GLOBAL CITIZENSHIP EDUCATION IN THE ELEMENTARY CLASSROOM

Implementing Global Citizenship Education in the Elementary Classroom

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

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Abstract

The present qualitative research study investigates the following research question: How are a sample of elementary school teachers creating opportunities to integrate global citizenship education throughout the curriculum? Data was collected through semi-structured interviews with three elementary educators working Toronto, Ontario who implement global citizenship education in their daily practice. Transcripts of the data were analyzed thoroughly resulting with four common themes: Teachers are implementing global citizenship education because of their belief in the benefits and positive outcomes that result from this type of learning, Teachers are using implementation strategies that align with the Ontario Curriculum while being mindful of age-appropriateness in the elementary setting, Educators have found support for the implementation of global citizenship education in the educational institution and the family community of the school, and Work in global citizenship education is challenged by inconsistencies in teacher training and expectations of learning goals. Implications for the education community and personal practice are discussed, and recommendations are made for further research in the global citizenship and elementary education field.

Key Words: Global Citizenship Education, Elementary, Implementation
Acknowledgements

I would like to express my gratitude to all those who have shown me support throughout the development of my Master of Teaching Research Project. First of all, I would like to thank my three participants; Lauren, Hannah and Larry. Your everyday commitment to bringing global citizenship education into your classroom is admirable. Furthermore, I would like to thank Voice Integrative School for hosting me during the last two teaching practicums of my teacher education. This school has allowed me to see what global citizenship education looks and feels like and it has been truly inspiring. I feel extremely lucky to be in an environment surrounded by educators who are committed to a true global education. It is because of my experience at this school, that I feel confident carrying on this philosophy in any classroom.

I would like to thank my parents, Steve and Lori Atkins, and my brother Josh Atkins for always being supportive of me. You have always been extremely encouraging throughout my education. I would not be this far without you. I would also like to thank my friend, Kailyn Desjardins, for supporting me always.

A big thank-you goes to my professor Dr. Angela Macdonald-Vemic. You were a big part of the inspiration behind researching global citizenship education. I feel privileged to have worked with a researcher who is currently part of the global citizenship education conversation and look forward to following your work. Furthermore, I would like to thank all of my instructors from my time here at OISE. Your commitment to teaching and research is inspiring.

Finally, I would like to thank my cohort at OISE, P/J 271. The last two years have been amazing and it is very exciting to see how much we have grown as educators. Thanks for being great friends and support throughout this journey!
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Chapter 1: Introduction

1.0 Research Context

In this 21st century, education is no longer about simply fulfilling the basic needs of curriculum. Education is evolving into a medium in which the learner is encompassing the skills and values that is necessary for global contexts and that will prepare students for this interdependent and complex world (Pike & Selby, 2000; Evans, Ingram, MacDonald & Weber, 2009). Global citizenship education (GCE) does not have one definition but is understood to be transformational pedagogy that is allowing students to understand social justice issues. Through GCE, students can understand their relationships between them, the environment and other global members. From this, individuals can adapt and take action by learning how daily interactions ultimately have an impact on the local and global scale (UNESCO, 2014; Evans, Ingram, MacDonald & Weber, 2009). A ‘global education’ is needed to create a curriculum that is relevant for students and of which offers differing views and attitudes to later function in this globalized world (Burnouf, 2004). Therefore, it has become a movement in education to develop this knowledge and cognitive skills (UNESCO, 2014). Themes of global citizenship are quickly surfacing in Canadian curriculum and it is becoming understood that current reforms are implying that teachers are more inclusive with global citizenship education (Mundy & Manion, 2008). Provincial curricula are all varied, but in provinces such as Ontario and Quebec, global citizenship education themes are appearing for elementary school students. These themes are up for interpretation, and are not quite yet the point of focus (Mundy & Manion, 2008). Specifically, in Ontario, the guidelines state: “students are to require the knowledge and skills gained from social studies and the study of history and geography in order to function
as informed citizens in a culturally diverse and inter-dependent world and to participate and compete in a global economy (Ontario Ministry of Education, 2004 as cited in Mundy & Manion, 2008). Most often, when global citizenship is found in the curriculum, it is in Social Studies, and not many say there is room for it in other elementary subjects such as science and math (Mundy & Manion, 2008).

This version of global citizenship education is not fulfilling the goals that initiated this educational movement (Young, 2010). There is a spotlight on global citizenship education and how it can benefit the students, and because of this spotlight, special attention is being made to how teachers are implementing GCE throughout the curriculum (Schweisfurth, 2006).

1.1 Research Problem

Global citizenship education (GCE) is finding its way into the curriculum. Karen Mundy and Caroline Manion’s research (2008) discusses global citizenship education in elementary schools and many of the suggestions in this section are found within their research. Many educators say that it is common to find GCE in secondary schools more frequently than elementary schools. With all of the current research done on global citizenship education, there is a significant lack of research done on the implementation, especially in elementary schools. When GCE is being implemented at the elementary level, it is through social studies and the non-controversial issues are being introduced. This is because many people have voiced concern about whether or not real-world complex issues are appropriate for students at the elementary school level even though Canadian curriculum seems to support teaching students about the interdependent globalized world we live in. This is contradicting to the goals of global citizenship education of introducing these challenges of a complex world initiating active change. There have been many educators that say global education should be seen throughout the
curriculum (e.g. Davies, 2006) but curricula do not yet support this. Because of the many versions and contradictions of global citizenship education, teachers do not have a strong grasp on GCE and where to begin when implementing it in their own classroom. This compartmentalized version of global education does not stress the dominant theme of interdependence and interconnectedness. Curriculum that is relevant to the students can, and should be, experimented with at all ages and through various entry points in the curriculum (Pike & Selby, 2000).

1.2 Purpose of the Study

The purpose of my research is to learn how a sample of elementary school teachers are creating opportunities for students to learn about global citizenship education through an integrated curriculum. With this, I hope to gain insight on how global citizenship education is being implemented in elementary schools and where in the curriculum teachers are finding room to do so.

1.3 Research Questions

My main research question is How are a sample of elementary school teachers creating opportunities to integrate global citizenship education throughout the curriculum?

Subsidiary questions include:

1. What barriers and challenges do these teachers experience when integrating global citizenship education at the elementary level?

2. Where in the curriculum are these teachers integrating global citizenship education and why?

3. What kinds of support are these elementary teachers receiving and/or do they need from the education system more broadly to implement global citizenship education into the
1.4 Background of the Researcher/Reflexive Positioning Statement

As someone who has experienced a lack of global citizenship education throughout my own education, and as someone who has only learned about global issues as an adult, I have developed a strong belief that these issues and topics are extremely vital for children growing up today in this interdependent world. Teaching abroad in Thailand for one year opened my eyes to world issues that I never knew existed before moving there. Issues such as poverty, lack of education in developing countries and lack of self-sustainability. Without realizing what I was witnessing, I saw first hand a version of global citizenship education that my Thai students were taking into their own hands. They were doing this by using their own voices to make their opinions heard. While I was teaching there, ASEAN (Association of Southeast Asian Nations) was on the horizon and students were aware of the local and communal impact this was making in their world. Thai people were realizing that with opening up their borders to many other Asian countries, their cultural identity may be lost. This is because tourism was the main focus resulting in English becoming a dominant language and focus on entertaining the tourists rather than preserving their country’s own culture. Speeches, essays and public speaking were done in efforts to voice not only their own opinions, but also the opinions of their elders and of their country. The passion that these students demonstrated was truly amazing and this resulted in self-reflection of my own educational journey. If only I was that passionate about things at this age, school would not only have been more interesting, but it also would make sense of the things I was learning. Another large reason I am passionate about global citizenship education is because I can remember the singular time I was introduced to any kind of global issue. This was through an NGO visiting my school and they were introducing us to their charity and the
problems they were trying to fix. They introduced developing countries to us and many of the daily struggles they must deal with. I remember where I was sitting in the assembly and I remember turning to my friend and saying that I wanted to make a difference. This NGO was speaking about how we can make a difference for them. Them being the developing countries. This reinforces the problem that NGO’s are a very common way that global citizenship is being considered implemented. To some, this may be considered a problem because it is demonstrating an ‘us versus them’ mentality. However, this also reinforces that just by being introduced to large issues that are taking place in our world, one child can be inspired, and that child is now attempting to make a change. I would consider myself to be a privileged, white, female who did not realize how privileged I was growing up. The NGO coming to my school inspired me to make a difference in this world, but it did not give me perspective. I realized when I was in Thailand just how privileged I was because I learned to be reflective on these issues, and I was able to gain perspective. If we teach global citizenship education as a perspective driven education, taking away the ‘us versus them’ mentality, then children can learn how to critically think about the structures of our community, our country and our world and learn how to challenge it.

