Ontario Elementary Teachers’ Experience Teaching Global Citizenship Education

Through a Social Justice and Interdisciplinary Lens

By

Michaela Nicole Langdon

A research paper submitted in conformity with the requirements
For the degree of Master of Teaching
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education of the University of Toronto

Copyright by Michaela N. Langdon, April 2017
Abstract

This study focuses on how elementary teachers are teaching Global Citizenship Education (GCE) through a social justice and interdisciplinary lens. The study, which was completed through the interviewing of two classroom teachers, focuses on theoretical and practical aspects of teaching for social justice as a component of global citizenship education. This study also accounts for subsequent implications for teachers’ and students’ perceptions of self, identity, global citizenship and their role as a global citizen. Particular attention is paid to teachers’ conceptions of global citizenship and citizenship education, core learning goals, and the impact of social justice content integration, practices, and institutional influences. This qualitative study highlights the importance of teacher reflexivity in order to deliver a cohesive and equitable global citizenship curriculum. This study also points to the benefits of action-oriented and student-directed initiatives to develop a critical understanding of global citizenship at the local and global level. Ultimately, this study finds that when teachers are able to reflexively position themselves within the curriculum of global citizenship and critically analyze their own positionality, their students will also be able to position themselves within a global citizenship framework. Avenues for further study are offered, particularly within the area of the place-based education and school-wide global citizenship initiatives.

Key Words: global citizenship education, social justice, interdisciplinary, positionality
Acknowledgments

I would like to express my sincere gratitude to those who have supported me throughout the development of my Master of Teaching Research Project. First, I would like to thank the two teachers who gave up their time to speak with me about their commitment to equity, social justice, and global citizenship education. You have inspired my own commitment to teaching and learning and I look forward to applying your insights in my own classroom.

To my instructors and professors at OISE including Dr. Angela MacDonald-Vemic and Sarah Cashmore, thank you for your encouragement, support, and extensive feedback. I appreciate all the time and commitment you have made to support the development of my research.

I would also like to acknowledge my family, especially my parents Maria and Lorne Langdon. You have always inspired me to pursue my passions and your positive encouragement has taught me to never give up. To my Nonna and Nonno, thank you for your constant support during my graduate journey. You have taught me that both hard work and unconditional love are necessities for a successful life. I would also like to acknowledge my three sisters for showing me love, support, encouragement and laughter throughout my graduate journey.

Lastly, I would like to acknowledge my cohort at OISE, P/J 251. It has been an amazing journey to grow and learn together with you as teacher-researchers.
# TABLE OF CONTENTS

**ABSTRACT** .......................................................................................................................... ii  
**ACKNOWLEDGMENTS** ......................................................................................................... iii  
**CHAPTER 1: INTRODUCTION** ............................................................................................. 9  
  1.0 Introduction of the Research Study and Problem .................................................. 9  
  1.1 Purpose of the Study ................................................................................................. 10  
  1.2 Research ................................................................................................................... 11  
  1.3 Background of the Researcher/Reflexive Positioning Statement ...................... 12  
  1.4 Overview ................................................................................................................. 14  
**CHAPTER 2: LITERATURE REVIEW** ............................................................................... 15  
  2.0 Introduction to the chapter ...................................................................................... 15  
  2.1 What is Social Justice Education .......................................................................... 16  
  2.2 A Shift Toward Critical Global Citizenship Education .................................. 18  
    2.2.1 Ontario context of critical global citizenship .............................................. 21  
    2.2.2 Cross-curriculum need for global citizenship education ...................... 21  
  2.3 Teachers’ Challenges with Integrating Global Citizenship Education ........... 23  
    2.3.1 Ministry of Education challenges .............................................................. 23  
    2.3.2 Skills, knowledge, attitudes and fears of teachers .............................. 25  
  2.4 Justice-Oriented Approach to Critical Global Citizenship Education .......... 27  
  2.5 Missing Research on the Canadian Implementation of Global Citizenship  
    Education as Social Justice Action ................................................................. 30  
  2.6 Conclusion ............................................................................................................. 31  
**CHAPTER 3: RESEARCH METHODOLOGY** .................................................................... 33
3.0 Introduction .................................................................33
3.1 Research Approach and Procedures ..................................33
3.2 Instruments of Data Collection ........................................34
3.3 Participants .................................................................36
   3.3.1 Sampling criteria.....................................................36
   3.3.2 Participant recruitment ............................................37
   3.3.3 Participant biographies .............................................37
3.4 Data Analysis ..............................................................38
3.5 Ethical Review Procedures .............................................39
3.6 Methodological Limitations and Strengths ..........................40
3.7 Conclusion .................................................................41

CHAPTER 4: RESEARCH FINDINGS .......................................43

4.0 Introduction to the Chapter............................................43
4.1 Participants Identify Significant Pedagogical Practices, Outcomes, and Benefits of Teaching GCE for Both Themselves and Their Students. ........43
   4.1.1 Participants shared similar understandings of the conception of
   Global Citizenship Education through a social justice framework across
   the curriculum. ...............................................................44
   4.1.2 Participants expressed that co-creating working definitions of global
citizenship and learning goals have a positive effect on student-engagement
with instructional strategies. .............................................45
   4.1.3 Participants indicated specific pedagogical models including inquiry
   and critical questioning techniques to influence their GCE practice........47
4.1.4 Participants indicated that global citizenship is influenced by multiple factors, and therefore should not be limited to one subject area but should be interdisciplinary. .......................................................... 51

4.2 Participants draw on their local communities as well as global issues to create community change and influence active citizenship among their students.......... 52

4.2.1 Participants discussed local and global effects of world issues and inequalities. .......................................................... 52

4.2.2 Participants were committed to drawing on institutional liaisons in local communities to help teach GCE through social justice................... 54

4.2.3 Participants expressed that taking action in the community can help challenge situations of local inequalities and injustices...................... 55

4.3 Participants reflected on their positionality to help inform their conception and application of global citizenship education............................. 56

4.3.1 Participants were passionate about traveling to experience citizenship in other countries. .......................................................... 56

4.3.2 Participants reflected on social barriers that help inform their conception and application of Global Citizenship Education.................. 58

4.3.3 Participants identified their familial and community network as factors that informed their conception and application of GCE............... 59

4.4 Participants’ work in implementing Global Citizenship Education is challenged by limitations in parent, administrative, and peer support........ 61

4.4.1 Participants indicated that parent-family values posed programming challenges to implementing GCE in the classroom. ......................... 61
4.4.2 Participants indicated that support from school administration assisted them with implementing GCE and Social Justice in the classroom. ................................................................. 63

4.4.3 Participants indicated that access to instructional resources and assessment strategies posed challenges to implementing global citizenship education in the classroom. ......................................................... 64

4.4.4 Participants indicated that teacher collaboration poses barriers as well as supports to teaching GCE. ................................................................. 65

4.5 Conclusion........................................................................................................ 66

CHAPTER 5: IMPLICATIONS ............................................................................. 69

5.0 Introduction..................................................................................................... 69

5.1 Overview of Key Findings and their Significance............................................ 69

5.2 Implications .................................................................................................... 72

5.2.1 Broad implications for the the educational community......................... 72

5.2.2 My professional identity and practice ..................................................... 75

5.3 Recommendations ....................................................................................... 76

5.3.1 Ministry of Education................................................................................ 77

5.3.2 Faculties of Education.............................................................................. 77

5.3.3 Schools...................................................................................................... 77

5.3.4. Teachers................................................................................................. 78

5.4 Areas for further ............................................................................................ 79

5.5 Concluding Comments .................................................................................. 80

REFERENCES ..................................................................................................... 82
APPENDICES ..............................................................................................................................................87
APPENDIX A: Letter of Consent .............................................................................................................................................87
APPENDIX B: Interview Protocol and Questions .........................................................................................................................89
CHAPTER 1: INTRODUCTION

1.0 Introduction of the Research Study and Problem

Despite Ontario classroom teachers having a curriculum requirement to teach social studies, there is often a disconnect between social studies instruction and its significance for making meaning of real world issues and other subject areas. This can lead to students missing the connection between social justice issues and their own social identities (Jacobs, 2005; Suraco, 2006). While social justice is commonly approached in the form of looking at the outside world and critiquing the inequalities, research shows that students need to place themselves within the framework of social justice education in order to receive the benefits. In 2013, the Ontario Ministry of Education implemented a Citizenship Education Framework within the Ontario Social Studies Curriculum document. At the core of Citizenship Education are the expectations that students are to become “responsible, active citizens in the community of the classroom and the diverse communities to which they belong within and outside the school” (Ministry of Education, 2013, p.9). Despite the Ministry of Education's attempt to create a framework of citizenship education, research has found that the demands of globalization and the need to teach children about how to create change through social justice actions is limited. The concept of “citizenship” often carries with it a problematic unspoken binary of “us” the citizens versus “them” the non-citizens (Novak 2000; Davis & Steyn 2012). Yet social justice education requires students to first acknowledge the unequal systems of power that perpetuate inequality, and analyze how they and others are affected by these inequalities (Haekkman, 2005; Mundy and Manion, 2008).

Due to the difficulties of adopting a universal framework for social justice education (SJE) and global citizenship education (GCE), it is no wonder that many teachers fear incorporating these teachings across all levels of their classroom curriculum. The term global citizenship education
refers to a “global minded” pedagogy however will be further unpacked throughout the literature review. Current research on the challenges teachers face when teaching social justice and global citizenship education in their classroom shows that many find it difficult to teach SJE and GCE beyond the realm of social studies (Facer & Thomas, 2012; Mundy & Manion, 2008). At the elementary level Canadian teachers fear bringing global issues and contemporary examples of inequality into their classrooms due to the difficult conversations that may arise (Banks, 2001; Philpott & Dagenais, 2011). Many of the fears expressed come from not knowing how to start the conversations of inequality facing the global and local world, as well as the difficulty of threading these concepts throughout their curriculum. Research also demonstrates that it is often the case that educators try to help students develop strong national identities but tend to leave students ethnic and community cultures outside of the curriculum (Banks, 2001). The current research also demonstrates a lack of experience that Ontario teachers have with global citizenship education in their classrooms, which is problematic for children who are growing up in a society that is becoming increasingly and rapidly more globalized (Philpott & Dagenais, 2012).

1.1 Purpose of the Study

Despite there being extensive literature surrounding social justice education, there continues to be a lack of literature surrounding critical global citizenship education, even after the implementation of the Citizenship Education Framework in the Ontario social studies curriculum. This lack of literature focusing on the social justice component of global citizenship education demonstrates the lack in the understanding of the strong relationship between social justice and global citizenship, especially in the current global economic state of globalization. The current research also demonstrates a lack of experience that Ontario teachers have with global citizenship education in their classrooms, which is problematic for children who are growing up in a society that
is becoming increasingly and rapidly more globalized (Philpott & Dagenais, 2011). Having identified various challenges teachers face with incorporating SJE and GCE across their class curriculum, the goal of my research is to learn how a small sample of Ontario teachers enact global citizenship education through a social justice lens and interdisciplinary approach. I hope to bring light to the greater educational community about how a group of Ontario teachers are designing interdisciplinary lessons that embody social justice and critical global citizenship education at their core, while also demonstrating the ability for these pedagogies to address subject specific requirements. I also intend to contribute further insight into how more teachers can be prepared to enact global citizenship education and social justice education within their classrooms.

1.2 Research Question

My research approach will first determine what “teaching for social justice” and “global citizenship education” look like in the Ontario elementary classroom. Due to the recent inclusion of global citizenship education as a goal for social science educators, it is important to explore how teachers are including this pedagogy into their classrooms. Secondly, I will assess the process that individual teachers take in deciding what social justice issues are addressed within their classroom and how these issues are addressed. Lastly, I hope to understand the challenges of developing a global citizenship approach of teaching social justice at the elementary school level in Ontario as well as barriers to developing these teaching practices. Fundamentally, the overall guiding question for this study is: How is a small sample of elementary school teachers teaching for global citizenship through a social justice and interdisciplinary lens? Another important element of this study is to explore the difficulties and challenges teachers have in implementing global citizenship education through a social justice and interdisciplinary lens. I am also interested in learning why teachers are committed to implementing this approach to GCE, and learning how they locate their own identities
within this work. Lastly, I am interested in learning how teachers draw on their local communities as resources for teaching and learning global citizenship education through a social justice and interdisciplinary lens.

My subsidiary research questions therefore ask:

• What challenges do participating teachers face implementing global citizenship education through a social justice and interdisciplinary lens?

• Why do participating teachers believe it is important to educate for global citizenship through a social justice and interdisciplinary lens?

• How, if at all, do these teachers locate their own social identity locations within their efforts at educating for global citizenship through a social justice lens?

• How, if at all, do participating teachers draw on their local communities as resources for teaching and learning global citizenship through a social justice and interdisciplinary lens?

1.3 Background of the Researcher

My interest in the relationship between social justice and global citizenship education slowly developed throughout my undergraduate years where I majored in Sociology and Political Science. As a child, I attended a fairly diverse school in Mississauga, Ontario where students rarely engaged in inquiry-based learning environments and it was expected of us to absorb and regurgitate our teacher’s opinions and expectations of us. In the classroom, there was very little room for discussion or difference in opinion and the only forms of social justice education were in the form of what some scholars call the “soft” approach to social justice (Philpott & Dagenais, 2011). This “soft” approach consisted of the occasional food or clothing drive or yearly multicultural fair to “celebrate our differences.” Beyond high school, my passion for social justice grew deeper than this surface level
approach and I began to volunteer and work with youth in Urban communities in Downtown Toronto and Downtown Hamilton. Working with and teaching students in urban communities for several years exposed me to an understanding of the variety of barriers that students face as a result of their lived experiences and social identity locations.

