure its faculty and staff are able to create scenarios that consistently challenge curricula so that learning is based upon more than summative assessments (O'Neal, 2007; Zhao, 2011). Reimers classifies global citizens as;

Those whom benefited from educational experiences which helped them understand the world and discover their own capacity to improve it, from experiences that gradually built the mindsets and dispositions that produce agency, was taught to reason ethically and to have compassion for others in ways which lead to taking responsibility to advancing not just their individual interests, but the common good (2016a).

For this study, all the interviewed educators believed that their students could improve their knowledge and understandings of global education and cultural understandings.

This goal will not occur in isolation so it is vital to offer educators samples to see, perform, and enhance for their own global citizenship. In order for students to become global citizens, their educators must regularly enroll in professional development to

understand the shifts and evolving competencies of the topic. This is not specific to a grade level or discipline as it is tangible to anyone who is a teacher.

Global citizenship is a collection of competencies that includes collaboration, empathy, ethical-decision making, global awareness, reflective practice and resilient behaviors necessary for all societies through varied methods of professional development support and patterns of differentiated inquiry. The Wo International Center has provided global education programs for faculty from around the world for the last twenty-six years so my intent was to document those who have participated in different programs to be regularly incorporating the mindsets into their curriculum and advance those whom saw it as unconnected to their responsibilities.

One of the first steps was to remove an educators' focus of global citizenship on a geographical point that was far away. Global education does not dismiss one's home area to emphasize foreign areas. While it is necessary to learn about a myriad of cultures and different peoples, it is also important that individuals know where they come from and the indigenous cultures that instill the primary values of their homes (Sakamoto, 2013). Imperialist or post-colonial tendencies have inculcated the belief that the western ideas and the cultural and technological competencies of developed nations are superior to the culture they consider archaic (Smith, 2006). Educators who only focus on foreign influences and provide no insights or celebration of local significances provide their students with no comparison of how the indigenous values can compare and affect minds.

Global citizenship requires centering on what can be cultivated and practiced in both known and unknown environments, regardless of geography. Cultural and geographic backgrounds of the interviewed population did reveal certain idiosyncrasies



though collectively, all did indicate most or all of the competencies that comprises a global citizen. Creating environments that are void of age-appropriate risks can lead students to assume that their success is easily attainable without developing goals or being adaptable to fluctuating and unfamiliar environments. This begins with their educators who must have a menu of options that can implement such learning and expose them to people, cultural practices, and physical environments that provide shifts to the accepted paradigms they have always taught under (Reimers, 2009a). As the understanding and implementation of global citizenship matures and extends across and beyond departments, it is critical for schools to consistently challenge their assumptions and assess whether their definitions are still relevant, first for their local and then the global community.

The purpose of this grounded theory, qualitative dissertation study, was to explore the presence and great emphasis of global citizenship curriculum design through the strategies, skills, and pedagogies around across different grades and locations. Using the interview responses, it can be determined that schools hoping to develop its faculty into global education practitioners requires a menu of experiences depending on where each faculty member is in their familiarity of the topic. Interviews for this study took place in-person or online through Skype or Google Hangout since distance prevented all interviews to take place in-person. Saturation was reached at 20 interviews and each interview transcript was manually coded to identify themes that built a grounded theory. Six themes emerged from the interviews that can be highlighted as necessary for successful professional development to integrate global citizenship: cultivating empathetic global citizens; designing creative practices to value diversity; valuing collaborative practices with different parties, demonstrating leadership skills; connecting

with local topics to know more about the world; and desiring to go into education and become a global educator.

Following the identification of these six themes and their practice in current programs, it is recommended that all future professional development programs, whether for Punahou or another population, integrate the six themes to create a successful experience. For myself or future Wo International Center Directors, interviewing educator participants from the professional development programs can help assess whether participants are experiencing the six themes and how they are implemented into one's curriculum when returning to school. While program feedback is gathered, it is immediately at the conclusion of a program and does not consider whether what participants learned has merit to their practice and is applicable to their curricular designs. Gathering such information from program participants is a form of servant leadership. Serving and putting the needs of others ahead of what I might assume is necessary to understand if each faculty experience is providing what is most needed.

As the Wo International Center moves from its silver towards its gold anniversary, its leadership must always remember to be collaborative, empathetic, ethical, globally aware, reflective, and resilient. These values are based upon feedback from educators and literature that emphasizes the importance of global education. Such is mandatory in order to help Punahou and non-Punahou educators develop into or remain co-learners and co-developers of the global citizenship practices deemed to be fundamental and core to better global communities.

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*Appendix A***Bill of Rights for Research Participants**

As a participant in a research study, you have the right:

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.
2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.
3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.
4. To be told about the reasonably foreseeable risks of being in the study.
5. To be told about the possible benefits of being in the study.
6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.
7. To be told who will have access to information collected about you and how your confidentiality will be protected.
8. To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research subject.
9. If the study involves treatment or therapy:
  - a. To be told about the other non-research treatment choices you have.
  - b. To be told where treatment is available should you have a research-related injury, and who will pay for research-related treatment.