1.5 Preview of the Whole

To respond to the research questions, I conducted a qualitative research study by interviewing a sample of three elementary school educators who integrate global citizenship education across the curriculum. With these interviews, I looked at how they are finding opportunities throughout the elementary curriculum, not only in the social sciences to bring in global citizenship education. In Chapter 2, I reviewed the literature on global citizenship education in the areas of elementary curriculum, the integrated approach and implementation
strategies. Next, in Chapter 3 I elaborated on the research design. In Chapter 4, I report the findings from this research and elaborate on the significance of my research along with the existing literature that has been reviewed. Finally, in Chapter 5, I discuss the implications of this research. I discuss how the findings from this research has shaped my own teaching practice and identity as I prepare to enter the educational community. I then speak broadly about how this research contributes to the educational research. I will also form new questions, in light of my own research, which will create a path for future research in this area.
Chapter 2: Literature Review

2.0 Introduction to the Chapter

In this chapter, I review the literature in the area of global citizenship education (GCE). More specifically, I review themes related to elementary school education and where global citizenship education is finding its place. I start by reviewing the literature in the area of the inconsistencies of global citizenship education as well as being mindful of the current conversation around GCE. Next, I review research on global citizenship education throughout the curriculum to indicate where it can be implemented, particularly in elementary schools along with the challenges that are commonly experienced. Finally, I review how global citizenship is currently being implemented in classrooms in Ontario, the role that non-governmental organizations play in the implementation, and the outcomes that have been found.

2.1 Global Citizenship Education

“In an increasingly interconnected and interdependent world, there is a need for transformative pedagogy that enables learners to resolve persistent challenges related to sustainable development and peace that concern all humanity. Global citizenship education (GCE) ‘highlights essential functions of education related to the formation of citizenship [in relation] with globalization.” (UNESCO, 2014; p.11)

In 2014, UNESCO released a report on Global Citizenship Education. This publication highlights what global citizenship education (GCE) has come to be, the relevance it finds in the 21st century and how educating for global citizenship is not only realistic, it is necessary. The above quote from this report briefly touches upon many of the themes found in the years of literature on global citizenship education. GCE is very relevant in education today, but educational interests in world issues date back to the 1920’s and 1930’s with the World
Educating for global citizenship demands the transformational pedagogy to morally examine the crucial issues of the world. This is increasingly becoming a dominant theme in national curricula (Watt et al., 2000, p. 108 as cited in Schweisfurth, 2006; Davies, 2006; Rauner, 1998 as cited in Mundy & Manion, 2008). Education is a key component to ‘combating’ these world issues which is why it is of interest to look specifically at the role of teachers in implementing it. (Pike & Selby, 2000; Schweisfurth, 2006).

### 2.1.1 Inconsistencies in global citizenship education: The lack of a concrete definition

It is important to acknowledge that when reviewing the literature on global citizenship education, there are no clear definitions or even goals, that all parties agree on (Young, 2010). Educators have used various terms to describe the inclusion of important global matters that need to be explored in to the curriculum. These terms have included, but are not limited to, global education, development education, global perspectives, global dimension, education for democratic citizenship and global citizenship education (Hicks, 2003; Osler & Vincent, 2002; Pike, 1996 as cited in Young, 2010). The true meaning of the word ‘global’ in global citizenship education is not clearly known. When many people think ‘global’, they often refer to it in geographic or international terms but educators state that ‘global’ in global education is the
representation of a holistic or systemic paradigm that encompasses the interconnectedness and interdependence of all communities and peoples (Anderson, 1991; Merryfield 1997; Tye, 1990 as cited in Young, 2010; Selby, 1998 as cited in Burnouf, 2004). There are several versions between the main voices in global citizenship education which some say is an advantage to the field. It allows the implementation of GCE to its shape it’s true meaning (Merryfield, 1993 as cited in Young, 2010). There is no one way to implement global citizenship education because the interpretations often vary and there is much uncertainty when teachers are asked to identify global education. Others say the lack of a clear definition of global citizenship education is fostering the wrong mentality, if any at all. Based on interviews conducted within schools, much of what is understood as global citizenship education in Canadian schools continues to foster a ‘them/us’ mentality which does not keep within the themes of global interdependence and social justice that appear as ideal in global education research. (UNESCO, 2014; Mundy & Manion, 2008). Despite the various versions of global citizenship education that are found in the literature, there are common ideals/goals that seem to surface. Global citizenship education is commonly described as an approach to use global issues as themes for social justice, fostering a sense of belonging to the global community and an understanding that each individual’s daily decisions have implications that connect us all from local to global (UNESCO, 2014; Eidoo, Ingram, MacDonald, Nabavi, Pashby & Stille, 2011; Pike, 1996 as cited in Young, 2010).

2.1.2 The current conversation around global citizenship education

With all of the different interpretations of global citizenship education comes many tensions on how GCE should be implemented in schools. A main area of tension found in curriculum is whether GCE should look at the competitiveness in a global economy or should be more focused on sustainability and social justice (Mundy & Manion, 2008; Evans, Ingram,
MacDonald, & Weber, 2009). The uncertainty of the goals of GCE have led educators to break down the frameworks even further, creating a new conversation around what is global citizenship education and what it should look like in the 21st century. One version of global citizenship education has been referred to as “soft” global education which means that global citizenship themes are looked at, but not in a critical way. There has been much critique of “soft” global citizenship education, and while this was an important step in GCE and is appropriate at certain times, it is in critical global citizenship education where learners are encouraged to analyze and experiment with their own thinking and make their own connections to the global context (Andreotti, 2006). To think critically, in this context, is about understanding where the origins and assumptions of the world issues come from. Rather than just looking at the nature of a problem, look at where the problem started (Andreotti, 2006). To be critical in global citizenship education, we must look at the different voices around the world and the differences within them along with the notions of power and how this came to be (Andreotti, 2006). Students will learn to the best of their ability and have more agency to do so when there is a concern for the relationship and understanding of the complex global web that we are all connected in (Pike & Selby, 2000; Young, 2010). If learners do not understand these global issues at a critical level, a more ‘civilising mission’ will be placed upon the next generation of students which is contradictory to global citizenship education’s goals. It will emphasize the them/us mentality when GCE’s goal is to prevent that. It reinforces the issues that we are already trying to undo (Andreotti, 2006; Dobson, 2006 as cited in Andreotti, 2006). Critical global citizenship education (CGCE) is moving away from the hierarchical lenses of global education that often enforce self-righteous views on changing the world (Andreotti, 2006) and in turn create the ‘them/us’
mentality often found in Canadian schools (Mundy & Manion, 2008). Current reforms in Canadian curriculum not only show an increased interest in including global issues, but also in how to educate for global citizenship (Evans et al., 2009). With this in mind, new learning goals are being discussed, many of which examine the crucial understandings of the world and the functionality of world systems (Evans et al., 2009).

### 2.1.3 Problems in global citizenship education

There is an interesting array of critiques in regards to global citizenship education. The premise that there is no concrete definition of GCE makes it difficult to critique. Although it has received much attention, particularly in Canada, there was a lack of support and priority for GCE which, again, results in a lack of critique (Mundy et al.; Pike as cited in Young, 2010). A contesting issue that is often discussed in GCE is the term ‘global’ does not in itself influence any change to the educational paradigm (Young, 2010). The mechanistic approach to education is most often seen in schools, in which subject areas are compartmentalized. Placing GCE into a compartmentalized subject is contradictory to the complex subject matter that it is. Since the “global” in global citizenship education is meant as a holistic sense, and not as an international term, placing GCE into one subject goes against this holistic approach to education. Rather, GCE applies a multifaceted approach (UNESCO, 2014). Oversimplifying GCE directly contradicts the goals of global citizenship education such as examining how living systems work in the world, how they interact through space and time and how all individuals influence this (Doll; Orr, 1994 as cited in Young, 2010; Young 2010). This creates an objective lens to global issues allowing students to accept the status quo rather than immersing themselves in with the issues helping them become active citizens changing the world (Young, 2010). The concepts and motivations of global citizenship have also been an area of critics’ discussions. Theorists say that GCE poses a threat to local relationships because of the focus on global ones. Furthermore, these critics
question how to maintain the competition of individuality and self-growth while also focusing on universality in the global community (Evans, Ingram, MacDonald & Weber, 2009; UNICEF, 2014). UNICEF states if competitiveness is an outcome of GCE, this will only ‘inspire innovation’ and result in more solutions for the current state of the world. This is global citizenship education (UNICEF, 2014).