As I became more aware of the challenges of creating an equitable classroom, I began to realize that teaching solely the formal curriculum expectations does not do justice to students’ lived experiences. Students who I tutored and mentored, who seemed to be the least engaged, carried with them a facet of social and cultural identities that were not being adequately met by the education system. It became clear to me that students’ lived experiences and their understanding of the world around them is where teaching needs to begin.

Due to my passion for social justice education as a result of my experiences in urban communities, as well as my dedication to the equitable care of all children, I saw OISE as a fit for helping prepare me to realize my philosophy of education. However, as I began my first year at OISE, I began to critically question what social justice education looks like in practice. Turning my attention to current research I have become increasingly interested in what academics describe social justice education to be and how teachers in Ontario are able to use social justice education to inform their critical global citizenship pedagogy. I believe that students should be inspired to create change and be encouraged to question the inequalities that exist in the world. My goal as a pre-service teacher is for the students I encounter to see difference as an inherent part of our world, yet question why power imbalances exist. Lastly, given my interest in global citizenship education in action, my desire for my future students is for them to be inspired global citizens who are able to question the realities around them on a global and local level.
1.4 Overview

This research project is structured into five chapters. I review the literature in the areas of global citizenship and social justice instructional practices in Chapter 2. In Chapter 3 I describe the research methodology and include participant information, the means of data collection, as well as project limitations. In Chapter 4 I report and discuss the research findings after conducting various interviews. Finally, Chapter 5 includes a review of the implications of the findings as well as recommendations for future considerations. References and appendixes are included at the end.
CHAPTER 2: REVIEW OF LITERATURE

2.0 Introduction

Although it is a requirement for all Ontario elementary teachers to teach social studies lessons in meaningful ways, there is often a disconnect between social studies lessons and their practical application and relation to other subject areas. The isolation of exploring social issues strictly within the subject of social studies can often lead to students missing the connection between real life justice issues and developing meaningful connections to where they fit within society (Suraco, 2006; Jacobs, 2005). Through an exploration of literature on Social Justice Education (SJE) and Critical Global Citizenship Education (CGCE) I will be investigating how the recent interconnectedness of our world through globalization, has resulted in an increasing need for pedagogy to meet this trend within elementary classrooms. Much of the research I will analyze speaks to what the shift to global citizenship education looks in practice, as well as the varying academic interpretations of the purpose and definitions of global citizenship and social justice education. First, I will synthesize how the research defines Social Justice Education and describes what it looks like in practice. Next, I will speak to the location of social justice within Critical Global Citizenship Education. I will then reveal some of the challenges and attitudes toward implementing Global Citizenship Education from elementary teachers’ perspective, as well as present some practical examples of critical global citizenship education in action and its benefits within the Canadian elementary classroom. In addition to this, it is important to note that due to the recent Ontario social studies curriculum revision (2013), Global Citizenship Education should not be contained solely within the social studies curriculum. From this perspective, I will explore how today’s teachers are able to expand global citizenship
education framework across all levels of the curriculum and the subsequent challenges they face in doing so.

2.1 What is Social Justice Education?

Many initial teacher education programs and education scholars alike stress the importance of a commitment to social justice education in the classroom (Hytten & Bettez, 2011). The initial reason for my own interest in OISE’s Master of Teaching program was due to the fact that equity, diversity, and social justice were one of the seven foundational principles of OISE’s initial teacher education commitments (OISE Viewbook, 2016). Many researchers and classroom teachers alike agree that teaching the curriculum outside of student action will not do justice to the students’ lives and creates a void in the reality in which they live. This is why many researchers stress the importance of social justice education, especially in the context of the Canadian classroom as they become increasingly diverse due to globalization (Hytten & Bettez, 2011 and Eidoo, Ingram, MacDonald, Nabavi, Pashby, & Stille, 2011). What is often the case with interpreting social justice is that there is no singular or universal definition of what social justice education looks like or can be defined as. Michelli and Keiser (2005) suggest that the more we see people drawn to the ideas of social justice the more ambiguous and vague the idea becomes (see also Hytten & Bettez, 2011). So where do we begin to actualize social justice? Like many other researchers, Hytten and Bettez (2011) see social justice as a web of interactions between many relevant anti-oppressive discourses. They view social justice education as encompassing (1) theoretical strands of academia that emerged from historical social movements such as anti-oppressive education, multiculturalism, progressivism, queer theory, feminism, religious studies, critical race theory, post-colonialism and globalization; (2) a democratically grounded foundation that places the individual reflexively within democracy; (3) an
ethnographic narrative that places personal experiences of lived injustices at the core of social justice education. Despite this framework being described as social justice oriented, critical global citizenship education (CGCE) scholars would argue that their pedagogy encompasses all aspects of a social justice approach however with a stronger emphasis on the global and local relations as a result of increasing globalization as well. Andreotti (2006) identifies global citizenship education as being on a continuum from the soft approach to the critical approach. Historically, many global citizenship approaches to education have taken the form of the soft approach which reinforce uneven social relations through emphasis on charity and poverty without adequate attention to justice, privilege and power. I will further unpack the research on Critical Global Citizenship Education later on in this chapter and include the transformational experience of global citizenship to critical global citizenship.

To continue with unpacking the definition of social justice education, one assumption that was not addressed in Hytten and Bettez’s (2011) research is the assumption that there has historically been an underlying notion that oppressed people are the key audience for social justice work (Novak, 2000; Davis & Steyn, 2012). Stemming from anti-oppressive pedagogy, Davis and Steyn (2012) argue, however, that it is common for educators to adopt the superficial notion of teaching social justice to educate their “privileged” students about just how privileged they are at the cost of “othering” minority populations (Mundy & Manion, 2008; Davis & Steyn 2012). When we place oppressed individuals as the key audience of transformational pedagogies, we lose the reflexive positioning of other individuals – teachers, students, administrators and other educational stakeholders. This reflexive positioning of oneself within systems of oppression is what some scholars view as a requirement of social justice education (Kelly & Brandes, 2010; Eidoo et al., 2011; Hytten & Bettez, 2011). Many scholars would agree with
Hytten and Bettez’s (2011) view that the role of defining social justice should not be theoretically universal across the academia spectrum, but that it should be the responsibilities of the teachers and the schools attempting to put social justice into practice (Banks, 2001 and Davis & Steyn, 2012). This is why a critical global citizenship approach to education which places the individual at the centre of relationships within the local and global communities they belong to, would better fit the changing aspects of society as a result of globalization (Mundy & Manion, 2008; Kelly & Brandes, 2010; Eidoo et al, 2011; Davis & Steyn, 2012). Moving towards a critical global citizenship approach would also help to replace the common perception that many teachers hold of social justice education as a soft approach to “saving the other” and shift toward a reflexive action-oriented approach to change in our communities.

2.2 A Shift Toward Critical Global Citizenship Education

The core goals of global citizenship education have been interpreted and outlined by many contemporary scholars and there are many varying meanings of what it means to be a global citizen. Andreotti (2006) identifies global citizenship education as being on a continuum from the soft approach to the critical approach. Historically, many global citizenship approaches to education have taken the form of the soft approach which reinforces uneven social relations through emphasis on charity and poverty without adequate attention to justice, privilege and power. On the opposite spectrum of GCE is a critical approach which empowers individuals to reflect critically on the legacies and processes of their cultures and contexts, to take responsibility for their decisions and actions, and analyze their own position and context to participate in changing structures, assumptions, attitudes, and power relations. Promoting critical discussions about power and privilege and creating change from the inside out, is essential for critical global citizenship education to occur (Andreotti, 2006). Despite numerous researchers
aligning with both the soft and critical approaches to global citizenship, there remains difficulty
defining a universal framework for global citizenship education (Hytten & Bettez, 2011; Davis &
Steyn, 2012; Davies, 2006; Eidoo et al., 2011)

The difficulty and complexity of defining global citizenship education is paralleled with
similar difficulties of defining social justice education. However, for many of the researchers I
have drawn on, social justice education falls within the aims of global citizenship education. To
expand on the similarities between SJE and CGCE, firstly a global citizenship approach is
focused on identifying inequalities that exist within a global or local community. A social justice
approach which identifies barriers to equality such as race, gender, visible minority status,
citizenship, age, religion and more and attempts to create action to address inequality. It is easy
then for us to see that creating social change is a definite characteristic of global citizenship
education and would result in some confusion with identifying the differences between social
justice education and global citizenship education. A group of six distinguished Canadian
professors have collaborated in what they call a “Kaleidoscope” approach to address the
ambiguity of social justice and citizenship education in the classroom as their work takes the
multiple perspectives of varying discourses and how their intersection with each other can be
addressed with critical global citizenship education (Eidoo et al, 2011). This concept of critical
global citizenship education (CGCE) has been brought to the forefront of much educational
research as it begins to address the ambiguity of previous work on social justice education. Not
only do Eidoo et al., (2011) bring light to various ways to adapt classroom teacher’s teaching to
the changing ways of globalization but their research demonstrates that maybe our approach of
trying to simplify social justice education needs to do the opposite. Their work holds a strong
stance on critical thinking at the elementary school level and that the intersection of discourses
such as multiculturalism, race, religion, gender, language and literacy and eco-justice can not only help us as teachers understand and therefore implement a CGCE pedagogy in our classroom, but educate children on the very nature of globalization that is at the forefront of the global and local communities they belong to (Eidoo et al., 2011). Many researchers have also demonstrated that although the spectrum and intersections of social justice work are complex, it is important to establish a theoretical framework such as the Kaleidoscope approach, in order to assist elementary teachers in their practice toward teaching for global citizenship education (Hytten & Bettez, 2011; Clarke & Drudy, 2006; Eidoo et al., 2011).

Drawing heavily on Mundy & Manion’s, (2008) set of ideals for global citizenship education as well as Eidoo et al. (2011) study on critical global citizenship education, I have highlighted six ideals that are non-hierarchical and can be looked at as a relationship or continuum of practices:

1. Critically understanding the world as one interdependent system shaped by hierarchical power relationships
2. Commitment to citizenship and human rights encompassing a plethora of interconnected critical discourses
3. Commitment to diversity, intercultural understanding and tolerance through critical literacy
4. Belief in efficacy of individual action as well as citizen agency
5. A commitment to child-centred critical pedagogy that is broad and deep
6. Adopting a reflexive position to approach how individuals, groups and nations are implicated in relation to local and global problems

(Sources: Mundy & Manion 2008; Eidoo et al 2011).
2.2.1 Ontario context of critical global citizenship

While Eidoo et al (2011) focused on the theoretical principles and benefits of teachers adopting a CGCE kaleidoscope approach looking at the multiple discourses that intersect and can be engaged with in schools, Mundy and Manion’s (2008) qualitative research offers a strong starting point for understanding where global education themes are present and where they are lacking. Specifically, Mundy and Manion identify that ministry’s elementary school curricula, locating support systems of global education within the ministries, and identifying the ministry’s level of support for global education activities at the district and school level are specific areas of struggle for support of GCE (Mundy & Manion 2008).

Firstly, their examination into provincial curriculum demonstrated a high degree of variation across provinces with regard to the inclusion of global education. For the purpose of my own interests and research in Ontario, I was interested to see that themes of global education in Ontario’s curriculum are present yet not captured as a focal point for elementary schools. This is clearly demonstrated by the fact that only 12 out of 76 teacher and administrator respondents suggested additional curriculum areas beyond social studies where global education was present (Mundy & Manion, 2008). This fact is in contradiction with most of the research stating that global citizenship education needs to be infused across the entire curriculum and not just present within the confines of social studies.

Despite this research being current and despite teachers having a positive attitude toward global citizenship education, the infusion of global citizenship and social justice teachings across the curriculum was lacking for teachers and for administrators in this nation-wide study (Davies 2006, DeLuca 2013; Facer& Thomas 2012; Manion & Mundy, 2008).
2.2.2 Cross-curriculum need for global citizenship education

Many researchers who are passionate about CGCE argue that the growing cultural, ethnic, racial and religious diversities in Canada calls for social justice education and citizenship education alike (Banks, 2001; Evans, et al, 2009). Adopting a critical global citizenship approach to education could help clarify the often problematic concept of citizenship education and what most people understand citizenship education to be. To elaborate on this notion, the concept of “citizenship” often carries with it a problematic unspoken binary of “us” the citizens versus “them” the non-citizens. What researchers like Hackkman (2005), Jacob (2001) and Mundy & Manion (2008) articulate is that global citizenship education requires students to first acknowledge the unequal systems of power that perpetuate inequality, and analyze how they and others are affected by these inequalities within the local and global communities they belong to. Teaching global citizenship education, then, would mean going beyond memorizing systems of government and other regulating systems in society and would take a critical approach to understanding the inequalities that exist within them (Jacob, 2001; Hackman, 2005). With citizenship education comes the need for teachers in Canada to address the common changes resulting in Canadian society as a result of globalization. One obvious example of this is that due to the large influx of immigrants now settling in Canadian societies and across the globe, citizenship education must address the existence of institutional racism, discrimination, and the widening gap between the rich and poor of the world (Jacob 2001; Philpott & Dagenais, 2011). With the growth of immigration, comes the growth of varying cultural communities within Canadian societies that many of our students will identify with. Banks argues that there is a convincing need for critical global citizenship education as “citizens should be able to maintain attachments to their cultural communities as well as participate effectively in the shared national
cultural education” (Banks, 2001 p. 7).

Although the ideals of Critical Global Citizenship Education will benefit all actors involved, especially the students whose identities are not being met and addressed, the increasing shift away from SJE singularly towards the implementation of CGCE through social justice perspectives has brought with it varying challenges for teachers as well. Researchers such as Facer and Thomas (2012), Clarke and Drudy (2006), Philpott and Dagenais (2011) as well as Westheimer (2003) conducted empirical studies on the experiences of teachers who attempt to implement CGCE across their entire class curriculum and the benefits and struggles of creating local changes in their communities. The following section will discuss teacher experiences and challenges with integrating global citizenship education in their classrooms.