*Appendix B***Institutional Review Board**

2500 California Plaza • Omaha, Nebraska 68178  
 phone: 402.280.2126 • fax: 402.280.4766 • email:  
 irb@creighton.edu

DATE: July 7, 2017

TO: Chaitanya Reddy, Ed.D  
 FROM: Creighton University IRB-02 Social Behavioral

PROJECT TITLE: [1086121-1] A Global Pedagogical Approach to Global Citizenship  
 SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS  
 DECISION DATE: July 7, 2017

REVIEW CATEGORY: Exemption category # 2/3

Thank you for your submission of New Project materials for this project. The following items were reviewed in this submission:

- Application Form - C\_Reddy\_114.1B Application for Determination of Exempt Status Surveys-interview-observation.pdf (UPDATED: 06/20/2017)
- Creighton - IRB Application Form - Creighton - IRB Application Form (UPDATED: 06/21/2017)
- Letter - Letter from Organization.pdf (UPDATED: 06/30/2017)
- Letter - C\_Reddy\_114.4 Information Letter Template (When Consent Documentation is Waived).pdf (UPDATED: 06/20/2017)
- Other - C\_Reddy\_IRB References.docx (UPDATED: 06/20/2017)
- Questionnaire/Survey - C\_Reddy\_Qualitative Interview Questions.docx (UPDATED: 06/20/2017)

This project has been determined to be exempt from Federal Policy for Protection of Human Subjects as per 45CFR46.101 (b) 2/3.

All protocol amendments and changes are to be submitted to the IRB and may not be implemented until approved by the IRB. Please use the modification form when submitting changes.

If you have any questions, please contact Christine Scheuring at 402-280-3364 or christinescheuring@creighton.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Creighton University IRB-02 Social Behavioral's records.

*Appendix C*

June 19, 2017

Dear participant

I am currently pursuing my Ed.D. from Creighton University in Omaha, Nebraska. The focus of my study is how educators provide opportunities for their students to practice global citizenship skills in the classroom. The focus of my research is learning more about the strategies and pedagogies of educators and not the content. In order to see the what impact the Wo International Center is providing and where it can improve, I am focusing my research population on those educators who have participated in one of the Center's past programs. As a past participant, I was interested in interviewing you about your strategies and what role global citizenship plays in your curriculum. The term has an amorphous definition so a better understanding of it can come from knowing how educators are implementing its practice. Your help in this study is entirely voluntary and you can withdraw at any time.

While there are no anticipated risks from participating in this study, I understand that each individual may perceive things differently. If participating in this study raises any emotional feelings that cause you to be uncomfortable, I hope that you will feel free to stop participating, as no explanation will be needed. This study is meant to provide a better understanding of the topic and your role would be one of many so please do not feel pressured to participate. If any emotional sentiments do arise, I hope that you will seek out help with your school leadership or those outside of school whom you trust.

The hope of collecting responses from past Wo International Center faculty participants is to compile any trends and successful methods that have been implemented to enhance skills around global citizenship at different schools around the world. By collecting a diverse set of pedagogies from around participants in different countries and from different grade levels or subjects, I hope that each participant will have the chance to reflect on what global citizenship means for their classes and school. I also hope to compile the commonalities and differences to share with participants so that everyone can see how others view the topic and see where the Wo International Center's programs can be improved to help future educators provide enhanced opportunities.

As part of your participation, I will know your identity and the school you are or were part of, however for report purposes, I will not include your name or school as part of my report. It is important to maintain confidentiality so the only points of information that will be share is your grade level or subject that you teach, city you teach in, and answers that you are willing to share.

Please note there is no compensation that will be provided as part of participating in this study.



If you have any questions about the research, please feel free to contact my dissertation advisor, Dr. Tim Guetterman at 001-402-490-0632 or [TimGuetterman@creighton.edu](mailto:TimGuetterman@creighton.edu). If you have questions about research subjects' rights, please contact the Institutional Review Board at 001-402-280-2126.

Sincerely Chai Reddy

A handwritten signature in blue ink, appearing to read "Chai Reddy", with a long horizontal stroke extending to the right.

*Appendix C*

Date: \_\_\_\_\_ In person or Videoconference: \_\_\_\_\_

Name of Interviewee: \_\_\_\_\_ Position: \_\_\_\_\_

School City/Country: \_\_\_\_\_

1. How long have you been teaching?
2. What got you into teaching?
3. What grade and/or subject do you teach?
4. How much do your students work together in and outside of class (collaboration)?
5. What opportunities do your students have to act ethically in class?
6. What opportunities do your students have to practice integrity in class?
7. In what ways are your students culturally different from one another? Are these differences recognizable by other students?
8. What perspectives do your students have of the world they live in?
9. In what ways do your students make mistakes? How do they improve from these mistakes?
10. What is your definition of global citizenship?
11. What Wo International Center program(s) did you participate in?
12. Why did you sign up for this program and what changes have you made as a result of your participation?
13. In your opinion, what are the three most important qualities of global citizenship?