2.2 Global Citizenship Education in a Canadian Context

There has been an increase in which global citizenship education is appearing as a goal or theme in the curriculum promoting active learning and engagement (Davies, 2006; Rauner, 1998 as cited in Mundy & Manion, 2008). It seems that when GCE is implemented, the resources and training is intended for secondary schools (Mundy & Manion, 2008). There is, however, a theme of global citizenship education in both elementary and secondary curricula (Evans, 2006). GCE is often correlated with the Civics course that is mandatory in high school, but little to no efforts have been made to bring global citizenship education as consistent at the elementary level (Evans, 2006; Mundy & Manion, 2008). Canadian curriculum takes a unique stance being a multicultural country resulting in school populations becoming more diverse (Schweisfurth, 2006; Eidoo. S. et al., 2011). Global citizenship education encourages respect of these diverse cultures by using inclusive learning methods, allowing all students to participate (Pike & Selby, 2000; UNESCO, 2014). There is a common feeling of restriction by K-12 curriculum preventing global citizenship education from taking its true form. However, there are teachers that are finding ways to include GCE in the curriculum, at both the elementary and secondary levels. (Schweisfurth, 2006; Mundy & Manion, 2008).

22.1 Approaching global citizenship education at the elementary level

Including global citizenship education in the curriculum is now something that most
teachers are aware of. Although there is support for GCE in Canadian curricula, many educators have voiced their concern about whether or not the content is appropriate for children of a young age, while others find themselves prioritizing GCE higher than other professional demands (Mundy & Manion, 2008; Schweisfurth, 2006). In result of this, there seems to be few strategies in place to introduce these global issues into elementary schools in Canada (Mundy & Manion, 2008). There is also a strong belief among some teachers that the issues taught in GCE are ‘too complex’ for elementary school students and was therefore left to senior elementary or secondary students (Mundy & Manion, 2008). There is also a great expectation for teachers to fulfill the basic learning needs for elementary students such as numeracy and literacy and because of this, global citizenship education is not placed high on the priority list (Mundy & Manion, 2008).

There is room for interpretation in the elementary curriculum. On the contrary, other teachers say that global citizenship education is on the edge of rising above everything else (Schweisfurth, 2006). Children need the opportunity to develop the skills required of a global citizen beginning at an early age. The issues presented in global citizenship education are relevant to students of all ages and should be presented as so. Allowing young children to use the principals of GCE – such as abstract thinking and developing their own beliefs towards social relationships - it will benefit students in their early school years when exploring their own environment (Pike & Selby, 2000; Mundy & Manion, 2008; Young, 2010). Developing the multicultural skills required of a global citizen will prepare them for the interconnected world that we live in, and students will begin to understand themselves as part of their country and part of the global world (Manitoba Education and Youth, 2003 as cited in Mundy & Manion, 2008; Burnouf, 2004).

2.2.2 Global citizenship education in social studies

In Canada, global citizenship education themes are found throughout all provincial curricula and it is the Social Studies curriculum is where the majority of GCE content is most
often found (Evans, 2006; Mundy & Manion, 2008). It seems natural that global issues would be included in the study of other people and countries (Mundy et al., 2007 as cited in Young, 2010). There has been a recent reform of the social studies curricula in different provinces and the changes put a stronger emphasis on the themes of global citizenship education. For example, “global citizenship” is mentioned in the Alberta, British Columbia, Yukon, and the Manitoba curricula. Three provinces, Alberta, Manitoba, Nova Scotia, and the Yukon concentrate on global issues in a specific grade or year during the elementary school cycle. In Ontario and Quebec, global education themes appeared but were not captured as a focal point for elementary school student competencies (Mundy & Manion, 2008). These themes may include global interdependence, perspectives, global education, and diversity. This is being enforced from grade 1 and continuing on into high school (Evans, 2006; Mundy & Manion, 2008). The Ontario Ministry of Education has said that students are to acquire the skills of a global citizen through social studies (Mundy & Manion, 2008).

### 2.2.3 The value of an integrated curriculum

It seems contradictory to place a very complex idea such as global citizenship education into one compartmentalized subject in education. This idea of GCE in social studies does not challenge the status quo of the state of current global issues. The interconnectedness of the world is being interrupted by the disconnection between subjects in education. The mechanistic paradigm in education is building a wall between global citizenship education and preparing students to create the world they want to live in (Young, 2010, Doll; Orr, 1994 as cited in Young, 2010). This mechanistic approach, which is most commonly found in North American schools, only allows room for ‘soft’ global citizenship education when today’s literature says we should be striving for a more ‘critical’ global citizenship education (Young, 2010, Andreotti,
Global Citizenship Education directly contradicts with the compartmentalization of subjects and therefore is most beneficial when it is integrated rather than viewing it as its own subject in its entirety (UNESCO, 2014; Young, 2010). GCE should not be seen as subject, rather a learning strategy (UNESCO, 2014). This way of learning allows students to focus on what they are learning and the relevance, and this should not be the case only found in the social sciences (UNESCO, 2014).

2.3 Bringing Global Citizenship Education into Practice

With a recent spike of interest and research in global citizenship education, there is a surprising lack of research done (particularly among Canadian researchers) on how to bring GCE into regular teaching practice (Mundy & Manion, 2008). When it comes to implementing global citizenship education, there seems to be a difference in opinions at the school level. Teachers are aware that current or near-future reforms in curriculum will involve teaching more about global issues (Mundy & Manion, 2008). However, a significant amount of teachers say that the provincial curriculum does not provide any room or support for global education while others who were committed to including global citizenship themes say the provincial curriculum guidelines has plenty of opportunities to do so (Mundy & Manion, 2008; Schweisfurth, 2006).

The goals of bringing global citizenship education into schools and how it is executed is highly varied, so it should be no surprise that GCE is perceived very differently from school to school and from teacher to teacher. Whether or not elementary school children receive global citizenship education seems to highly depend on the commitment of their teacher and the school’s relationship with Non-Governmental Organizations (NGOs) (Mundy & Manion, 2008). As one teacher put it, there is a ‘wealth of opportunity’ to ‘use’ the expectations to drive a global citizenship education agenda in any subject area (Schweisfurth, 2006). If this is the case, then what factors are effecting the implementation of global citizenship education into
23.1 The challenges of implementing GCE

There are several roadblocks to implementing global citizenship education in elementary schools. Even in Canada alone, where much research has been done on GCE, there is a large spectrum for what is being done in regards to this area. There is an inclusion of global citizenship education among curricula, however, many school boards in Canada see GCE activities as optional rather than mandatory (Mundy & Manion, 2008). In theory, there is a shift in provincial curricula in favour of global citizenship education but when the curricula are closely analyzed, it is clear that the variations of GCE and what guidelines support it, causes confusion. This tends to devalue the importance of being active in global citizenship by focusing more on issues that are non-controversial and therefore, disengaging to students (Evans, 2006; Mundy & Manion, 2008). A strategy to teach global education without being controversial that has been mentioned is to teach awareness of “distant others” and help students recognize how fortunate they are to live in Canada (Mundy & Manion, 2008). The ambiguity of global citizenship education in curriculum also leads to a popular opinion among teachers that there is a great lack of support when it comes to introducing and implementing GCE in their classroom. Rather, teachers report viewing their jobs as mere ‘implementers’ of curriculum, therefore leaving no time in their day to bring in global citizenship education and act as ‘agents of change’ (Hurley, 2004 as cited in Schweisfurth, 2006; Mundy & Manion, 2008). The support that is needed to implement GCE does not only come from the curriculum. There is little evidence of support from ministries and school districts when teachers want to bring in GCE. Educators are not provided with the proper tools, such as networking with other schools and NGOs, along with appropriate materials for this age group (Mundy & Manion, 2008). There seems to be some support among teachers, however, in spite of the evident lack of support from principals and administrators. In fact, the main supports teachers
receive are from like-minded individuals who are also using their best efforts to bring GCE into the daily classroom (Schweisfurth, 2006).

2.3.2 Charity vs. social justice: The role of NGO’s in global citizenship education

Non-governmental organizations (NGOs) play a critical role in the implementation of global citizenship education. Schools showcase their fundraising efforts for NGOs as their main activity for participating in GCE (Mundy & Manion, 2008). Fundraising for NGOs’ work in different countries or for specific causes is very common as students are trying to be active with their global citizenship (Young, 2010). This ‘charity orientation’ is once again reinforcing the ‘them/us’ mentality that global citizenship education is trying to void by oversimplifying the problem (Mundy & Manion, 2008; Young, 2010). The lack of ministry support in GCE implementation leads to NGOs playing this large role in the experiences a student may have when it comes to global citizenship education (Mundy & Manion, 2008). Although administrators in education say it is best to let schools work out their own relationship with NGOs, this is fostering the inconsistencies that Canadian students experience when comes to receiving a global citizenship education (Mundy & Manion, 2008). This puts a large emphasis on the roles of NGOs in GCE but the involvement of NGOs in developing the curriculum and implementation process is lacking. Usually, the NGOs are only involved in the beginning stages of developing the curriculum and are not involved in later consults (Mundy & Manion, 2008).

Although there is good potential with partnering schools and NGOs, there is still much progress to be made as much of Canadian global citizenship education depends on these relationships (Mundy & Manion, 2008). When fundraising for NGOs, students do not get a chance to see the difference that has been made because of their efforts, and in
result to this charitable action, the students are learning to ‘accept the status quo’ although there are other ways to be an active citizen in the curriculum guidelines (Mundy & Manion, 2008, Young, 2010).