2.3 Teachers’ Challenges with Integrating Global Education

Implementing a critical global citizenship environment in classrooms and curriculum has proven to be difficult for teachers across the globe. Countries like our own are often affected by lack of support or funding by the Ministries of Education (Mundy & Manion, 2008; Facer & Thomas 2012) while other teachers are affected by the lack of knowledge or skillset making them less comfortable teaching from a CGCE perspective (Davis & Steyn, 2012; Philpott & Dagenais, 2011; Kelly & Brandes, 2010).

2.3.1 Ministry of Education challenges

Mundy & Manion (2008) outline that one of the bigger challenges to global education in elementary schools is a lack of support from curriculum developers and teacher training. One common example of this is that we often see school charity initiatives that equate global education as taking a superficial approach to giving that ignores a critical understanding of real world problems. This is often easier for schools to initiate on their own and do not require direct
efforts by the Ministry of Education, collaboration with other boards and NGO’s. What Mundy and Manion’s qualitative analysis of interviews among schools, ministries and district levels shows is that greater collaboration among ministries, NGOs and schools is necessary if we want Canadian children to receive comprehensive global citizenship education (Mundy & Minion 2008; Pashby, 2008).

Mundy & Manion’s cross-national study provided interesting areas of insight into the pre-revised Ontario curriculum. For example, with recent revisions to the social studies curriculum across Canada we have seen an increase in the “active citizenship” and “critical thinking” components of social studies inquiry, especially Alberta’s curriculum emphasis on developing attitudes and critical thinking skills for active global citizenship (Alberta Education 2005; Mundy & Manion 2008). Yet Ontario’s social studies curriculum is one of the few that takes a less activist stance and focusses more on informed citizenship; to be specific Ontario’s curriculum explicitly suggests a critical examination of Canadian history and geography in order to function as citizens. Only recently, with the 2013 revision have we seen a call for global citizenship education within the Social Studies curriculum that suggests – not requires- teachers to act or explore areas of local and global citizenship (Ontario Ministry of Education 2013).

What many researchers suggest from curriculum analysis is that most provincial curriculums under-emphasize the active dimensions of global citizenship education (Mundy & Manion, 2008; Clarke & Drudy 2006; Pashby 2008). This is especially important for the purpose of my own research for many reasons. In particular, if Ontario’s curriculum – the guiding force behind many teacher’s unit planning—is lacking an action-based approach to creating young global citizens, it is important that I learn more about what motivates Ontario teachers to take an active and critical approach to GCE. The subsequent section will continue to discuss challenges
to CGCE, specifically the lack of skills, knowledge, and attitudes of uncomfortableness with teaching controversial topics within Critical Global Citizenship education.

2.3.2 Skills, knowledge, attitudes and fears of teachers

Due to the nature of Critical Global Citizenship Education placing the students at the centre of critical discussions around inequality and areas where change can be created, it is important to explore the varying individual challenges teachers are coming to their classrooms with. More specifically, research has found that the most common challenges and barriers that teachers face with implementing CGCE is that many teachers come into the education system with minimal training or knowledge of CGCE at the elementary school level (Evans et al., 2009). This lack of training or knowledge subsequently affects teachers desire and success in implementing CGCE in the classroom. In the Ontario context specifically, the recent call for inclusion of Indigenous content instills similar fears by teachers who are hesitant to incorporate CGCE as many teachers fear they lack adequate education on the subject matter and often fear doing the content an injustice (Kelly & Brandes, 2010; Philpott & Dagenais, 2011; Banks, 2001). Within CGCE, one of the social justice components that is often associated with GCCE is the concept of resistance. Because many CGCE approaches often critique systems of oppression and discuss methods of resisting these oppressive systems, Davis and Steyn (2012) specifically discuss the fear of teachers in engaging with resistance in useful ways. For example, research tells us that the difficult conversations surrounding inequality and privilege need to be had if we want to see effective change. Many teachers however fear that these difficult conversations among elementary students will not be easy to approach in sensitive manners and will have to deal with the emotional repercussions of difficult conversations (Davis & Steyn, 2012; Philpott & Dagenais, 2011; Kelly & Brandes, 2010).
Current research also suggests that the standardization of school systems makes it difficult for teachers to actualize social justice education within the curriculum boundaries (Gruenewald, 2013; Pashby, 2013). One solution to this problem is to clearly define a basic understanding of global citizenship education (Hytten & Bettez, 2011). However as previously discussed, other research has found that in order to reflexively place ourselves at the core of global citizenship education, a clear definition with boundaries of exploration would be required. However as mentioned by contemporary researchers, it remains difficult to critically position oneself within our global and local societies if boundaries and restrictions of global citizenship remain. The strength of critical global citizenship education is that it underscored intersections of discourses including critical pedagogy, culturally responsive pedagogy, multiculturalism, queer theory, eco-justice, globalization, anti-oppressive pedagogy, feminism, and other critical discourses (Hytten & Bettez, 2011).

Although I have explored teacher’s disengagement of GCE without a clear set of guidelines such as a global citizenship curriculum or clear-cut lesson plans, I have also explored how a lack of guidelines can prevent productive relationships from forming between different levels of the education system including school-to-teacher, school-to-ministry, and ministry-to-NGO’s. Therefore, confining the boundaries of global and local exploration of citizenship and activism can be detrimental to students within the CGCE classroom. Due to differing perceptions of social justice, researchers have shown that as a whole school community it is difficult to agree on an approach to teaching social justice and therefore individual teachers are left to bare the brunt of creating a social justice focussed curriculum for their specific class (Moule, 2005). Hytten and Bettezz (2011) suggestion that the role of defining social justice should not be theoretically universal across the academia spectrum, but that it should be the responsibilities of
the teachers and the schools attempting to put social justice into practice is reinforced by Philpott and Dagenais (2011) suggestion of collaboration. They suggest that one way to meet this challenge of individually baring the brunt of CGCE education, is for teachers to connect and collaborate with other professionals holding similar perspectives toward CGCE. This act of collegial collaboration could lead to a more enriching and positive experience not only for the ease of teaching, but for the students across classrooms (Philpott & Dagenais, 2011; Hytten & Betezz, 2011; Moule, 2005).

2.4 Justice-Oriented Approach to Critical Global Citizenship Education

The idea of creating school-specific CGCE visions with social justice approaches strongly aligns with Facer and Thomas’ research on area-based curriculum (Philpott & Dagenais, 2011; Banks, 2001; Moule, 2005; Facer & Thomas, 2012). Facer & Thomas (2012) research begins to draw us closer to the notion of global citizenship education and the locational aspects relating to the achievement of social justice and equity practice. Facer and Thomas’ (2012) area-based curriculum project was tested in 8 schools across the UK as a practical intervention to enhance the educational experience of young people in “connections with communities, cities and cultures that surround them” (p. 16) At the core of their area-based curriculum findings, Facer and Thomas demonstrate the positive effects and outcomes on students who are taught to think critically about their geographical location. Many of the teachers in this study, for example, used their city to restate student’s rights to participate in their community. One teacher’s way of doing this was to take her students around the city of Manchester and draw their attention to all of the familiar things in their city that they did not always identify with as part of their sense of self. This activity increased students’ sense of ownership for their community and sense of belonging. What these area-based curriculum activities did was attempt to widen student’s
horizons and connect the curriculum to the globalised hubs within their city (Facer & Thomas, 2012).

One project lead describes another requirement of area-based curriculum “[as being] mindful of the city’s history and future as deeply embedded in global flows of people rather than as circumscribed by physical geography: I think we want to get students to feel that they’re part of our school community: they’re part of their wider community and they’re part of a global community” (Facer & Thomas, 2012, p. 21).

The way that Facer and Thomas have demonstrated area-based curriculum as teachers and students gaining a desire to change relationships between the local and national through curriculum, we can see their commitment to maintaining a critical global citizenship pedagogy. Facer and Thomas specifically mention the importance of teaching CGCE across the curriculum and the strengths that this approach adds to creating a CGCE classroom:

It matters because an important rationale for many cross-curricular projects is that they will engage young people in disciplinary knowledge by working on issues that are ‘relevant’ to them and that respond to their particular local, economic and cultural conditions (Facer & Thomas, 2012, p 23).

This transformative nature of social justice education connects to Ontario researchers Eidoo et al., (2011) and their suggestions for critical global citizenship education. By encouraging participants and teachers to help shape the view of their respective city and construct the purpose of the project, Facer & Thomas (2012) provided context and meaning for students’ learning, which as we know is proven to be the most beneficial approaches to pedagogy (see also Banks, 2001).
Researchers Clarke and Drudy (2006) conducted a study among a cohort of initial teacher candidates and the problems and challenges for teaching social justice and global education. After quantitative and qualitative analysis on initial teachers’ attitudes to diversity and comfortable methods of teaching, the findings demonstrated certain challenges to adopting a social justice and global citizenship pedagogy in their first few years of teaching (Clarke & Drudy, 2006). Clarke and Drudy took up their interest in this topic as a result of the rapidity of change in diversity of Ireland. They explored various issues for new teachers, with adopting a social justice and global awareness approach. One specific example that I think highlights the contrast in readiness and desire to teach through a social justice lens was that one of their findings demonstrated that although teachers have a broad and general belief in education to promote democracy, there was a large variance among attitudes toward teachers acting on immediate concerns at the national or local community level (Clarke & Drudy, 2006). Not only does this suggest that teachers may not fully understand the extent of social justice teaching but that their understanding of social justice is the ambiguous and redundant definition posed by other scholars in the field of social justice and global citizenship education (Novak 2000; Hytten & Bettez, 2011; Davis & Steyn, 2012).

Additionally, elucidating this ambiguous understanding of social justice, respondents expressed that their attitude toward the issue of travelers moving into their residential areas was a problem for them, despite their widely held view that racism is one of the most important issues in the world (Clarke & Drudy, 2006). This demonstrates hesitancy on the part of teachers to bring local relevancy of globalization into their classroom as opposed to the common global and removed views of globalization. Not only does this demonstrate a need for more in-depth approaches to social justice such as Facer and Thomas’ area-based curriculum projects in
elementary schools, but it also shows a need for teachers to begin to reflexively understand their position in an increasingly diverse global society, and to also begin to adopt critical global citizenship pedagogical practices (Facer & Thomas, 2012; Clarke & Drudy, 2006; Eidoo et al., 2011).

2.5 Missing Research on the Canadian Implementation of Global Citizenship Education as Social Justice Action

There is a common understanding among scholars that educators frequently conceptualize global citizenship education in terms of economic competitiveness, which actually promotes the soft approach to global education (Mundy & Manion, 2008). These results can be used as a strong example of how teachers commonly define social justice work as helping the “other.” Due to this common understanding, research on specific implementations of CGCE by Canadian teachers is lacking. Despite a lack of research, Canadian researchers Evans et al. (2009) articulate that global citizenship education requires students to first acknowledge the unequal systems of power that perpetuate inequality, and analyze how they and others are affected by these inequalities within the local and global communities they belong to. Teaching global citizenship education would mean going beyond memorizing systems of government and other regulating systems in society and would take a critical approach to understanding the inequalities that exist within them (Pike and Selby, 2000; Montemurro, 2014).

As I have attempted to demonstrate above, global citizenship educational perspectives would need to move towards a more globally oriented and activist understanding of social justice to meet the requirements of CGCE. The distinct component of critical citizenship education is that students are able to explore a local issue and subsequent injustices relevant to their place within the community. For example, environmental justice issues in a local rural community may
be the focus of one class global citizenship education inquiry, however the increasing child
poverty rate of another community may be the focus of a critical inquiry project at another
school. This approach to global citizenship education is also referred to by Westheimer (2003) as
being a “justice oriented citizen” (Westheimer, 2003; Facer & Thomas, 2012). The commonality
of social justice education and global citizenship education is most obviously seen as being
called to action. Hackman argues that action and social change are essential for students to be
active agents in a democratic society, however to take this one step further, action and global
change can result from taking the similar approach of critical global citizenship education
(Hackman, 2005; Clarke & Drudy, 2006).

Aside from scholarly sources, I have been inspired by Author Danielle McLaughlin, who
is the Director of Education for the Canadian Civil Liberties Association, devotes much of her
work to facilitating Civil Liberties workshops in Canadian elementary schools focused on
content around the discussion of conflicts of rights and freedoms affecting all of us who live in a
democracy. Her focus on fairness and citizenship engagement at an elementary school level not
only inspired me to research this topic of global citizenship among Ontario students but also my
role as a teacher candidate. Her work can be a great starting point for teachers interested in
implementing critical global citizenship education in their classrooms, as much of her work
challenges us on the ways we perceive young people as citizens and the global change young
people can and have made. If we start to look at children as democratic citizens and not just
citizens-in-waiting, school systems would see an increase in readiness to tackle such areas of
critical pedagogy within the elementary classroom (Canadian Civil Liberties Association, 2016).

2.6 Conclusion

Research on the difficulty of defining concepts such as critical global citizenship
education, and social justice education also demonstrated that there is a need for the incorporation of global perspectives within all curriculum strands as well as the need for a clearer understanding of the dynamics of globalization to better support social justice education for today’s teachers (Michelli & Keiser, 2005 cited in Hytten & Bettez, 2011). Although scholars like Philpott and Dagenais (2011), Ukpokodu (2007), and Sensoy and DiAngelo (2009) mention that the gateway to teaching CGCE in the elementary classroom can be achieved through literature, the research is scarce on specific strategies practiced by teachers and their impact on students learning through a critical global citizenship framework. Unfortunately, the literature on CGCE also demonstrates that Canadian research contexts are severely underrepresented. My research study, focusing on how teachers are enacting global citizenship education through a social justice and interdisciplinary lens will contribute to the existing literature by sharing experiences of teachers within Canadian classrooms.