### 2.3.3 How GCE is being implemented throughout the Curriculum

When teaching global citizenship education, the opportunities are endless. From classroom resources such as newspapers, computers, the internet, magazines and videos to guest speakers, the classroom environment set up by the teacher nurtures a global citizenship education space for learning (Evans, 2006). Canada being a multicultural nation allows for interesting opportunities to utilize when implementing GCE topics by drawing from the cultural heritage of students in that class (Schweisfurth, 2006; Mundy & Manion, 2008). Introducing students to a safe learning environment by allowing them to voice their own ideas and reflections of global issues is a good way to begin global citizenship education. It is from this foundation that students can begin to challenge themselves and the school-community by using critical thinking and problem solving skills. (Pike & Selby, 2000). This ‘transformative pedagogy’ is what will add relevance to students in the classroom and through the wide variety of potential extracurricular activities (UNESCO, 2014, Schweisfurth, 2006). The model for implementing GCE does not include a singular approach that will work for every classroom (UNICEF, 2014). There are many approaches that are being used to achieve the learning goals of GCE. Teachers may interpret the curriculum with a new lens, “letting go of the dreary content so we can talk about things like the media and democracy” (Schweisfurth, 2006) while activity-based learning is being implemented elsewhere (Pike & Selby, 2000). Some schools may take on a school-wide approach to link local
and global issues, while some schools are ‘ghettoized’ and say that cross-disciplinary work is simply too difficult (Mundy & Manion, 2008; Schweisfurth, 2006). These are great stepping stones towards (hopefully) all students receiving a global citizenship education, but of course more research is needed to have a more distinguished idea of global citizenship in the everyday practice (Evans, 2006).

2.3.4 The outcomes: Why should educators implement GCE?

Global citizenship education practices are in place because it brings relevance of education in students’ lives. The multiplicity of GCE, however, makes it very difficult to find measures to assess students’ progress when the Implementation of GCE is always varied, therefore assessment strategies that are being used will also be varied, each one being specific to the version of global citizenship education that is being implemented (UNESCO, 2014). In Ontario, the Catholic School Board was the only district where assessment of what students have learned both ‘factually and morally’ was followed through, while no public schools had any plans to evaluate or assess both global citizenship education and social studies (Mundy & Manion, 2008). In light of this, researchers have found significant outcomes in students who have been immersed in a global citizenship education environment. Learning engagement shows a significant increase in interest and in time spent, more students were also enthusiastic to spend their own time to learn more about the issues presented (UNESCO, 2014; Mundy & Manion, 2008). The increase in learning engagement had a strong positive relationship with the empowerment encouraged in global citizenship education (Lim, 2008, UNESCO, 2014). In addition to students being engaged in the learning material found in GCE, the strategies used in global citizenship education allows students to accept failure as part of the learning process and apply the abstract thinking in their everyday lives (Lim, 2008). Some areas of global citizenship
education are already finding ways to measure the assessment of students involved. UNESCO (2014) states that a new measure would be helpful with tracking the progress of global citizenship education both nationally and globally.

2.4 Conclusion

In this literature review, I have looked at the existing research on global citizenship education. More specifically, I have reviewed the various versions and definitions of GCE in the literature, where it is currently found in the curriculum and the current relevance of GCE. Also, I have reviewed how global citizenship education is currently being implemented in elementary schools (if at all) and the role that NGOs play in this context. This review elucidates the extent that attention has been paid to the core goals of global citizenship education and their values. However, this literature review also shows the need for further research in the implementation process. In light of this, the purpose of my research is to learn how elementary school teachers are finding opportunities throughout the curriculum for global citizenship education so that implementation strategies will become more clear.
Chapter 3: Research Methodology

3.0 Introduction

In this chapter, I went into detail about the research methodology used for my Master of Teaching Research Paper (MTRP). I began by describing the research approach and procedures used along with the data collection instruments. I then went into more detail about my participants and talk about the sampling criteria I used to narrow down the participant pool. I also discussed in detail how I located my participants and the procedures I used for this and gave short biographies of each participant. I went on to explain my data analysis and the ethical review procedures that are necessary for this study. Finally, I also found it necessary to highlight the methodological limitations and strengths found in this form of research.

3.1 Research Approach and Procedures

The study was done using a qualitative research approach. Research is incredibly important in the field of education. As Creswell (2015) points out, research suggests improvements for practice and offers practicing educators new ideas to consider as they go about their jobs. All in all, teachers and other educators become more effective professionals which translates into a better learning experience for kids. Basic qualitative studies can be found throughout the disciplines and in applied fields of practice. They are probably the most common form of qualitative research found in education (Merriam, 2009). Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009). The purpose of qualitative research was to understand how people make sense of their experiences and the uniqueness of such in the participants’ particular contexts. Furthermore, it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting.
To begin, existing literature was reviewed to highlight what has already been found on global citizenship education and the implementation found in elementary schools. Merriam (2009) says that knowledge of previous research and theory can help a researcher focus on the problem of interest and select the unit of analysis most relevant to the problem. By looking at the literature on global citizenship education, I was able to narrow down the problem and be able to focus my research on the areas of this field that still need much attention. The literature review also helped shape the next part of the qualitative approach. A semi-structured face-to-face interview was conducted with 3 participants. The data was collected through these interviews. This is the best form of study based off of my main research question: How are a sample of elementary school teachers creating opportunities to integrate global citizenship education throughout the curriculum? This research question was not looking for a numerical result, rather it was looking for an in-depth view on how the participants are taking a relevantly new form of education, global citizenship education, and bringing it into their classroom. The study was looking at the implementation of global citizenship education from the participants’ point of view. As Merriam (2009) has explicitly stated, ‘the key concern is understanding the phenomenon of interest from the participants’ perspectives, not the researchers’.

3.2 Instruments of Data Collection

Most often, interviewing in qualitative investigations is more open-ended and less structured, so a semi-structured interview can be used. In this type of interview either all of the questions are more flexibly worded or the interview is a must of more and less structures questions (Merriam, 2009). Therefore, within this qualitative research study, a semi-structured interview protocol was used. Semi-Structured interviews are simply conversations in which the information that the researcher would like to find out is known – and so have a set of
to vary, and is likely to change substantially between participants (Fylan, 2005). With a semi-structured interview, the researcher can expand their understanding through both verbal and nonverbal communication. It also allows for the researcher to process information on the spot, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses (Merriam, 2009). Because the research question was looking for explanations and elaborations on methods used in the participants’ practice, this interview method was found most suitable.

The MTRP has been given an ethical blanket for all research being done. This being said, the semi-structured interview is the only method allowed at this time. However, even with the limitations of this research study, it will not vary much from other qualitative studies that have been done as a characteristic of all forms of qualitative research is that the researcher is the primary instrument for data collection and analysis (Merriam, 2009). The researcher/interviewer was the instrument of data collection. Furthermore, when conducting the semi-structured interview with the participants, I asked specific questions about the participants’ background information, their perspectives and beliefs, practices, supports, challenges and next steps all in relation to global citizenship education. Some advantages of the semi-structured method are that they provide useful information when you cannot directly observe participants, and they permit participants to describe detailed personal information. The interviewer also has better control over the types of information received because the interviewer can ask specific questions to elicit this information (Creswell, 2015). This allowed the study to outline what factors may affect the implementation of global citizenship
3.3 Participants

The participants were key to this qualitative study. It was with their participation that the research was able to gain insight on the implementation of global citizenship education. In this section, I provide more detail on the sampling criteria that was used to narrow down the participant selection. This is a list of 5 criteria that were commonalities between all participants of which were seen as necessary for the success of this research study on global citizenship education. Furthermore, I elaborate on the sampling procedures explaining the strategies used to locate such participants. Finally, I provide a biography of each participant to fully understand each participant and their perspectives.

3.3.1 Sampling criteria

The following criteria is evident in all teacher participants in this study:

1. Teachers are elementary school teachers.
2. Teachers have been practicing for at least 3 years.
3. Teachers must be practicing in Ontario.
4. Teachers have demonstrated leadership in implementing global citizenship education.
5. Teachers regularly implement global citizenship education in their classroom.
6. Teachers implement global citizenship education cross-curricularly.

The teacher participants are crucial for this study. It was ideal to interview teachers that have all 5 criteria listed above. The study focused primarily on elementary school teachers. This is because there has been more research on the implementation of global citizenship education done in secondary schools, but very rarely done in elementary schools. I also only interviewed teachers who practice in Ontario because I asked about the Ontario Ministry of
Education’s curriculum initiative for global citizenship education. Furthermore, the participants must have been teaching for at least 3 years. This way, they have had leeway to find their preferred methods of teaching and are more comfortable implementing more controversial topics in the classroom than a first-year teacher. Focusing more on global citizenship education, I hoped for the participants to have shown leadership in this area, demonstrating evident implementation of GCE regularly and across the curriculum.