In conclusion, despite the often conflicting definitions of social justice education and global citizenship education, if we are able to locate the opportunity for the action oriented stance of social justice within a global citizenship perspective, global education can be an effective pedagogical framework in elementary schools across Canada. I hope that through interviewing teachers across the GTA, I am able to also explore how elementary school teachers define global citizenship education and how their subsequent definitions guide their practice (Davies, 2006; Eidoo et al., 2011). I find the greatest strength of global citizenship education to be that it is not confined by one strict set of rules or definitions and that the nature of being globally and locally specific will allow for a student-centred and area-based critical perspective for all students to benefit from.
CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, I will elaborate on the research methodology. I begin first with a discussion on the research approach and procedure, before describing the main approach to data collection. I then identify the rationale for the basis of selecting participants and include in this piece, a bio of each participant. I identify a range of methodological limitations to my study, however I also speak to the strengths and importance of the methodology. Finally, I review the relevant ethical considerations to be addressed and offer a brief summary of my decisions given the research purpose and questions.

3.1 Research Approach and Procedures

This qualitative research study focused on the pedagogical practices of Ontario elementary school educators who actively implement global citizenship education and social justice oriented education, into their instructional practices across their classroom curriculum. For the purpose of my research, I found using a qualitative exploratory approach, involving a literature review and semi-structured interviews with teachers, was the most fitting methodology. As many researchers including Creswell (2013) have argued, the value of qualitative research is more than attaining a quantifiable outcome. Qualitative research, in particular phenomenology, attempts to comprehend experiences from the perspective of the participant, instead of that of the researcher’s (Jones, 1995).

This phenomenological study allowed me to engage the lived experiences of a small sample of teachers. Creswell (2007) explains that a phenomenological study is “the common meaning for several individuals of their lived experiences of a concept or a phenomenon” (p. 76).
Characteristics of phenomenological studies are evident throughout my analysis of global citizenship education and its role within the elementary curriculum.

Being open and active about reporting my values and biases not only allows me to position myself throughout this study, but to build a rapport among my interviewees (Creswell, 2013; DiCicco-Bloom & Crabtree, 2006).

With this research being phenomenological in nature findings reporting how individuals participating in the study view their experiences as social justice and global citizenship educators will vary yet speak to the common phenomenon of enacting global citizenship education through a social justice and interdisciplinary lens. The reason I took a phenomenological approach to studying teacher’s experiences with implementing GCE approaches and SJE approaches in their classroom is that there is no one size fits all framework for what ideal GCE education looks like. Different participants will have different understandings and rationales for implementing these teaching practices in their classroom and therefore, as a researcher compiling different individuals’ experiences, I did not want to attempt to blend these unique experiences into one (Creswell, 2007 & Moustakas, 1994). I was hopeful to embrace and speak to the different realities that each individual I interviewed experiences within their own classroom. This qualitative research study contains an element of action for the purpose of reform (Creswell, 2013). I hope that recommendations as a result of my research, can affect the lives of Ontario elementary children in the future.

3.2 Instruments of Data Collection

Following the phenomenological approach guided by Creswell (2013), the primary instrument for data collection used in this study was the semi-structured interview protocol. Semi-structured interviews allow for individual in-depth interactions that attend to their specific
research focus and questions (Creswell, 2007). This interview process also allows the interviewer to delve deeply into social and personal matters, requiring the essential establishment of rapport between the interviewer and interviewees. Essentially, rapport involves trust and a respect for the interviewee and the information he or she shares while maintaining a safe and comfortable environment for sharing (DiCicco-Bloom & Crabtree, 2006).

The nature of semi-structured interviews typically includes a set of prepared interview questions, however due to the personal nature of semi-structured interviewing, I needed to be prepared to slightly sway from the planned protocol to maintain authentic collection of important information. Having the freedom to engage in meaningful conversations while collecting qualitative data speaks to the meaning-making nature of qualitative research (DiCicco-Bloom & Crabtree, 2006). It is through the connection of many ‘truths’ that semi-structured interviews have room for fluidity and space for interactions between the interviewer and interviewee (Jones, 1995).

I have organized my interview protocol (located in Appendix B) into six sections, beginning with the participants’ background information, followed by questions regarding their perspectives and beliefs surrounding global citizenship and social justice, then their current instructional practices and strategies related to global citizenship and social justice education across the curriculum, then their challenges and supports for their pedagogical practices, followed by personal motivations related to global citizenship education programming, and concluded with questions and advice on the next steps for teachers. Examples of questions include:

1. What does the term “global citizenship education” mean to you?
2. Can you provide any examples of how global citizenship education has influenced your classroom lesson plans?

3. What motivates you to incorporate elements of global citizenship education and social justice across your classroom curriculum?

### 3.3 Participants

Determining my study sample was a crucial step in my research project, as is for all research, because it determines whose voices and experiences will guide my research and shed light to an important problem (Moustakas, 1994). I review a range of possible avenues for teacher recruitment including my preferred recruitment strategy for this research. I have also included a section wherein I will introduce each of the participants.

#### 3.3.1 Sampling criteria

The following criteria have been applied to teacher participants:

1. Teachers will have been working in the field of education for 5 or more years

2. Teachers will consider themselves leaders in the field of social justice or global citizenship education in the elementary classroom

3. Teachers will have consistent experience integrating citizenship education across their classroom curriculum

4. Teachers will have consistent experience incorporating social justice oriented issues within the classroom curriculum

5. Teachers will be working in the Greater Toronto Area in Public Elementary Schools

The reason I have included teachers who consider themselves as leaders in the field of social justice or global citizenship education is because much of the literature reviewed demonstrates that GCE is a newer phenomenon and not all teachers who are enacting global citizenship
educational practices may define these practices as such. Therefore, I find it important to discuss social justice and global citizenship education as related but not interchangeable (Mundy, Manion & Haggerty, 2007).

3.3.2 Participant recruitment

To recruit participants, I will be attending professional development conferences hosted by elementary school boards, as well as specific school conferences on global citizenship education and social justice education. In addition to this, being immersed in a community of teacher colleagues and mentors during my initial teacher education at OISE, I have contacted teacher associations and schools and have provided them with an overview of my research study. Maintaining what Marshall (1996) would identify as purposeful sampling, I have provided the participant criteria to these existing contacts and have asked for my information to be distributed by school-based contacts and teacher colleagues at their convenience. This process has led to a snowball effect of gathering potential participants for my research and I am confident that teachers are volunteering to participate in my study, rather than feeling obligated to participate (Marshall, 1996).

3.3.3 Participant Biographies

Both participants at the time of the study were professionals in the field of education in the Greater Toronto Area, Ontario, Canada. They were both classroom teachers at publicly funded Ontario schools, each with at least five years of experience in the classroom, and working with students at the elementary school level. Teachers interviewed identified as having consistent experience integrating global citizenship education across their classroom curriculum with particular focus on social justice approaches to teaching. The participants will remain anonymous through pseudonyms throughout this analysis.
Jesse

At the time of the interview, Jesse was a Grade Four and Five teacher in her 9th year of teaching. Her commitment to social justice and equity can be seen through on-going professional development as well as her commitment to school-wide leadership initiatives. She is passionate about social justice and global citizenship education, incorporating this pedagogy across her curriculum.

Cara

At the time of the interview, Cara was most recently a Grade Six teacher and has been teaching for over 15 years. She has taught a variety of different grades form the primary level up to the pre-service teaching level. Cara is now a leader in the field of education outside of the classroom. She is passionate about social justice and global citizenship education and incorporates this pedagogy across her curriculum.

3.4 Data Analysis

With guidance from scholars like Saldana (2008) and Creswell (2007) I collected and analyzed my qualitative data as a simultaneous and iterative process. Specifically, all qualitative analysis included understanding the phenomenon being studied, presenting the phenomena while considering connections and associations, theorizing these connections and points of similarities, and eventually re-contextualizing the findings (Thorne, 2000).

During the analysis stage of interpreting qualitative data, researchers must begin with significant phrases or statements that pertain directly to the teacher’s being interviewed, experiences. In this particular study, teachers’ experiences teaching global citizenship education through a social justice and interdisciplinary lens were analyzed against existing research on this phenomenon while also considering personal connections and meanings as valid (Saldana, 2012;
Creswell, 2013). Additionally, the unit of data in the form of a word or phrase has been compared with other units of data looking for common patterns throughout (Thorne, 2000). Once patterns were given codes, I was then able to sort the collected data into categories for further interpretation of major themes and create a “template approach” to analyzing my data (DiCicco-Bloom & Crabtree, 2006). In addition to working towards a template approach to coding the collected data, I have transcribed interviews accurately and responsibly, and discuss the significance of my findings.

3.5 Ethical Review Procedures

This research study follows the ethics protocol for students within the Master of Teaching Program at the University of Toronto’s Ontario Institute for Studies in Education. Due to the program restrictions, the interview process of semi-structured interviews followed the ethical standards of the University of Toronto. Ethical review considerations to be addressed below include issues related to confidentiality and consent, right to withdraw, risks of participation, member checks, and data storage.

The following ethical considerations are set by the University of Toronto Research Ethics Board (SSH REB, 2003). All participants were assigned a pseudonym and were notified of their right to withdraw from participation in the study at any stage of the research study. Participants’ identities will remain confidential and any identifying markers related to their schools or students will be excluded. There are no known risks to participation in this study. I have minimized any unforeseeable risks by sending the interview questions to participants ahead of time, and by reassuring them throughout the interview and in the consent letter that they have the right to refrain from answering any question that they do not feel comfortable with, as well as re-stating their right to withdraw from participation. Participants were given the opportunity to review the
transcripts and to clarify or retract any statements before I conduct data analysis. All data in the form of audio recordings will be stored on my password protected laptop/phone and will be destroyed after 5 years. Participants were asked to sign a consent letter (Appendix A) giving their consent to be interviewed as well as audio-recorded. This consent letter provided an overview of the study, addressed ethical implications, and specified expectations of participation (one 45-60 minute semi-structured interview).

In addition to the standard ethical considerations, DiCicco-Bloom & Crabtree (2006) emphasize the need to build and maintain trust when conducting qualitative interviews, as qualitative research employs standards of trustworthiness. By building a trusting rapport with my interviewees, research shows that this will also result in the establishment of a safe and comfortable environment for the participant to discuss their attitudes and experiences genuinely and truthfully (DiCicco-Bloom & Crabtree, 2006). Creating this rapport has hopefully demonstrated my commitment to research ethics and help teachers feel comfortable sharing their personal accounts with global citizenship education. Lastly, I am aware that the relationship between the researcher and participant can also affect a qualitative study, which is why I was able to discuss my research with interviewees before the semi-structured interview process (Orb et. al., 2000; Merriam, 2002).

3.6 Methodological Limitations and Strengths

Documents, observations, and interviews are three common sources of data for a qualitative research study and when all sources are used in combination with each other, the research is often strengthened (Merriam, 2002). Unfortunately, due to the guideline restrictions of this study, one of the three major limitations is that data was only collected from interviews
and relevant literature, not from observations. When possible, the use of multiple methods including observation, can improve the validity of the findings (Merriam, 2002).

In addition to the limitation of the means of data collection, the second limitation of this study is the small sample size. With a small sample size of three teachers, it is difficult to focus on specific trends within participant responses. As such, this small sample size affects the validity and generalizability of the thematic commonalities across participant responses (Bryman, Teevan, & Bell, 2009). Therefore, the small sample size of a few teacher’s experiences, may result in the data not being as applicable to all Ontario elementary schools as the experiences and challenges of implementing GCE and SJE education were for a particular set of Ontario teachers.

The final major limitation to this qualitative analysis was the ability to locate potential participants who have both similar understandings and knowledge of global citizenship education, as it is a newer trend in the Ontario Education Curriculum (ETFO, 2010), as well as teachers who have experience with implementing a global citizenship approach to education across all classroom subjects. However, I broadened my participant qualifications to teachers who also adopt a social justice oriented approach to education across their class curriculum and not strictly GCE educators.

3.7 Conclusion

In this chapter, I have set out the key methodological decisions for my MTRP. I began with a discussion of the research approach and procedure of qualitative research, highlighting the meaning and significance of qualitative research for the purpose of my study. I then described the instruments of data collection, identifying semi-structured interviews and their benefits, as the primary source of data. I then identified the qualities of the participants in this study,
followed by a variety of recruitment strategies to connect with potential interviewees. Adopting a purposive sampling technique of snowball sampling is highlighted as the most convenient and reliable form of sampling for the nature of this study, surrounding a small sample of elementary teachers in the GTA. Additionally, I recognized and addressed the ethical issues such as consent, participation, right to withdraw and right to confidentiality as well as addressed the steps I will take to ensuring that the potential for ethical issues to arise is minimal. Lastly, I outlined the limitations to my qualitative research study including the amount and scope of available data being limited to interviews and documents, secondly the limitations of having a small sample size, and lastly the difficulty with recruiting teachers committed to the contemporary pedagogy of global citizenship education. I also addressed the strengths of my research methodology and the potential of new insights it can bring to initial teachers. In Chapter 4 to follow, I will report on the research findings.
CHAPTER 4: FINDINGS

4.0 Introduction to the Chapter

This chapter demonstrates and examines the findings that emerged through the analysis of research interviews. Throughout the analysis, I was cognizant of my research question: how do Ontario elementary teachers incorporate global citizenship education through a social justice and interdisciplinary lens in their elementary classroom? To illustrate the process of how teaching for social justice is integrated within the global citizenship classroom, I have focused on themes that demonstrate this process, which include:

- 4.1 Participants identify significant pedagogical practices, outcomes, and benefits of teaching GCE for both themselves and their students
- 4.2 Participants draw on their local communities as well as global issues to create community change and influence active citizenship among their students
- 4.3 Participants reflected on their positionality, social barriers, and life experiences to help inform their conception and application of Global Citizenship Education
- 4.4 Participants’ work in implementing GCE is challenged by limitations in parent and administrative support

Many of the discoveries confirm the current findings of reviewed literature, however participants’ voices and positionality take precedence in my analysis of their understanding, conception, and reflexive positioning in relation to global citizenship education through an interdisciplinary and social justice framework.

4.1 Participants Identify Significant Pedagogical Practices, Outcomes, and Benefits of Teaching GCE for Both Themselves and their Students.
Despite the existing research highlighting logistical barriers such as time and resources as restricting teachers from global citizenship instructional practices, both participants expressed positive attitudes and approaches to stay committed to teaching global citizenship across their class curriculum. Participants also shared through this interview process, the ways in which they define global citizenship and social justice in theory and in practice, which will be highlighted throughout this section. Practicing teachers’ conceptions and understanding of global citizenship is an important theme to unpack as it not only informs their practice but it also provides context for why this work is meaningful.

4.1.1 Participants shared similar understandings of the conception of Global Citizenship Education through a social justice framework across the curriculum.

Although each participant had a unique social positioning that informed their conception of global citizenship education through a social justice lens, participants collectively noted that issues such as power imbalances, systems of government, privilege, oppression, identity and community should be topics explored within this framework. Cara defined global citizenship as:

In today’s society, largely as a result of social media and the internet, we are all interconnected and very dependent on each other. The success of one nation will impact the success - or lack thereof - of another nation, and people are more transient and mobile than they ever have been, I think. So to educate for global citizenship means recognizing that and helping students to become more empathetic, more open-minded more equity-minded, so that they can grow up as world citizens, as opposed to just citizens of a country or a city.

Cara’s understanding of global citizenship speaks to the interconnectedness of our current global relations, which is also a core goal of contemporary Canadian global citizen researchers (Eidoo
et al., 2011; Evans et al., 2009). Jesse also identifies with the world-mindedness of GCE but also believes that being a global citizen is a twofold process of reflection and action. She argues that GCE requires individuals to “First, critically explore the world around them, not just at a local level but globally. And secondly, a global citizen needs to take action.” Through this critical exploration component of global citizenship, Jesse purports that students need to develop more conscious awareness of how other communities in the world live – whether that be how they use their local resources, systems of government, social interactions and their day-to-day life.

The call to action after examining local and global disparities, is a significant component of global citizenship to both participants and can be matched by researchers alike. Eidoo et al., (2011) strongly advocate for critical thinking at the elementary school level and that the intersection of discourses such as multiculturalism, race, religion, gender, language and literacy and eco-justice can encompass a critical global citizenship pedagogy in the classroom. Through conceptions that are centred around trends of globalization, Eidoo et al., (2011) have highlighted significant ideals for global citizenship education, including: a critical understanding of the world as interdependent and shaped by power relations, commitment to citizenship and human rights, commitment to diversity and tolerance through critical literacy, individual action and agency, and adopting a reflexive position to approach relations locally and globally. These ideals were embodied by both participants and made apparent through their pedagogical conceptions of global citizenship. Their conceptions help reinforce how educators’ perceptions and approaches to curriculum, translate into authentic practice.
4.1.2 **Participants expressed that co-creating working definitions of global citizenship and learning goals have a positive effect on student-engagement with instructional strategies.**

As research indicated would be the case, the complexity in defining global citizenship education was evident in both respondent’s interviews. Cara and Jesse alike realize the importance of time, place, and age-specific readiness of their students before they present global citizenship education in their classrooms. One commonality that was highly beneficial for both Cara and Jesse was co-creating working definitions and learning goals of global citizenship before they presented inquiry questions through the lens of social justice.

As Cara notes, every year the working definition that her class creates to define global citizenship varies due to students’ positionality being reflected in the definition. Jesse also agrees that a collaborative learning goal when educating for global citizenship is crucial:

> I think it is important for the students to play a role in developing this learning goal because global citizenship is not one fixed definition. They really need to be part of that process to understand the complexity of defining global citizenship.

Aside from an overarching co-created definition, there were three main learning goals that arose from the definition of global citizenship and its conceptions: 1. Being informed about local, national, and global issues, 2. Developing certain skills required of citizenship, 3. Exploring diverse beliefs, values, and practices of social justice. Within this framework, power imbalances within local and global societies were explored.

Jesse believes that when her students can truly understand and then articulate various power imbalances in the world either locally or globally, and reflect on how to shorten the gap between power imbalances, then they have achieved a basic understanding of global citizenship. Presenting local issues has helped both Cara and Jesse to highlight the power imbalances that
students are surrounded by yet not explicitly aware of – which will be discussed further in this paper.

Both participants relied on the existing Ontario curriculum for assessment strategies on which to apply a social justice and global citizenship framework. When exploring the Syrian Crisis in Jesse’s Grade 4/5 class, for example, part of her students’ assessment was to explain the differences and similarities of government styles in Canada and Syria. In addition to comparing and contrasting, students were also assessed on personal reflections of the process of learning through a global citizenship and social justice lens:

They were to reflect on what stuck with them, what they still had questions about, and what was something they would like to learn more about… So they were able to reflect on their own learning, and in turn, articulate some learning goals and their own understanding of what was being discussed through these inquiry processes.

While it is clear that Jesse’s students were highly engaged in the inquiry project investigating the crisis for Syrian refugees, she also noticed how engaged her students were by their eagerness to initiate critical discussions as well as their desire to create school-wide initiatives to help solve some of the problems they discussed.

The core goals of global citizenship education have been interpreted and outlined by many contemporary scholars and there are many varying meanings of what it means to be a global citizen, as proven by both participants’ account of creating learning goals with their students. This practice of co-creating learning goals, aligns with contemporary models of global citizenship education as an overall critical framework that is not fixed but changes according to the context as well as places the individual at the centre of the learning (Andreotti, 2006; Montemurro et.al 2014; Mundy & Mannion, 2008).
4.1.3 Participants indicated specific pedagogical models including inquiry and critical questioning techniques to influence their GCE practice.

Both participants have highlighted the complexity and challenges of following a global citizenship framework in their class. However, both participants were able to draw on existing pedagogical practices to inform how they present global citizenship in their classroom. The various frameworks that were used by both Jesse and Cara included inquiry, growth-mindset, critical literacy, culturally relevant and responsive pedagogy, problem-based models, and inclusive education similar to those already outlined by scholars in the literature (Evans et al., 2009; Eidoo et al., 2011; Montemurro, 2014).

Shared by both participants, critical literacy is a crucial pedagogy that allows teachers to present complex situations to students in a way that allows them to come to their own interpretations and conclusions through self-reflection and good questioning. Jesse mentions that remaining unbiased is crucial when it comes to presenting difficult questions or problems to her students. Her approach involves acting as a guide on the side to help clarify misunderstandings for students, but encourages them to use their critical literacy skills to address social problems and discuss possible outcomes. Providing students with good questioning techniques has allowed Jesse to further approach global citizenship through an inquiry process.

As Cara mentions, the inquiry process is also a shared pedagogy in her classroom, however recognizes the difficulties and complexities of inquiry in the classroom. She shared how her approach to teaching global citizenship through inquiry needs to be scaffolded and certain practices need to be pre-taught. For example, Cara presented the question “Is Canada a fair and just society?” to her class. She chose this question to explore a variety of different people groups in Canadian society to answer this question including: women’s issues, people of colour,
LGBTQ Canadians, Aboriginal Canadians, and Canadian immigrants. Before asking students to go off and explore a topic of their interest, she had created learning stations throughout the classroom, where students could research and gather information about these different groups in Canada. She noticed that practice of inquiry was an adjustment in and of itself for her students. “Many of them began asking ‘Why can’t you just tell us about these people?’ ‘Why don’t we have worksheets?’” Although she admits she never fully addressed this problem or overcame the issue of students asking for seat-work and less independence, Jesse shared a few teaching practices that she implemented in her classroom, to address student’s difficulties with independent inquiry.

Jesse provided an example of when she provided students with daily self-assessment check-ins so they could assess if they stayed on task during class and what new findings they discovered during the day about their inquiry. Another practice was introducing students to a question matrix to help them develop their critical literacy skills as well as narrowing down their specific understandings of the issues they were discussing in class.

These small findings and questions through independent inquiry, eventually led to whole class inquiry in both Jesse and Cara’s class. Cara shared an example of this unplanned inquiry in her classroom:

Right around the end of this unit, the Canadian election was happening and Trudeau was saying we’re going to bring 25,000 Syrian refugees in by the end of February. As I had a very high percentage of Muslim students from various parts of the Arab world, they were quite interested in this so we started a mini-inquiry in Math, specifically about what was it like for people who left their homes. Questions like how long would it take for them to walk certain places were explored. Now, there was one particular story about a group of Syrians
who walked from Hungary to Austria so we tried to figure out how many days that would have taken them. Through a mini-inquiry we actually walked for 1 hour and they had to create a rate table where every 10 minutes, they were gauging how far they walked. So they were all keen and gung-ho for the first 10 minutes, but then it tapered off after that - which was kind of the whole point! When we got back to the classroom, we analyzed that data and it was a brilliant math lesson but also really on the fly and not something I probably could have done in my first few years of teaching.

As Cara demonstrates, social action does not have to be on a large scale but can be explored on a micro-level in our local communities and through a global citizenship framework (Hytten & Betezz, 2011). Students in Cara’s class took physical action to address and realize the difficulties faced by Syrians living in an oppressive environment as a result of political actions and ideologies. Hackman argues that action and social change are essential for students to be active agents in a democratic society and this is clearly shared by both participants in this study (Clarke & Drudy, 2006; Hackman, 2005).

Culturally relevant and responsive pedagogy is also a shared pedagogical practice for both Jesse and Cara in their global citizenship classroom. As Jesse explains:

Accountable talk and building critical thinking skills is essential for students to talk about issues respectfully and hear a variety of different view points form their peers… and I think that culturally relevant and responsive pedagogy naturally allows you to explore the world around you and draw from these connections while also placing students and their identities at the centre of the discussion.
Research on culturally relevant and responsive pedagogy speaks to the strong benefits of bringing into the classroom, relevant, real-world issues from a variety of cultural perspectives (Ladson-Billing, 1995; Mundy et al., 2007).

4.1.4 Participants indicated that global citizenship is influenced by multiple factors, and therefore should not be limited to one subject area but should be interdisciplinary.

Both participants indicated their firm belief that global citizenship should be taught across all subject areas and not restricted purely to Social Studies. The multiple benefits of interdisciplinary education explored in research were apparent in both Cara and Jesse’s practice.

As Cara explains how global citizenship changed her students’ perspectives on other subject areas: “Global citizenship became the lens through which my students began to explore all curriculum subjects.”

Jesse also explains how presenting global citizenship through an interdisciplinary lens not only improved student engagement in her class, but increased the likelihood of students taking part in active citizenship throughout their lives.

I think that using an interdisciplinary or cross-curricular approach, often eliminates some fear or anxiety that some students have when they see certain subjects up on the board. I always know when my students are engaged and interested when they come in the morning and say “Oh I read the news” or “Oh I saw this” or “oh I was talking about this with my family” so that they’re transferring their knowledge and understanding of the topic at hand, and developing their own role in their learning. I think that these instances are a true indication of their engagement – when they become an active citizen in their own learning.
Both Cara and Jesse agree that hearing their students engage in critical conversations outside of classroom discussions, as well as sharing current issues with their friends and family, are strong indicators that students are genuinely interested in becoming active global citizens inside and outside of the classroom. The fact that both classrooms approached global citizenship interdisciplinary across multiple subject areas, may also be a factor in the level of interest the students have with becoming active citizens in both their local and global communities.

As a result of cross-curricular implementation of global citizenship, both Cara and Jesse noticed observable benefits of incorporating global citizenship across the curriculum. Their findings also align with existing research on the positive outcomes of student engagement and connection to discussing contemporary local and global issues across all subject areas (Philpot & Dagenais, 2011; Hytten & Betezz; 2011; Moule, 2005).

4.2 Participants Draw on their Local Communities as well as Global Issues to Create Community Change and Influence Active Citizenship Among their Students.

Participants in this study emphasized the importance of bringing world issues into the local classroom through relevant and meaningful demonstrations of learning. This study also reveals the capacity for teachers to develop culturally responsive curriculum to address the diverse local needs of their communities in partnership with community liaisons. With these local and global relations at the core, participants express a need to help students create positive action in their local community.

4.2.1 Participants discussed local and global effects of world issues and inequalities.

Both participants approached global citizenship first through local issues by having students explore the world closest to them, then cross-nationally, and eventually how Canada interacts with other countries. Once students understood some of the privileges and powers
associated with their citizenship, participants would move their class towards discussions and inquiry of world issues.

Jesse created a rich, cross-curricular project that focused on the local issues of the Syrian refugee crisis in Toronto to help her students understand how global issues can affect our societies on a local level:

When my class was exploring government systems, we first began talking about the Canadian government both federally and municipally and we had an understanding that Canada was a parliamentary democracy. Incorporating a GCE framework into this, we explored other countries around the world. More specifically, we explored Syria at the moment. So the students could see that a dictatorship in another country and a democracy in Canada was different. From this, they began to understand some of the privileges they had taken advantage of here in Canada such as free education, access to resources and water, access to safe living conditions, things like that based on the UN Declaration of Children’s Rights. The students empathized with children their age living in Syria and wanted to do something to help the current situation.

Similar to Jesse’s approach, Cara believes it is important to discuss world issues with her students because of their constant exposure to world issues. One of the main factors that plays into Cara’s passion for teaching GCE is that the world appears to be “a shrinking place” due to the advent of the internet and social media. Due to our increasing interconnectedness, she tries to encourage her students to be more open-minded, more equity minded, and strongly believes that because they will be growing up as world citizens, they need to critically engage in conversations to help foster this tolerant mindset.