### 3.3.2 Sampling procedures

It is noteworthy to highlight how I found participants to interview in this study. If one conducts their own study and use purposeful sampling, they need to identify the sampling strategy and be able to defend its use (Creswell, 2015). The research term used for qualitative sampling is purposeful sampling (Creswell, 2015). Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned (Merriam, 2009). In this study, participants who are ‘information-rich’ in my area of interest are being sought out. In this case, it was global citizenship education. Therefore, I used purposeful sampling in that I am not choosing the first teacher available and merely hoping they have some insight on GCE was used. However, given the parameters of this research study, I also relied on convenience sampling. Convenience sampling is when the researcher selects a sample based on time, money, location, availability of sites or respondents and so on (Merriam, 2009). Locating participants for this qualitative research study relied primarily on networking in the education circle. I reached out to previous colleagues to make connections. I also researched schools in the Toronto area base their school philosophy around global education. Another teacher candidate has done a placement at one of these leading schools, and participants were recruited through this connection.
3.3.3 Participant biographies

The three participants in this present study were elementary educators in Toronto, Ontario, Canada. Two of the participants taught at a private school that focuses its curriculum around global education. The other participant was a curriculum director for the elementary division of an independent school that follows the International Baccalaureate curriculum. All participants have prioritized and implemented global citizenship education within their own practice. The participants remain anonymous through pseudonyms.

Lauren was currently a curriculum director at an independent school that follows the International Baccalaureate (IB) curriculum. Previously, she has been an elementary school teacher in Canada, the United States, and Singapore. She was passionate about global citizenship education and has found ways to implement this at all of the schools she has taught at. Her job entailed ensuring the international framework is being implemented in Grades K-6.

Hannah was a Grade 1/2 teacher at a private school located in Toronto, Ontario. She is an OISE graduate and in her third year of teaching. All of her teaching experience has been at the same school. Hannah was passionate about bringing global citizenship education into her teaching practice. She has helped develop the primary program at her current school. She is passionate about including the global citizenship education mindset without making it an add-on to the rest of the curriculum. Hannah considers herself to be a lifelong global citizen.

Larry was also a teacher at a private school located in Toronto, Ontario. Larry was an OISE graduate. He taught Grades 3-8 on a rotary schedule. Larry taught global studies, which is his school’s version of geography. He also teaches debate, life skills and social studies to
Grades 4-6. Larry uses global citizenship education as the core for all of his lessons and believes that this type of education is vital.

3.4 Data Analysis

Analyzing qualitative data requires understanding how to make sense of text and images so that a researcher can form answers to their research questions (Creswell, 2015). When the interview process was complete for all participants, the data for this research study was analyzed. The analysis initially consisted of developing a general sense of the data and then coding description and themes about the central phenomenon (Creswell, 2015). The process began by transcribing all interviews. Transcription is the process of converting recordings or field notes into text data. The transcriptions of the interviews were then coded for meaning to make sense out of the text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes (Creswell, 2015). Simultaneously, the codes and themes from each interview were reviewed and compared allowing me to synthesize any themes found in all three interviews. The data that the participants do not speak to was also noted and the importance of this was reflected upon. Qualitative research involves this simultaneous process of analyzing while one is also collecting data.

When data is being collected, the researcher may also be analyzing other information previously collected (the literature review) and looking for major ideas (Creswell, 2015). The research question of how elementary school teachers are finding opportunities to implement global citizenship education throughout the curriculum was used as an interpretive tool when analyzing the data. Qualitative research is “interpretive” research, in which the researcher makes a personal assessment as to a description that fits the situation or themes that capture the
major categories of information (Creswell, 2015). The interpretive lens of qualitative research allowed me to use previous knowledge found in the literature review and compare it to this new research. As Creswell (2015) stated, interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both. Interpretation also contained references to the literature and past studies. Consequently, this allowed me to fulfill my research purpose and contributed to the lack of research in this area.

3.5 Ethical Review Procedures

As in any research study, there are ethical aspects to consider. Part of ensuring for the trustworthiness of a study – its credibility – is that the researcher himself or herself is trustworthy in carrying out the study in as ethical a manner as possible (Merriam, 2009). There are several ethical considerations for this qualitative research study. In all steps of the research process, the researcher needs to engage in ethical practices. Practicing ethics is a complex matter that involves much more that merely following a set of static guidelines (Creswell, 2015). First, it should be noted that all participants received a pseudonym and always have the right to withdraw from participation at any time during this study. The participants’ identity was kept confidential along with the school(s) they are associated with, through the use of pseudonyms. Importantly, any students mentioned during the interviews also remain confidential. This aspect is especially important considering the ethical blanket that has been preapproved for this study. There are no known risks for participating in this study. To ensure that all participants are comfortable with any questions that will be asked during the interview, I provided each participant with a list of the questions. In most cases,
interviews are a positive experience for both the researcher and participant. An interview may improve the condition of respondents when, for example, they are asked to review their successes or are stimulated to act positively in their own behalf. Most people who agree to be interviewed enjoy sharing their knowledge, opinions or experiences (Merriam, 2009). In any case the participants are uncomfortable with a response given during the interview, there was the opportunity for them to review the transcripts and make any retractions they feel necessary. The data was collected on a password protected device giving access to only the researcher and will be destroyed after 5 years. Finally, each participant signed a consent letter (see Appendix A) which will allow them to be informed of any ethical implications and an overview of the entire research process.

3.6 Methodological Limitations and Strengths

Qualitative research may be seen as having some shortcomings but it works because it is broad and inclusive enough to cover the variety of research practices that scholars have been developing (Merriam, 2009). For this particular research study, there are strict parameters that only allow interviews with educators and in no way allow interaction with parents and/or students to receive data. My research purpose of learning how a sample of elementary school teachers are creating opportunities for students to learn about global citizenship education through an integrated curriculum has no need for interviewing parents or students. Therefore, the scope of this research does not negatively effect this study. It is teachers that I am interested in learning from. Furthermore, the number of participants is also limited to 3-4 for this research. However, this is typical in qualitative research to study a few individuals or a few cases. The overall ability of a researcher to provide an in-depth picture diminishes with the additions of each new individual or site (Creswell, 2015). Interviewing specific teachers who meet all criteria specified
in this chapter allowed me to interview educators who have demonstrated a passion and knowledge in the area of global citizenship education rather than interviewing teachers from the general public. I feel that this strengthened my research and allowed insight for teachers who are more unfamiliar with this topic. The drawbacks of any interview in a qualitative study will be the lack of objectivity. The interviews provided only information “filtered” through the views of the interviewers (Creswell, 2015). Speaking to the limitations and parameters of this study, I do not foresee any negative implications affecting this research. Given the small-scale nature of the study, the research findings are not generalizable to a wider population.

3.7 Conclusion

In this chapter, I explained the qualitative research approach, what this pertains, and how this is a very prominent form of research found in the field of education. The semi-structured interview process is detailed throughout the chapter elaborating on how this is presented in research. The participants are the most important factor for this research to be successful. For this study, the participants met specific criteria, which is outlined and explained thoroughly. The research was looking at how GCE is being implemented in elementary schools, therefore, the criteria will include items such as participant must be a teacher who is actively teaching GCE. I also revealed how I planned on locating and making connections with ideal participants. Each participant has a brief biography to give background information and context to any perspectives being portrayed in the interviews. Next, I explained how I plan on analyzing the data received from the three interviews going into detail about transcribing, coding and hopefully finding coexisting themes within the three interviews. Reviewing the ethical procedures is a key part of this chapter, outlining all steps to ensure this research study follows all ethical policies. Finally, I discussed any methodological limitations found in this protocol, along with the strengths that made this research a contributing piece to the educational field. The next part of this MTRP will transition into the research findings and how it is all relevant.
Chapter 4: Research Findings

4.0 Introduction to the Chapter

This chapter presents the research findings from the interviews of three Ontario elementary school educators who are committed to global citizenship education in their practice. My main research question of “How are a sample of elementary school teachers creating opportunities to integrate global citizenship education throughout the curriculum?” along with my subsidiary questions were in mind as this qualitative research was analyzed. Throughout the three interviews, four distinct themes developed along with their respective subthemes. The themes that will be presented are:

1. Teachers are implementing global citizenship education because of their belief that there are benefits and positive outcomes that result from this type of learning.
2. Teachers are using implementation strategies that align with the Ontario curriculum while being mindful of age-appropriateness in the elementary setting.
3. Educators have found support for the implementation of global citizenship education in the educational institution and the family community of the school.
4. Work in global citizenship education is challenged by inconsistencies in teacher training and expectations of learning goals.

I will first describe each theme and subtheme in detail and relate it back to the research questions. I will report the data that was collected and then connect it to the literature that exists on global citizenship education in the elementary classroom that was reviewed in Chapter 2. At the end of this chapter, the findings from this research will be summarized along with the next steps that are recommended in this field of research.
4.1 Teachers are Implementing Global Citizenship Education because of Their Belief in the Benefits and Positive Outcomes that Result from This Type of Learning

It is important to examine why educators see global citizenship education as a priority in the elementary classroom. The participants in this study share their opinions on the benefits of a global citizenship education with elementary students. These educators speak to the transformative aspect of global citizenship education in creating young activists and fostering global mindsets. The participants described global citizenship education as being very beneficial for a student’s holistic education and critical thinking skills. The outcome that was discussed with the most depth was the students’ ability to find empathy and awareness of others in the world around them. All of the participants also spoke to the increase of engagement they witness when integrating global citizenship education. The subthemes discuss these perceived outcomes along with the similarities and differences among the participants interviewed. The context of the existing literature is also discussed among the subthemes in this section.

4.1.1 Participants recognized that global citizenship education is transformative in changing students’ attitude towards activism.

One of the main outcomes that the participants have been very passionate about is how transformative global citizenship education can be. All three of the participants discussed global citizenship education’s way of fostering students into responsible and knowledgeable human beings who are ready to take on the world. The participants pointed out that the students we have today will be the leaders of businesses and corporations and will be making important decisions in the future. This kind of transformative education is what will prepare them for this by teaching the students what is actually going on in this world. Hannah stated,

As our students grow up to be the future humans in this world, if we are fostering this
kind of global citizenship where you are a part of the whole, not just a small part, they grow up to be these people who make great change in the world. They are able to see connections and just feel the real world.

According to the participants, the transformative aspect of global citizenship education is when the students take this knowledge of the world and are able to make actual change through activism. Larry mentioned this many times in his interview saying, “I feel like I am raising little activists, but in their own way” and, “I feel like these kids will be able to go forward and use their privilege in a way that will be helpful to the world.”

This is not the first time that global citizenship education has been referred to as transformative. UNESCO, 2014 addressed global citizenship education (GCE) as a transformative pedagogy that adds relevance to students in the classroom. It is this relevance that the participants highlight that students respond to so well and because of that, they believe that GCE has the potential to transform students into well-rounded human beings.

4.1.2 Teachers recognize that global citizenship education is beneficial for elementary students in developing critical thinking skills, empathy and gaining multiple perspectives of the world around them

The world is becoming more interdependent and complex than ever before, and the participants say it is their role to prepare students for it. The way they choose to do this is through global citizenship education. Participants agree that GCE provides opportunities for students to view this new world with a critical lens. The critical thinking aspect of global citizenship allows students to process their world around them and allow them to be thinkers. It allows students to process the information that the media gives to us and situations that we come across on a daily basis and actually critically think about what is happening. All three of the
participants elaborated on this by stating that it would be much more damaging to not allow students to think and discuss the big ideas that are associated with global citizenship education, rather than encouraging it in the classroom. Lauren’s thoughts on this were “I would be stopping them from being a thinker. You have to let them explore these things in ways that are appropriate. Your job as a teacher, your responsibility, is to facilitate and guide that.”

Another benefit that the participants placed a lot of weight on is how global citizenship education fosters empathy in students. Lauren also stated that “when you live empathy and model empathy, they take it upon themselves. They will be empathetic.” The participants have said that students are learning about and experiencing multiple perspectives from around the world, and with that, empathy comes out for other people in this world. Hannah said,

I think empathy is a big thing that comes out of it. The students being able to think about themselves, say living in a different country or grow up in a certain part of the community even here in Toronto or anywhere. I think it really helps kids see themselves in different places and spaces and understand that there are so many different perspectives. I think that it really helps students gain these different perspectives and it is such a great way to experiencing that.

Educators are looking at the benefits of global citizenship education from the perspective of GCE as a learning style rather than a specific topic that is being taught to students. Many researchers including David Selby and Graham Pike who wrote “In the Global Classroom” (1999) agree that the principals of global citizenship education include abstract thinking and developing their own beliefs towards social relationships. Along with other contributors, such as Karen Mundy and Caroline Manion from the Ontario Institute for Studies in Education (OISE),
say that these principals benefit students in their early school years when exploring their own environment. These researchers also believe that developing the multicultural skills required of a global citizen will prepare them for the interconnected world that we live in, and students will begin to understand themselves as part of their country and part of the global world.

4.1.3 Participants acknowledged how global citizenship education is associated with a high level of student engagement

Student engagement was said to be very high when these educators implemented global citizenship education. The participants stated that classroom engagement often finds a way to transform into the students taking action and making change for things that they have become very passionate about. Furthermore, all of the participants stated they never had a bad experience with student engagement when implementing global citizenship education. Lauren stated that “students are taking action. Not always in the big ways, but in the little day-to-day things as well. It is an essential part of what we do everyday.” Participants indicated global citizenship education allows students to explore what is important to them and forming their own beliefs on issues around them. Larry says,

They are all over it. This is because it comes from them. They are starting clubs, one of them is helping with the stray cats in Toronto. I feel like I am raising little activists.

Mostly, what I am trying to say is that they connect and engage with what is going on in the classroom because it is coming from them.

Although taking action is a big part of student engagement when it comes to global citizenship education, it is not the only way that the participants have witnessed it. Hannah said,

Okay, so my Grade One and Two class just loves it. Any time that something they
don’t know comes up, you just see their eyes light up. Or if it is an issue that is not so happy, like last year our local to global issue was refugees. Great topic. Are there things that are sad about it? Definitely. However, seeing the way that they really think about it and say if ‘I had to go to another country…’, I think it is really well received. They are just so excited to see where other countries are and I feel like it is helpful to make those connections.

UNESCO published a document in 2014 called “Global Citizenship Education: Preparing learners for the challenges of the 21st Century” and it also speaks to how global citizenship education shows a large increase in interest and engagement. It also pointed out how more students were more enthusiastic to spend their own time learning about issues they were learning about when GCE was being implemented. This interest leads students to be more motivated to learn because it is making connections between their education and what they see in their everyday lives. UNESCO believes this is because students are finding their own purpose in their learning which encouraged the empowerment that is found in global citizenship education. This was reinforced when the participants spoke about the students going above and beyond the classroom. Hannah mentioned the students hosting a bazaar to raise money for the issues they were passionate about and Larry mentions the group Local to Global and how students come together to help outside organizations. This reflects back to UNESCO’s statement of the empowerment found in GCE. Students are feeling empowered to make a change.

4.2 Teachers are Using Implementation Strategies that Align with the Ontario Curriculum While Being Mindful of Age-Appropriateness in the Elementary Setting

Global citizenship education does not have one specific way of being implemented and
the participants in this study have all spoken to this. First, they speak to the age and grade that they see appropriate for implementing global citizenship education. The participants give specific lesson ideas for implementing global citizenship education in the elementary grades all while being mindful of age-appropriateness. Cross-curricular examples are given to further the idea that global citizenship is integrated in a child’s education. Perhaps the most persistent theme when discussing implementation strategies was the idea of personal beliefs and values having their own role when teaching global citizenship education. Finally, the participants speak to the importance of global citizenship education being a student-driven inquiry approach. The following subthemes discuss these implementation strategies and links the existing literature, or lack thereof.

4.2.1 Participants have implemented global citizenship education in Kindergarten and Grade 1 using material that is age-appropriate

There was an overwhelming agreement among all of the participants when they were discussing what age and grade global citizenship education (GCE) should begin. All three participants say GCE should begin right away. Whenever a student enters any kind of institutionalized learning, global citizenship education should be a part of it. When the participants were discussing this, they all explained how very young children realize what is going on in this world. They see the news and hear about important issues. These educators all seem to agree that it is unfair to the students to silence their thoughts about these important issues, and instructors should be discussing them instead. Lauren explained,

You can’t ignore what is happening in the world. It is not fair to your students to ignore what is happening. I think that there is always an age-appropriate way to address controversies and address what is going on. Children have such an
Global citizenship education is an understanding and way of looking at the world that is so pure.

When teachers are implementing global citizenship education and they are introducing these issues, we must do so in a way that is age-appropriate. Especially in the primary grades. Teachers believe that you must approach it with sensitivity. While global citizenship education does contain some heavy issues, there is more to global citizenship education than controversial and sad topics. It is true that a conversation about poverty and crises may arise, for example, but there is so much to celebrate when learning about global citizenship. Hannah’s view on this included,

We were told no gloom or doom until at least Grade 4. Global citizenship education does not always have to be about the gloom and doom stuff. Perhaps that is an interesting thing to look at, there is always a negative connotation with global citizenship education.