Although contemporary research on global citizenship has limited empirical support for
place-based or area-based pedagogy, researchers Farcer & Thomas’s (2012) study on area-based
global citizenship, reminds us that when students feel that they are part of a school community,
part of their wider community and part of a global community they will move towards active
forms of global citizenship. Seeing as active global citizenship is the ultimate goal for GCE
educators, both Jesse and Cara’s examples of place-based pedagogy demonstrate a positive and
attainable means of creating a GCE classroom for Ontario teachers. As a result of these findings,
future research should be done in the area of place-based education as a means to which GCE
can be brought to life in the classroom.

4.2.2. Participants were committed to drawing on institutional liaisons in local communities to
help teach GCE through social justice.

Both participants acknowledged the fact that they are not always the bearer of knowledge
especially when it comes to larger issues such as poverty and oppression at the institutional level.
This recognition allowed participants to turn to their local community partners to help teach
students about issues such as poverty and oppression in their local communities.

Jesse actively and consistently relied on community liaisons by inviting them into her
classroom to help educate her students further. For example, she was able to bring shelter
workers into the classroom to help her students understand the need for community supports to
ensure shelters remain stocked with food and clean places for people to stay.

Cara referred to community partnerships as “essential” in helping students begin to see
the importance of relationships beyond the classroom. However, despite this understanding that
local institutions and liaisons are essential for helping students understand the importance of
community relations as catalysts for positive social change, this can often be a difficult task for
classroom teachers. As Cara mentions, it is often difficult to coordinate logistics with administration and external institutions to create meaningful interactions for the students.

On the other hand, Jesse did not express difficulty connecting with her local community partners. One reason that she believes this is an achievable task is due to the urban setting of her elementary school. Because of Toronto’s rich diversity and stark variances in socio-economic class, Jesse likes to start conversations at the local level and look at issues such as poverty inequalities throughout the city. One way of doing this was by looking at poverty by postal code in terms of geographic location from the help of a local urban planner. This allowed students to see that there is increased poverty in certain areas and that their world is not just the “5 block radius” that they may reside in.

Existing research reminds us that when students are able to feel connected to their community and have a passion for creating change outside of their school community alone, this helps foster a life-long mindset of a justice-oriented citizen (Facer & Thomas, 2012; Westheimer, 2003). These local connections also help shape students’ views of their respective city and provide context and meaning for students learning (Banks, 2001; Facer & Thomas, 2012).

4.2.3 Participants expressed that taking action in the community can help challenge situations of local inequalities and injustices.

Both participants recognized the importance of students engaging in meaningful performance tasks and observing the effects of their work. One important form of engagement that both participants highly value is taking justice-oriented action in their local communities. As research shows, students are most engaged when they can see the efforts of their work create meaningful change in their communities that they genuinely care about (Montemurro, 2014).
Both participants also move beyond the soft approach of CGCE (Andreotti, 2006) and engage in critical research that informs their action.

To further enhance Jesse’s cross-curricular inquiry project that focused on the local issues of the Syrian Refugee Crisis in Toronto, she was able to use the Social Studies, Literacy and Math curriculum to explore this issue through justice-oriented action.

The students in my class decided that they were going to run a clothing and toy drive in the school to give to the students who were arriving as refugees. And so, we used one of the local Laundromats in our own community to take this action. The students made posters around the school and emailed parents to get all of these clothing and toys, and then we took it to the Laundromat to wash it and fold it and sort it, and to prepare these things for when the families and children arrived in Canada and Toronto.

Not only does the research support this action-oriented approach to social justice at the global and local level, but it supports the idea of providing context and meaning for students learning, which Banks identifies as one of the most beneficial approaches to pedagogy (Banks, 2001; Eidoo et al., 2011).

4.3 Participants Reflected on their Positionality to Help Inform their Conception and Application of Global Citizenship Education.

In this research study, both participants’ characterizations and understanding of global citizenship shared many commonalities. Each participant offered their own interpretation of global citizenship that was informed by their positionality. Factors such as social identity, social location and lived experiences have all heavily influenced participants’ conceptions of global citizenship and essentially helped spark their passion for pursuing global civic education in their elementary classrooms.
4.3.1 Participants were passionate about traveling to experience citizenship in other countries.

An interesting yet powerful factor that influenced both participants’ passion for global citizenship was their experience traveling to other countries.

Jesse’s experience travelling extensively around the world has influenced her understanding of global education and how she sees the world as so connected but so different in the same sense. Travelling allowed her to experience how different communities and different countries live and work and operate in terms of government and social structures. Gaining a deeper cultural understanding of institutions and practices played a large role for her, in helping her understand differing conceptions of citizenship across the world.

For Cara, immersing herself in a new country and living there for a year, challenged her conceptions of citizenship and belonging on a different level:

A big influence for me was the year that my partner and children took off and lived in South America for a year, we lived in Argentina but my Spanish was extremely limited and I really felt the ESL experience. I mean I took all the courses, read Jim Cummin’s book, I knew all the theory, but to live in a country where you do not speak or understand the language of daily life, it just knocked me! As a mother with your kids who are 9 [years old] this really gave me a new appreciation for this work. So when I came back to the classroom in Ontario, I not only knew it theoretically, I knew it in practice.

Although much of the research on critical global citizenship critiques celebrating world travel as a soft approach to global citizenship (Andreotti, 2006), participants used travel as a starting point to spark their interest in active global citizenship. Having a lived experience that informs their practice supports the research around good pedagogical practices of critical global citizenship.
starting from personal lived experience to inform greater social action (Hytten & Bettez, 2011; Philpott & Dagenais, 2011).

4.3.2 Participants reflected on social barriers that help inform their conception and application of Global Citizenship Education.

Participants emphasized that reflexively positioning themselves within their work, allows them to not only tackle issues such as systems of power, privilege and identity in their own lives, but helps them understand how to encourage students to use the same reflexive practices. The discussion of power and privilege as social barriers, largely influenced both Cara and Jesse’s perspective of global citizenship.

Specifically, when choosing what issues of injustices to discuss with their students both Jesse and Cara chose to emphasize the politics of identity. Cara recalls a significant experience in her life that made her more conscious of how her own identity has led her to experience certain privileges and oppression in society:

A large part of becoming conscious of how my identity figures into my social interactions, was when I came out after being married to a man for several years. For the first time in my life, I experienced homophobia and things that I hadn’t experienced before. I mean as women we are in an oppressed group, but in North America if you have a boyfriend or husband, everything sort of swims along, especially if you’re middle class and educated. So when I stepped outside of that traditional role and decided not to hide anymore, I started to experience some of that myself. So that was new learning for me that I quickly applied to my classroom. I quickly realized wow, if that’s hurting me and I’m experiencing this oppression as an adult, how must some children feel when they experience that?
This experience truly changed Cara’s perceptions about how our identities influence our interactions in society. She sees identities as the situations and interactions that “inevitably shape us.” As a result of this challenging experience, she encourages her students to put themselves into situations that “force us to live in this dissonance or discomfort so that we can not only understand it theoretically, but experientially.”

Jesse also shared a similar understanding of the importance of critically reflecting on social barriers that exist in society. She asserts that her own familial experience as a child helped shape her knowledge of the importance of discussing power imbalances in society. “Having a conversation at an early age in terms of different social barriers that exist in society, gave me an understanding that this inequality existed in the world around me.”

Many scholars within the field of social justice and inclusive education acknowledge the necessity to integrate the social identity of all students into the classroom (Ontario Ministry of Education, 2014; Ladson-Billings, 1995, 2008; Banks, 2001). However, Ladson-Billings recognizes that “students must develop a broader socio-political consciousness that allows them to critique the cultural norms, values, mores and inceptions that produce and maintain social inequities” (Ladson-Billings, 1995, p. 162), to become social agents of change. This sentiment was clear for both participants alike as they actively use their positionality as a starting point for critical analysis of social barriers and privilege in society.

4.3.3 Participants identified their familial and community network as factors that informed their conception and application of GCE.

Participants are inspired and encouraged by their personal relationships and network of community members to grow in their practice and conception of global citizenship. As Cara recounts, her mother was a strong influencer in her commitment to global citizenship and social
justice education. As an immigrant to Canada, Cara’s mother had experienced oppression as a woman in a leadership role working for the government and was very cognizant of her oppression in the workplace. Elaborating on this experience, Cara mentioned, “I remember her telling me that people would speak very slowly and loudly with her, and you know she would have to explain to them that ‘I’m not stupid, I just have an accent.’” This experience watching her mother face gendered and racial oppression, helped Cara develop an awareness of “privilege and unearned privilege” and a need for these critical discussions to happen in her classroom.

As Jesse empathized, her family has their roots in education and social-services as her mother was a social worker in priority neighborhoods throughout her life. Having conversations with her family about social barriers at a young age helped her reflect on her own privilege and how her social position helped determine her social positionality.

I think that for myself identifying as a Caucasian woman, I have to understand that being white allows me privileges in society that other people don’t have. I think that you need to understand this first and foremost before you yourself can take social justice and social action around you.

Jesse also asserts that “no matter where you lie on that spectrum of privilege, there is always someone who is going to have more power and privilege than you and there is always going to be someone that has less.”

Aligning with Banks (2001), Ladson-Billings’ (1995), and Andreotti’s (2006) work on positionality as an important lens of global citizenship education, both Jess and Cara actively reflect on their positionality and reflect on their life experience to help challenge either acquired or unearned privileges they have. Research asserts that reflexive positioning is important for
educators in order to reflect on best practices, modify practices, as well as inspire this life-long practice of self-reflection in their students (Andreotti, 2006; Banks 2001; Ladson-Billings 1995).

4.4 Participants’ Work in Implementing Global Citizenship Education is Challenged by Limitations in Parent, Administrative, and Peer Support.

Both participants spoke of the importance of global citizenship through social justice initiatives and the challenges that come with this teaching pedagogy. Challenges and limitations to this pedagogy was a significant theme throughout both Cara’s and Jesse’s interviews, as both participants faced external barriers more so than intrinsic barriers that inhibited a successful implementation of a GCE program across their curriculum. Notably, these barriers stemmed from conflicting student and parent values, attitudes of other faculty and administration, and a lack of general support for this area of pedagogy.

4.4.1 Participants indicated that parent-family values posed programming challenges to implementing GCE in the classroom.

One of the shared challenges that Cara and Jesse faced when implementing Global Citizenship in their classroom was the pushback from parents of children. It was often the case that family values conflicted with some of the controversial discussions being brought up in class. Each teacher spent some time discussing the challenging nature of specific topics that fall under the umbrella of global citizenship education. These topics tend to open the doors to controversial discussion including race relations, diverse families, gender and sexual identities which were specifically controversial for parents and dependent on the community context of the school.

Jesse recalls an instance where discussions of gender identity conflicted with parental values:
This year we were reading a chapter book about a student who identified as being trans, and one of the students was saying that his family doesn’t believe in that, and that being gay is wrong. So I think that different family understandings and parental values and understanding of the world around you can be a challenge in facilitating conversations like this.

Despite research indicating that teachers face challenges to implementing GCE across their entire curriculum, Cara found that having GCE infused across all levels of her curriculum, also helped parents understand the importance of GCE within the classroom:

I think sometimes, when you’re in public education, the longer that I am in public education, the less exposed I am to the hostility and the racism, and the homophobia that still exists in the private sector, so we forget sometimes that there are people out there who haven’t yet adopted that approach, and that there are parents with children who are going to be going to public school, right. So if it’s just all the fluffy Social Studies artsy stuff - and I’m saying that tongue in cheek obviously - I think it’s more difficult to convince those sorts of people, whereas if you can integrate things seamlessly into other subject areas, in particular Math - that’s been sort of an interest of mine over the last few years.

Cara’s approach to addressing conflicting family beliefs and values is to maintain an open relationship with parents. If families come forward with a concern, she takes the opportunity to provide them with more information about the issues being discussed at hand.

In comparison, Jesse believes that continuing to have the difficult conversations, and resisting the pushback, is one way of creating a change of perspective over time. Jesse said:
I think that if we do not continue having this conversation and keep teaching in this way, then power imbalances and privileges some people have would simply continue and one of the fundamental components of this is challenging the inequalities around us and the world.

Conflicting with what Davis and Steyn (2012) identify as teachers being fearful of engaging with resistance in useful ways, both Cara and Jesse embraced pushback by adopting resistance techniques. After all, the difficult conversations surrounding inequality and privilege need to be had if we want to see effective change (Kelly & Brandes, 2010; Philpott & Dagenais, 2011).

**4.4.2 Participants indicated that support from school administration assisted them with implementing GCE and Social Justice in the classroom.**

In addition to presenting challenging topics in a constructive way that families support, research indicated that teachers need more support from their administration to implement a successful GCE program (Pashby, 2008). Cara and Jesse both emphasized how their school administration positively influenced and shaped their approach to global citizenship education.

Jesse discussed a variety of implications that her administration has had on her pedagogical practices. She explained,

Some of the support I’ve received is administrative. They have allowed me to attend professional development sessions on this topic, allowed me to purchase different books and texts to support this in my classroom, and they’ve also allowed me to lead workshops and Professional Development with my peers, and with the school at large.

Similarly, Cara welcomes the influence and leadership that her administration has provided to encourage her to pursue this important work, however she also recognized that GCE is not at the
top of the priority list for her school at large and that local issues affecting the school take priority.

I worked collaboratively with the Admin to host and lead school wide assemblies dealing with gender stereotypes and identities; this year specifically trans gender issues in the school because there was an increasing amount of students who are identifying as gender neutral, or not identifying with their biological gender.

These findings converge and align with what Mundy and Manion (2008) assert about teachers facing pushback from administration. Both participants had positive administrative experiences with addressing local issues in more than one way, however when it came to more globally minded initiatives, participants found that these were not as important as local issues.

4.4.3 Participants indicated that access to instructional resources and assessment strategies posed challenges to implementing global citizenship education in the classroom.