The participants in this study seem to all agree on this. They all mentioned that implementing global citizenship education should not just be optional learning material, but rather that the infusion of GCE in elementary school is necessary. The research literature on the age and grade(s) that global citizenship education should be implemented does not always agree with this. Mundy and Manion’s research (2008) found that although there is support for global citizenship education in Canadian curricula, many educators have voiced their concern about whether or not the content is appropriate for children of young age. However, some educators find themselves prioritizing GCE higher than other demands. Mundy & Manion (2008) also go on to mention that because of this, there seem to be no strategies to introduce global issues into the elementary classroom. Participants in this study, however, have offered their own strategies of how they implement global citizenship education. Therefore, it seems like the literature is lagging behind the movement of global citizenship education.
4.2.2 Teachers have implemented global citizenship education using all areas of the Ontario curriculum, not only Social Studies

When these educators implement global citizenship education, they base their material around the Ontario curriculum. The participants agreed that the Ontario curriculum is one of the best curricula in the world; however, they feel it is specific to Canadian topics. This has led the teachers to find the concepts behind the specific expectations of the curriculum and using this as the main teaching basis. The participants agreed that there is room for GCE in all subject areas of the curriculum. Social Studies is a common area for global citizenship education to be integrated. Hannah gave a specific example of the Grade 2 social studies curriculum, saying,

The Grade Twos are doing celebrations and traditions right now and it is such an easy pathway to integrate global citizenship education. The students get to see different cultures in the world and different parts of the world. I think Social Studies is one of the easier parts of the curriculum to talk about global things.

Although global topics are included in some Social Studies strands, the participants all talk about how they still find the concepts behind the curriculum and extend it. Larry goes into much detail about how he does this in his own Social Studies class, saying,

I check the news all the time and bring it up on the Smartboard. Basically what I do is I will say, what do you think?” and boom, it just happens. It is a lot of discussion. I will throw in some key terms that align with the curriculum to ensure that it is covered like free trade and stuff about the oil industry. Then we do projects such as a preferred future project. There are different themes for these in the different grades. You create a community, you have to have all of the things in the community like
food, sanitation, etc. How are you going to make that work? And then I will throw in things like one of your citizens wants to overthrow the government, what are you going to do? Or there is a natural disaster that comes through, like flooding, what is going to happen. We talk a lot about the future if we continue it now, what would we like it to look like, and how are we going to get there? I do tons of discussion and debating. I will give them a position and it will be totally different from their own position, but they have to debate it anyways. Things will happen in the current world that we have to talk about, not only what is in the curriculum.

Social Studies is not the only area of the curriculum where global citizenship education is and should be integrated, according to the participants; GCE can be integrated just about anywhere. The participants all gave specific examples of how they integrate GCE into the different subjects. A common way of doing this is becoming trans-disciplinary. The participants were talking about integrating Social Studies topics in subjects like Math, Science, English and even Health and Physical Education (HPE). Hannah discussed how the HPE program has a global aspect in it.

We do something called groove education and it was introduced at OISE, and it is really just a movement program. The way they set it up is they are learning about movements from Argentina and the U.S, and other countries and then we talk about why we are using the specific music, and the specific movements. Then, we of course take that opportunity to talk about the culture in those countries and connect it back to the curriculum.

This infusion of global citizenship education and the movement towards being trans-
disciplinary is the common theme when discussing implementation strategies with all of the participants in this study. Larry also offered specific examples of how he has integrated GCE in other subject areas,

I think you can bring it into everything. For example, Math. Statistics. A percentage of birds were killed in the oil spill and you can do all sorts of calculations based off of that. When I teach math, I do a lot of stuff with statistics and bringing them up on the Smartboard. The students would use them to figure out different things or they would graph them. Science is easy. There are chemicals, and animals, air pollution, there are so many things. We will bring in a real example of a volcano or earthquake and look at the damage it has done. It can lead to so many things. You can say, “What happens if there is an earthquake in California vs in Guatemala?” You can look at the infrastructure of the government, all of that comes out from just talking about volcanoes and earthquakes.

History, we have a living history program here and it is amazing. The teacher dresses up in costume. It becomes a process like okay, this was the history and it leads to this, where do we go? So again, it is the preferred future. Art. Here is the issue, what do you think about it? Show me how you feel about it in a picture. It is everywhere.

Participants teach global citizenship as more of an infusion in all subject areas than one separate topic. However, Mark Evans (2006) has stated in his research on GCE that the majority of it is found in Social Studies. Furthermore, Evans (2006) mentions that there has been a recent reform of Social Studies and its curriculum to put a stronger emphasis on the global themes in GCE. There is a lack of research of the integration of GCE in all other subject areas, however. Mundy and Manion (2008) spoke to this finding saying “With a recent spike of interest in global
citizenship education, there is a surprising lack of research done (particularly among Canadian researchers) on how to bring GCE into regular teaching practice” (Mundy & Manion, 2008, p. 2). Although there is a lack of research of integrating GCE into different subject areas, the participants have discussed how it is very possible. The participants gave just a few examples of how global topics can be discussed throughout the curriculum and also stated that the opportunities are endless. There needs to be more literature to support this.

4.2.3 Participants have all acknowledged the importance of including their own beliefs and values of various topics when implementing global citizenship education

Teaching through one’s own personal beliefs and values is a theme that all participants spoke to during the interviews for this study. They explain by saying that they find the things that they are truly passionate about, and extend them and connect them to their teaching practice. Global citizenship education begins with a mindset and because of that, the participants discuss the importance of modelling your own values when implementing global citizenship education. The participants have defined global citizenship education as a set of values. Lauren discussed this by stating,

Global citizenship education is about how you choose to live in this world and how you transfer that to your students. It is about how you carry yourself in this world, and how you care about people and how you treat people and how you model that for your students. Modelling the values for the students. I think what you need to do is reflect on your own values and what you think is important. That is what you teach.

As a result of global citizenship education being seen as more of a mindset, these educators spoke to how they infuse GCE in the daily routines of their classroom and the
school. One way that Hannah had put it was,

It is everywhere. Not specific curriculum, but it is more infused into the day to day. Don’t make it an add on. Don’t make it a term in a textbook, make it an experience. Just do it. Breathe it. Live it. Be yourself. Be a global citizen yourself. When something comes to mind, share it with your kids. Share your thoughts with them. It is everywhere.

Recognizing their own values and beliefs and extending them into their teaching is what makes global citizenship education so natural and organic, according to the participants. In “Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century” (UNESCO, 2014), UNESCO stated that global citizenship education should not be seen as a subject, rather a learning strategy. They also say that this way of learning allows students to focus on what they are learning and the relevance. Mark Evans (2006) has also spoken to how global citizenship education should be infused into the everyday routine saying that “the classroom environment set up by the teacher nurtures a global citizenship education space for learning.” This point of literature is evident when speaking with the participants. Classroom setup and daily routine was something that all three participants spoke to. One participant spoke about having a world map on the carpet that the students sat around. When they would learn about different parts of the world, they were able to visualize the places they are talking about. Another participant spoke about how creating a safe classroom where students feel comfortable sharing their thoughts and wonders is what will inevitably lead to global citizenship education.

4.2.4 Teachers have recognized the value of student-driven inquiry while implementing global citizenship education in the elementary classroom

When it comes to the implementation of global citizenship education, the three
participants all mentioned that the best learning experiences come from student inquiry. Although teachers are modelling the lessons with their own beliefs and values, it is the student inquiry that allows students to form their own beliefs and values. The teachers say that it is important to let students explore these big issues in ways that are appropriate. As the participants have mentioned before, global citizenship education is not about teaching the specific material, it is providing them with the opportunities and then the connections will come. Two of the participants, Larry and Hannah, were teachers at the same school. They both connected this idea to a school issues fair that is done each year. Larry discussed this saying,

This is when kids get into groups of two or three and it is totally self-directed. They decide on an issue that they feel passionate about, that they want to teach the world about and something concrete they can do about it. You have to get them to feel that. Feel like they want to do it. They have to make their own decisions. They need to figure it out on their own and that’s where the real learning comes.

Facilitating and guiding the students to make their own connection of the world and all of the complex ideas that come along with it is the goal for these educators. Hannah mentioned, “helping students to experience connections. Guiding students to make those connections and care about them. That is my goal as a primary teacher.” Whether it be in the classroom, or as a school-wide initiative, the common ground among all three of the participants was that the students need to experience the ideas on their own and come up with their own ideas about them.

It seems that all participants in this study agree that student inquiry is needed in global citizenship education, however when it comes to the research behind how exactly to implement GCE, it is unclear. UNESCO (2014) has stated that global citizenship education
does not include a singular approach that will work for every classroom. According to Pike and Selby (2000), there are many approaches in the educational community that are being used to achieve the same learning goals. They say that some teachers may use GCE to interpret the curriculum with a new lens some teachers implement it through inquiry activity-based learning. The participants have discussed using both of these strategies. It is about finding the opportunities within the curriculum to bring in a different perspective or allowing students to inquire about new topics. It is finding that balance within the teaching practice.