Access to instructional resources and assessment strategies also poses barriers to classroom teachers implementing GCE across the curriculum. In his 2003 study, Evans found that Canadian teachers had difficulty accessing resources or ideas to assist them in integrating new understandings of global citizenship and social justice. In order to address this disconnect, Evans (2003) highlighted that teachers can overcome this challenge by maintaining an open, trusting and collaborative classroom climate, and allow students to pose problem-based queries to explore as a class. This suggestion aligns deeply with Jesse’s pedagogical practices.

The lack of resources in terms of teaching in a GCE pedagogy can be frustrating. I understand why there is a lack of resources though – because it is constantly changing and evolving based on the world situation around us so there is no guide to teaching this. I think over time I have become stronger and more well-versed in being able to question
the students and prompt and probe them into thinking deeper and more critically about privilege and power imbalances around them. So I think that with practice and facilitating conversations like this, I’ve become more comfortable in talking about different social inequalities.

Encouraging students to be critical thinkers and to question their privileges as Jesse has done, is also a belief shared by Cara. She suggests,

Social justice really requires us as global citizens, to look at the inequities and look at the contributions that those of us in positions of power have made, to setting up that inequitable system, and really beginning to dismantle those systemic barriers - even if it means that we have to lose some of our privilege. And that’s hard for children to understand.

One activity that Cara does with her students every year, is uses the resources in the classroom to demonstrate the uneven distribution of wealth in the world. Using the chairs in the room, students are able to see that if we mirror our societies distribution of wealth, only 2 people own 80% of the chairs and 5 people must share 2 chairs. Demonstrating an “equalization of resources in the world” is one way to demonstrate to her students how social justice is a fundamental component of global citizenship education.

4.4.4 Participants indicated that teacher collaboration poses barriers as well as supports to teaching GCE.

Teacher collaboration within the school offered a positive experience for Cara, but Jesse faced global citizenship education as a personal passion not shared by others within the school. Despite the differing nature of collaboration, both the participants acknowledged that collaboration with other teachers can offer support to global citizen educators, as well as validate
the importance of GCE to the greater school population. Of her direct approach, Cara says “There has to be collaboration… or else the importance of this work loses its appeal in the school community.” She believed this to be important because as research shows, participating in pedagogy that can be seen as a form of “resistance” also comes with setbacks such as differing parent values as mentioned above (Banks, 2001, Ladson-Billings, 1995).

Because many GCE approaches often critique systems of oppression and discuss methods of resisting these oppressive systems, Davis and Steyn (2012) specifically discuss the fear of teachers in engaging with resistance in useful ways. In order to overcome these fears both Cara and Jesse agree that educators need to have supports systems that encourage them in this work. As Cara continued to explain:

Like-minded people including colleagues who share in the excitement of this work with me, offer support to continue this work. Whether it be an equity group at school or work, [it is important] to surround yourself with people who are passionate about this work, so that you don’t burn out from the negative influences of people who are not yet into this work.

Jesse shared a similar belief that teachers need a strong support system of like-minded people to help continue this work. Her experience collaborating with educators took a different approach. Jesse was able to reach out to the Urban School at OISE and worked collaboratively on projects related to gender identity and violence in her school community. This form of collaboration supports the literature around core goals of GCE, especially the belief in citizen agency with an action-oriented approach (Eidoo et al, 2011). As Mundy & Manion (2008) and Pashby (2008) assert, collaboration between NGO’s, schools and among ministries is necessary if we want Canadian children to receive a comprehensive global citizenship education.
4.5 Conclusion

While each research participant’s positionality within global citizenship education varies, their reasons for integrating social justice programming within their global citizenship classroom shares commonalities. Each participant chose varying topics they wish to include in their global citizenship framework, supporting research that demonstrates that there is not a singular universal model for global citizenship education. All participants draw on their local communities first before taking their class through global minded inquiry. In addition to this, participants strongly support and observe the benefits of maintaining community relationships to help build their network and solidarity with global citizenship leaders.

While these findings are important, going forward I believe more research should be done in the area of global citizenship education through place-based pedagogy. Participants heavily valued their relationships with local community liaisons as a form of authentic relationship building in the community. As well, participants focus heavily on local issues that affect their students and community directly as a way of teaching global citizenship through social justice. The bridge between place-based pedagogy and global citizenship could help bring to light unique voices in the field of global citizenship, and the importance of community exploration and action.

In addition to the positive effects of student engagement and participation, teachers did face certain challenges such as access to resources, peer collaboration, and a lack of parent and administrative support. In addressing these challenges, the teachers demonstrated their successful integration of global citizenship education across their classroom curriculum by connecting meaningfully with local community partners and professional development. In fact, these teachers proved to use global citizenship education intentionally as an asset, using this specific
pedagogy as the way to form culturally relevant, politically relevant, and locally relevant lessons to engage more deeply with their students.

In Chapter 5 to follow, I will discuss practical implications of incorporating social justice issues in the *Global Citizenship Education Framework*. 
Chapter 5: Implications and Recommendations

5.0 Introduction

This chapter expands upon the discussion of findings that emerged through the analysis of research as well as implications of my findings. I begin by providing a brief overview of key findings and their significance. I further discuss the implications of my findings to the research question: “How do Ontario elementary teachers incorporate global citizenship education through a social justice and interdisciplinary lens in their elementary classroom?” followed by recommendations for policy and practice, including various stakeholders in the educational community. I also identify important areas for further research and conclude this chapter by highlighting the significance of global citizenship education and its place within the elementary classroom in Ontario.

5.1 Overview of Key Findings and their Significance

As a result of this study, there were four key findings that emerged as themes:

1. Participants identify significant pedagogical practices, outcomes, and benefits of teaching GCE for both themselves and their students

2. Participants draw on their local communities as well as global issues to create community change and influence active citizenship among their students

3. Participants reflected on their positionality, social barriers, and life experiences to help inform their conception and application of Global Citizenship Education

4. Participants’ work in implementing GCE is challenged by limitations in parent and administrative support

The first theme identified a shared belief among GCE teachers that there is a need to frame global citizenship education through a social justice framework. In practice, both
participants identified the need to explore with their students’ issues of power imbalances, systems of government, privilege, oppression, identity and community through a global citizenship curriculum. Both participants also identified the benefits of co-creating working definitions of global citizenship to help improve student engagement and understanding of the concepts being discussed. Also mentioned were the specific pedagogical models of inquiry, critical literacy, culturally relevant and responsive pedagogy and place-based education to help influence their GCE practice as there is often a lack of resources to help facilitate global citizenship unit and lesson plans. As a result of the complexity of defining global citizenship and drawing on existing pedagogy to help facilitate effective global citizenship lessons, participants strongly indicated that global citizenship should exist across all subject areas. This interdisciplinary approach to global citizenship education improved student engagement, as well as increased students level of comfort engaging with complex local and global issues.

As a result of the second theme that emerged, it was evident that teachers can improve their global citizenship pedagogy by drawing on their local communities as well as global issues to create community change and influence active citizenship among their students. Participants in this study emphasized the importance of bringing world issues into the local classroom through relevant and meaningful demonstrations of learning – specifically local and global issues of inequality. Drawing on institutional liaisons and local communities to inform their inquiries allowed participants to connect with community partners to help teach students about issues such as poverty and oppression in their local communities. These connections also influenced students to take justice-oriented action in their local communities to help change the situations of inequalities and injustices that they felt passionate about.
Participants each stressed the significance of teacher positionality and social identity to inform their approach to global citizenship education. Despite existing research having a critical perception of travel as a “soft approach” to global citizenship, both participants’ experiences of traveling and living in various countries influenced their understanding of global education and interconnectivity. Participants used travel as a starting point to access global citizenship and then move towards critical understandings of global citizenship education. In addition, participants were able to critically reflect on social barriers that help inform their conception and application of global citizenship education. Reflexively positioning themselves within their work allowed them to not only tackle issues such as systems of power, privilege and identity in their own lives, but helps them understand how to encourage students to use the same reflexive practices. In addition, participants were inspired and encouraged by their personal relationships and network of community members to grow in their practice and conception of global citizenship.

Finally, teachers faced challenges from parents, administration, access to resources, and peer support when attempting to implement a GCE program across their curriculum. It was often the case that family values conflicted with some of the controversial discussions being brought up in class, however participants agreed that maintaining open relationships with parents can help improve acceptance for discussing controversial subject matter. Although existing research indicated that school administration often poses barriers to implementing global citizenship in the elementary classroom, both participants had positive administrative influence that essentially helped shape their approach to global citizenship education in their school. Although participants received feedback from administration in the form of professional development opportunities, their insights were in line with current research indicating the lack of GCE as being a top priority for school administrators. While more direct factors affecting the school and children take
precedence for administration, more support in the area of school wide initiatives could be given to educators modeling global citizenship education their classrooms. In addition to this school-wide vision for GCE, an increase in access to instructional resources and assessment pieces could assist global citizen educators in their instructional practice. Speaking generally of their school support systems, global citizenship educators indicated they often feel isolated in their passion to engage students in globally informed discussions and often feel that they are the only teacher in their school passionate about teaching GCE through a social justice and interdisciplinary framework. Larger communities of GCE educators would help influence administration, parents, and local community partnerships regarding why this pedagogy is so important for today’s children.

5.2 Implications

In this section, I outline the implications of my research on global citizenship education through a social justice perspective for both those in the educational community (including school boards, schools, and educational professionals) as well as my own practice and reflexivity as a new teacher.

5.2.1 Broad Implications for the The Educational Community:

Although the complexity of defining global citizenship education remains for elementary educators, the benefits and strategies used to teach global citizenship through social justice initiatives support students in becoming active global citizens. According to the Ministry of Education’s Social Studies Curriculum (2013), schools in Ontario should be incorporating citizenship across all subject matters to ensure our students are prepared to undertake their roles as active, responsible citizens. “It is important for students to understand that they belong to many communities and that they are all citizens of the global community” (Ministry of
Education, 2013, p. 9). Both participants agreed upon the importance of fostering active, justice-oriented global citizenship in their students. However, despite their commitment, both participants recognized that access to resources, partnerships and school-wide supports were limited and, thus, much work can be done at the provincial level to reach a greater level of commitment to global citizenship education. Although policy documents outline that teachers should be fostering the development of “global citizens,” global citizenship is not a specific strand in the curriculum documents therefore it is not a required topic to be discussed or explored.

Teachers also feel that accessing local communities and local partnerships is an effective practice for fostering active global citizenship education, yet expressed the difficulties of independently approaching community organizations, NGO’s and non-for-profits. Both participants felt that addressing local needs before moving global allowed their students to gain deeper understandings of the inequalities, disparities and power imbalances affecting the world. Once students have developed critical thinking skills that help address such power imbalances, students should then be given the opportunity to plan and actively work towards addressing these issues. This goal of global citizenship would benefit from having local community supports to show students how change can be made at the local and global level. Having more support from administrators in building a community of in-school and external educators, would help reinforce the importance and the need of GCE through social justice initiatives.

Participants also spoke to the benefits of social justice oriented GCE inquiry projects that engage students at the classroom, school-wide, community and global level. Both classrooms were able to immerse themselves in long-term inquiry projects, through a variety of interdisciplinary subject areas, as well as through their own community and daily lived
experiences. The example that Jesse provided, targeting local and global needs for Syrian refugees, involved students engaging in critical discussions that led to active participation at the whole school level. Although this project allowed her students to explore socio-political barriers facing Syrian refugees coming to Canada with their peers and through school-wide advertising through posters and emails to parents, the whole school was not actively involved in this relief effort. Existing research speaks to the power that school-wide initiatives can have on students’ perceptions and understandings of active citizenship education and more whole-school cohesion could have offered additional potentials to Jesse’s class projects (Evans et al, 2010, Montemurro et al., 2014).

As a result of having adapted a GCE pedagogy through their own personal interests, both participants identified that they often feel isolated in their commitment to global citizenship education. Despite feeling supported and encouraged by administrators to teach in this way, there was often a lack of pro-active support at the administrative level or collegial level. Addressing the implication of isolation felt by GCE by educating co-teachers, could help to improve the amount of supports offered to GCE educators by their schools and administrators.

Participant teachers also feel that locating their social identity within their practice helps strengthen their pedagogical practices for global citizenship education through a social justice lens. This reflective practice is supported by much of the research on effective global citizenship education in that reflexively positioning oneself is important for educators to reflect on best practices, modify current practices, as well as inspire life-long practice in self-reflection in their students (Andreotti, 2006, Banks, 2001, Ladson-Billings, 1995). Both participants in this study emphasized that reflexively positioning themselves within their work, allows them to not only
tackle issues such as systems of power, privilege and identity in their own lives, but helps them understand how to encourage students to use the same reflexive practices.

5.2.2 My Professional Identity and Practice

I have always had a commitment to social justice education and strive to live my life in a way that helps the greater good of all people. Devoting my life to teaching in the 21st century involves not only a deeper understanding of local socio-political issues, but also global issues and inequalities. Today’s youth are growing up in an increasingly diverse, interconnected, and globally dependent world and, as their educator, I owe it to them to engage in the difficult conversations around power imbalances and inequality to help them become critical and active global citizens.

After researching and interviewing other passionate equity-minded teachers, I am confident that I have furthered my own practical understandings of global citizenship education in the elementary classroom. As a result, I am committed to embracing the many suggestions and examples of GCE that teachers use in their own classroom, to support my future students. With a deep commitment to social justice and active global citizenship, I strive to always allow my students’ voices to be represented and heard in the classroom as well as let them guide the causes we support as a classroom. My ultimate goal as a GCE educator is to encourage my students that their actions and words can make a difference not only in their local communities but throughout the world.

An important practice in maintaining open and safe classroom discussions is for me to engage in ongoing reflective practices. One’s positionality is always an important factor when exploring power imbalances, and therefore I understand the importance of reflexively positioning
myself within my work. After all, I want to encourage my students to be reflexive and critical thinkers, I need to model that behaviour in my own life.

As a result of this research, I have also realized the importance of having a strong support system of like-minded people committed to active global citizenship - people that I can go to for advice, to share ideas and strategies with, and to reflect on my teaching ideas. This support system will not only consist of co-teachers and administrators, but also local community partnerships and liaisons.

With these personal and pedagogical implications in mind, I also realize the implications that this knowledge will have as a teacher-researcher. One of the most rewarding aspects and professional duties of a teacher is the opportunity to engage in lifelong learning. Not only am I committed to gaining an even deeper understanding of global citizenship education through future professional development and networking opportunities, but I also plan on staying committed to my role of teacher-researcher. The OISE community has many opportunities for practicing teachers to highlight their classroom strategies and expertise through partnership with the Action Research Centre, as well as the Urban School. Opportunities like this not only allow practicing teachers to contribute in the academic conversations surrounding teaching pedagogies, but it also allows their work to be highlighted as an example for other teachers hoping to enact similar pedagogical outcomes. As a global citizenship and social justice researcher, I hope to continue to contribute to the ongoing conversations about global citizenship in the elementary classroom one day highlighting my own practices.

5.3 Recommendations

As a result of my findings and their implications, it is important to highlight specific transformative recommendations that would allow for global citizenship education to grow at the
elementary level in Ontario. Based on my research and learnings, this section will highlight my recommendations for the greater educational community and its stakeholders.

5.3.1 Ministry of Education

- Ministry documents should clearly outline the teacher’s role in facilitating and teaching global citizenship education in the classroom. In this framework, stress should be placed on the active citizenship component of GCE to target the potential for social justice initiatives.
- School boards and ministries of education should provide teachers with additional teaching resources and policy documents to help them integrate global citizenship education across all subject areas.

5.3.2 Faculties of Education

- Faculties of education for pre-service teachers should encourage and require teachers to reflexively position themselves within the education system to better support students in their own reflexive positioning.
- The foundational knowledge of what global citizenship is, looks like in practice, and how GCE benefits students should be emphasized and included in pre-service teacher training through the Social Studies course, as well as additional workshops and certificates.
- Mandatory courses on anti-discrimination should be in place for all teachers to critically analyze issues of race, power, privilege, global politics and oppression across all grades.

5.3.3 Schools

- Administrators should be knowledgeable about the 21st Century Competencies (2016) document as well as the Educating for Global Citizenship (2010) policy document and how to model their schools to become globally oriented.
Principals should be seeking meaningful relationships with local community liaisons, NGO’s and non-for-profits to help support teachers in their GCE efforts at the local level.

School wide-initiatives that involve all students in active global citizenship education and social justice should be implemented at least once a year if not more.

Student clubs and organizations should be supported, funded and supervised by teachers passionate about global citizenship education.

Principals and administrators should be providing exemplary leadership roles in the pursuit of global citizenship. As a component of this, there should be frequent and open discussions with all staff about goals for future global citizenship initiatives as a school, but also touch base with each teacher/grade to discuss what is being done in their classes to facilitate an active global citizen community.

Principals should encourage and make available more professional development opportunities for teachers to enhance their understanding and practice of GCE.

5.3.4. Teachers

Maintaining an ongoing inclusive classroom by learning about and valuing individual students’ identities, culture, families, needs, experiences and abilities is a practice that will help inform teachers lessons and subsequently make a difference in students’ engagement with critical discussions and GCE.

Teachers should be advocates in their own daily lives and actively seek out community partnerships with their local community and organizations to model for their students how to create local and global change.
- Teachers should be encouraging students to actively engage in discussions about issues they feel passionate about to help facilitate classroom priorities and discussions. Having student-centred activities, units and lessons can help facilitate these discussions.
- Reflexive practices – which require teachers to reflect on the strengths and areas of need in their pedagogy – are essential for teachers to understand and question their own positionality so that they can model for their students the importance of reflexively positioning oneself within the curriculum.
- Teachers should be committed to life-long learning and seek professional development opportunities that would assist them in their GCE practices.

5.4 Areas for Future Research

Further research in the area of global citizenship education is three-fold. Firstly, more research needs to be done on effective teaching resources and policy documents. Research typically points to the effectiveness of global citizenship education in the classroom (Eidoo et al, 2011; Mundy & Manion, 2008; Pashby, 2010), yet neglects practical experiences and strategies used by classroom teachers. This effort would help address the gap in existing research that does not specify affective and beneficial pedagogical practices and only highlights the importance of GCE. More studies should be funded and supported in the area of practical and specific lesson plans and strategies to infuse GCE across the curriculum.

Secondly, while research points to the necessity for global citizenship education to take an active role in the lives of students on a local and global level, it does not often expand into the challenges teachers might have when accessing local community liaisons or local connections. Very few of these practical studies are from an Ontario perspective and I also feel that having more influence from Ontario researchers would benefit Ontario teachers hoping to enact global
citizenship in their own classrooms. The role of place-based education as an entry point for global citizenship was an important and extensive theme in my own research. To elaborate on this finding, participants indicated that teachers feel having more access to local community partners is challenging and limited. This indication implies that moving forward, more research is needed in the area of place-based learning as a form of citizenship education and how teachers can access their local communities to do so.

The last area of further research that I think would increase the amount of teachers feeling confident and prepared to teach through global citizenship education is to conduct research on whole-wide school initiatives that foster global citizenship among all pupils. As was experienced by both participants, GCE teachers often feel as if they are the only teachers in their community doing this type of work. Collaboration among other teachers was often limited and, although encouraged by administrators, teachers did not feel that administrators were active leaders in global citizenship efforts but more so supporters on the side. As a result of these findings, if more research is conducted on the benefits of GCE at a school-wide level, more attention would be given to these efforts that could lead to other schools adopting this pedagogical model.

5.5 Concluding Comments

This research study has helped me understand the power of global citizenship education and the many ways we can empower our students to become world minded change makers. Through my exploration of the literature and my interviews with Jesse and Cara, I have become more aware of the benefits, challenges, and practical examples of global citizenship in action. I have also come to realize the unsurmountable meaning that students are able to make when they see themselves as members of a global community.
Now more than ever, children are born into interconnected global societies. As teachers, we have the choice to educate our students on issues that affect them directly, how to critically analyze the world, and eventually come to their own conclusions about what injustices are happening and how to overcome them. Global citizenship education gives our students the tools they need to critically read the world while also reading themselves. When we move beyond the classroom context, we are allowing our students to negotiate systems of privilege, power, equity and social justice, while contributing to a larger global conversation. This study has reminded me and further inspired me to continue to give power to global citizenship education and its’ impact on students’ critical self development as a global citizen.
REFERENCES


doi:10.1093/fampra/13.6.522


Thorne, S. (2015). Data analysis in qualitative research. *Evidence Based Nursing, 3*, 68-70. doi:10.1136/ebn.3.3.68

APPENDICES

Appendix A: Letter of Consent for Interviews

Date:

Dear ______________________________,

My Name is Michaela Langdon and I am a student in the Master of Teaching program at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). A component of this degree program involves conducting a small-scale qualitative research study. My research will focus on how elementary teachers are teaching Global Citizenship Education (GCE) through a social justice and interdisciplinary lens. I am interested in interviewing teachers who are experienced Primary/Junior Elementary teachers in Ontario who have demonstrated leadership and passion for social and global citizenship education and integrate these across their curriculum. I think that your knowledge and experience will provide insights into this topic.

Your participation in this research will involve one 45-60 minute interview, which will be transcribed and audio-recorded. I would be grateful if you would allow me to interview you at a place and time convenient for you, outside of school time. The contents of this interview will be used for my research project, which will include a final paper, as well as informal presentations to my classmates. I may also present my research findings via conference presentations and/or through publication. You will be assigned a pseudonym to maintain your anonymity and I will not use your name or any other content that might identify you in my written work, oral presentations, or publications. This information will remain confidential. Any information that identifies your school or students will also be excluded. The interview data will be stored on my password-protected computer and the only person who will have access to the research data will be my course instructor Dr. Angela MacDonald-Vemic. You are free to change your mind about your participation at any time, and to withdraw even after you have consented to participate. You may also choose to decline to answer any specific question during the interview. I will destroy the audio recording after the paper has been presented and/or published, which may take up to a maximum of five years after the data has been collected. There are no known risks to participation, and I will share a copy of the transcript with you shortly after the interview to ensure accuracy.

Please sign this consent form, if you agree to be interviewed. The second copy is for your records. I am very grateful for your participation.

Sincerely,

Michaela Langdon
E-mail: michaela.langdon@mail.utoronto.ca
Course Instructor’s Name: Dr. Angela MacDonald-Vemic
E-mail: angela.macdonald@utoronto.ca

Consent Form
I acknowledge that the topic of this interview has been explained to me and that any questions that I have asked have been answered to my satisfaction. I understand that I can withdraw from this research study at any time without penalty.

I have read the letter provided to me by Michaela Langdon and agree to participate in an interview for the purposes described. I agree to have the interview audio-recorded.

Signature: ______________________________________________

Name: (printed) __________________________________________

Date: ________________________
Appendix B: Interview Protocol

Thank you for agreeing to participate in my research study. I appreciate your time. The aim of this research, is to learn how a sample of Ontario elementary teachers in the GTA teach global citizenship education through a social justice and interdisciplinary approach. This interview should take approximately 45-60 minutes, and is comprised of approximately 23 questions. I would like to remind you that you may ask to stop the interview at any point and can choose not to answer any questions. I would like to ask for your permission to record our conversation. This will help me to give you my full attention now and return to our conversation later. This interview is confidential, and only I will have access to this recording, which I will transcribe. If you wish to stop at any time, please feel free to let me know.

Do you have any questions before we begin?

To begin can you state your name for the recording?

Section A - Background information:

1. Can you please tell me what grade you currently teach and for how long you have been teaching?
2. What grades have you taught previously?
3. Have you always taught in the same school?
4. Can you describe the community demographics and program priorities of your current school?
a. Does your school have any programming specific to global citizenship and social 
justice education? Can you describe global or social justice education programming 
or initiatives that go on in the school (whether in classrooms or school wide)?

5. Does the school community have an affect on your decision to incorporate global citizenship 
education in your classroom?
   
   a. What specific characteristics or trends of the school community have influenced your 
   practice?

6. Do you have any other roles in the school besides being a classroom teacher? (re: advising 
   student clubs, leading PD, participating in PLCs etc.)

7. Can you tell me more about how you developed an interest in global citizenship and social 
justice education? What experiences inform your interest and commitment to this work?
   
   a. What experiences helped prepare you for this work? (re: teacher education, 
   professional development etc.)

Section B - Perspectives on global citizenship, social justice, and interdisciplinary 
education:

8. What does the term “global citizenship education” mean to you?

9. In your view, what are key learning goals when educating for global citizenship?

10. Why do you believe that it is important to educate for global citizenship?

11. What does social justice mean to you, and how do you understand it as a component of 
global citizenship education?

12. Why do you believe that it is important to teach global citizenship education through a social 
justice lens?
13. You have shared with me, as a criterion of participation, that you teach global citizenship education through an interdisciplinary lens. Can you tell me more about what that means to you, and why you believe this is an important approach to take when educating for global citizenship?

Section C - Classroom instruction and student experience:

14. What does global citizenship education look like in your classroom? Can you give me a general picture of the range of ways that you integrate GCE into your curriculum?

15. What role, if any, does GCE play in your lesson, unit, and/or long-range planning?

16. What are some key instructional strategies and approaches that you use to teach global citizenship education? (re: inquiry-based, culturally relevant, use of children’s lit, drawing on the community as resource, perspective-taking through 4 corners or values lines etc.)

17. Can you speak to your students’ level of interest and engagement in response to your instruction integrating global citizenship education?
   a. What indicators of learning and/or engagement do you see?
   b. Can you give me an example?

18. How, if at all, does the socio-economic, cultural, or demographic make-up of your school affect how you incorporate global citizenship education in your classroom?

19. Can you tell me more about how you teach GCE through a social justice lens?
   a. What is an example of a lesson that you have taught that focuses on GCE through a social justice lens?
      i. What subject were you teaching?
      ii. What were your learning goals?
iii. What opportunities for learning did you create?
iv. How did the students respond?
v. How did you assess this lesson? What outcomes were you looking to see and how did you know when you saw them?
b. What are some examples of the social justice issues you have discussed in your classroom before?
c. In teaching about social justice issues, what role, if any, does engagement with the local community play?

20. Can you tell me more about whether, and how, your own identity figures in your approach to teaching global citizenship education? (re: reflexive practice, positioning their own social identity locations, gender, race, class, sexuality, religion, culture)

21. Can you give me a snapshot of some of the GCE lessons that you have conducted across curricular subject areas? (re: issues, topics, subject areas)

21. Are there any specific resources that help guide your GCE practice? (re: books, curriculum guides, websites, multi-media)

**Section D - Challenges to incorporating global citizenship education:**

22. What challenges, if any, have you experienced integrating global citizenship education through a social justice and interdisciplinary lens?
   a. How do you respond to these challenges?
   b. How might the education system help you further respond to these challenges?

23. Have you had to make changes to your approach to global citizenship education over the years? If yes, what changes did you make and why?
Section E – Supporting Factors affecting Programming Decisions:

24. Can you describe what support, if any, you receive from school administrators in order to support your global citizenship classroom activities?

25. What level of support do you receive from other members of the school community including other staff, parents, volunteers?

26. What are the primary sources of support you have to do this work?

Section F - Closing question/comments:

27. What recommendations or advice do you have for new teachers hoping to enact global citizenship education through a social justice and interdisciplinary lens in their own classrooms?

28. Do you have any other insights relating to enacting global citizenship education through a social justice and interdisciplinary lens that have not been covered in the scope of my interview questions that you would like to add or speak to?

Thank you for your time and thoughtful responses!