4.3 Educators Have Found Support for the Implementation of Global Citizenship Education in the Educational Institution and the Family Community of the School

Global citizenship education needs support from outside of the classroom in order to be successful. The participants in this study all mentioned different kinds of support that make global citizenship education possible for them. Firstly, all participants came from an educational institution where this type of learning was supported and encouraged. These educators also have curricular support that goes well with a global citizenship education. The students who are learning about global citizenship education have supportive parents who are involved in the process and are trusting to the teachers. Members of the community can offer great learning experiences. Most importantly, the teachers are supporting other teachers when implementing global citizenship education by sharing resources and ideas. These factors are important because they help better understand what it takes to successfully integrate a global citizenship education in the elementary classroom.
4.3.1 Educators have recognized that having support from the whole school including the administration and curriculum is needed to successfully implement global citizenship education.

Although the participants in this study are not all from the same school, or have the same experience, it was obvious that the institution they teach at plays an important role in implementing global citizenship education. When they are discussing how they implement GCE on a regular basis, a common theme is using a whole-school initiative. This includes teaching with a curriculum that is flexible and non-conventional. For example, Lauren was an educator at an International Baccalaureate school and Larry and Hannah taught at a Global Education school. Both of these schools put a unique twist on the Ontario curriculum. Lauren explains that her school uses “an international curriculum framework that is recognized all over the world and it heavily involves being international.” On the other hand, Larry discusses what it means to be part of a global education school and mentions how it is the school’s philosophy to be global and teach with a global mindset. Also a part of this school’s philosophy is small class sizes which Larry has stated plays a very big role in his success of implementing GCE. When Hannah was discussing classes that work well with integrating global citizenship education, she mentioned a ‘Life Skills’ class that is not a typical part of the Ontario curriculum. She says, we teach the practical things but there is also a big part of it that really helps kids to be people in the world who are respectful and I think that goes very much hand in hand with being a global citizen. Respecting yourself but also respecting others in this world.

To successfully implement a global citizenship education, the participants all had the support from their school and administration. Another example of this came from Hannah when she was explaining the school rules. The school rules, she states, is something that the entire school
knows and follows regularly. She explains,

We have the three R’s at this school. Respect yourself, respect others and respect the environment. I think with those school rules; every other rule falls under it. It helps them become respectful global citizens. Even when we are not at the school, I encourage them to think about the three R’s. Our school rules lead us to having so many class discussions on respect which I think leads to global citizenship education. I think that if you want to feel connected to not just your country, but the world, you have to be respectful of the differences.

Inviting guest speakers is another implementation strategy that was common among the participants. However, to have guest speakers is another factor that differs from school to school. Bringing in guest speakers as often as you can, could be extremely helpful according to these educators. Hannah was very passionate about this explaining “guest speakers are fantastic because they are the real deal. It is so much more to hear from someone in front of you rather than watching a video.” Lastly, having the support of administration behind you is a factor, according to Larry. He says, “If you happen to have a principal who wants those things to happen, then maybe you will have better luck at it. I don’t think it is impossible to happen without it, however.”

With global citizenship education appearing more frequently in the curriculum, it is leading to a popular opinion among teachers that there is a great lack of support when it comes to implementing GCE. This is according to the research done by Mundy and Manion (2008). They also state that the support is not only looked for in the curriculum, but also from ministries and school districts. Some schools have taken on this school-wide approach, like the schools the participants have spoken about, but other schools are ‘ghettoized’ saying that cross-disciplinary
work is simply too difficult, according to Mundy and Manion (2008). The support is inconsistent. The fact that all three of the participants have very different approaches to finding resources and exploring ways to implement global citizenship education shows this lack of consistency among the literature.

4.3.2 Participants have recognized the importance of the support from a trusting and involved family community when implementing global citizenship education

Families and outside support from the community is something that the participants in this study say that they are always looking for. These teachers say that there is a general feeling out there in the world that educators have to do something about teaching global issues. All three of the participants mentioned how families will seek out their schools for their children to attend. As a curriculum director, Lauren stated that parents want this global mindedness for their children. Hannah has a lot of experience with the parent community at her school. She discusses how her school has a “parent meet and greet where parents come in to introduce themselves to the teachers and other parents. They can also sign up to be guest speakers.” Having a trusting family community is an important factor to the implementation of global citizenship education, according to the participants. Hannah elaborates,

I think the parent community here is so trusting. They know that their kids are getting such a great education experience here and they are trusting to how we bring things up. Just having open discussions with the parent community. That is the experience I have had, especially as a primary teacher. I think it is a two-way conversation. If we can, we will give the parents a heads up about what we are going to be bringing up. I’ve never had push back.
Another way to have family support is allowing their children to come to school and discuss things about their own background and culture. This is allowing students to experience a different culture and very importantly, a different perspective than their own. Lauren gave an example,

I had a little girl who was Hindu and on Denali, she came dressed up in her traditional Hindu clothing and brought Hindu snacks and that was something that she was comfortable sharing with us and it was important to her.

Introducing students to a safe learning environment by allowing them to voice their own ideas and reflections of global issues is a good way to begin global citizenship education (Evans, 2006). It is from this foundation that students can begin to challenge themselves and the school-community by using critical thinking and problem solving skills according to Pike and Selby (2000). These participants are allowing students to bring in their own culture, their own perspective of the world, and their own opinions. With this, students can begin viewing global issues from a different perspective of their own and recognize the interdependence we all share.

4.3.3 Teachers have recognized that there is support among other colleagues when integrating global citizenship education

Another form of support that the participants mentioned in their interviews was the support coming from their colleagues. This support comes from following the school’s philosophy and fostering the inquiry-led learning that they have already discussed. Larry says, “I think for the most part, teachers want it.” They are taking the initiative to come together as teachers to create a school environment that encourages global citizenship. This begins with a school philosophy. Lauren’s school’s philosophy is based on the IB methodology. An international mindset. With all of the educators in the school working under this mentality, they
begin an initiative to create a GCE environment. Larry and Hannah’s school follows a global education philosophy and all teachers are passionate about bringing this into their school’s environment. A method that Larry also mentions about his school is that only two subjects give homework to the students; English and Math. This is something that all teachers at the school contribute to by finding work time for the students in their schedule. He explains how this is related to global citizenship education saying,

Engagement is a requirement in my class. If you are grappling with the ideas presented, then you are going to do well. This way, I can see them working on their stuff and I know what they are doing. It goes along with the holistic way of teaching for global citizenship education. A part of our planning as teachers is to plan the time they will need to complete work in class. We have to let the kids be kids.

Teachers coming together to support the students on their ideas is definitely a factor in implementing global citizenship education. The participants all talked about how they allow students to make changes and become activists for what they are passionate about. Without the school platform and the support from the teachers to do this, it may not be possible.

Hannah speaks to this when giving an example from her Grade 2 class,

We have a local to global initiative where they get to be involved in a local and global issue and make an actual change. Last year, the primary kids did a Bazarre. They learned what that was and they came up with the idea to raise more money. It is a fundraising thing. The kids came up with their own idea to all have their own tables, and raised over $300 in one lunch period because the whole school came and was involved. They were just so excited to help with something and feel connected to it. Another girl made her own colouring book and sold each page for $5 and people bought them. They
felt so empowered.

Michele Schweisfurth (2006) has done research on the support among teachers. She says there seems to be support among teachers in spite of the evident lack of support from principals and administrators. It is not uncommon for teachers to be scrutinized when actively teaching global citizenship education topics. In fact, the main supports teachers receive are from like-minded individuals who are also using their best efforts to bring GCE into the daily classroom. The participants contradict this finding in the literature. There are schools that are completely supportive of global citizenship education efforts, finding support from colleagues, principals and the administrators. This is something that should be noted in this research field, and should be investigated further.

**4.4 Work in Global Citizenship Education is Challenged by Inconsistencies in Teacher Training and Expectations of Learning Goals**

The participants in this study all highlighted a range of barriers and challenges that come with implementing global citizenship education. A prevalent challenge mentioned by all participants was limitations in teacher education due to the lack of preparation to integrate a global citizenship education. There was also difficulty when defining global citizenship education and exactly what it entails which leads to inconsistencies in the learning goals and expectations for the students. Going in to their own teaching careers, participants were not aware of global citizenship education. GCE was not something that was taught. Finally, global citizenship education has been found to be dependent on the individual teacher, rather than mandated curriculum. This could be seen as a positive thing, allowing the teachers to find their
own ways to bring in global citizenship education. However, if it is not mandated, many teachers will not know about it and will not find the time to implement it. The participants have said that they were not aware of global citizenship education until they were in a professional environment that was prioritizing GCE. All participants have similar experiences when implementing global citizenship education. The following subthemes respectively elaborate on these findings and connect them to any challenges and barriers found in the existing literature.

4.4.1 Participants indicated that teacher education did not prepare them to integrate global citizenship education

The participants in this study all went to the Ontario Institute for Studies in Education (OISE), at different times, however. They all agree that their teacher education did not prepare them for implementing global citizenship education in the classroom, because ‘global mindedness’ and ‘global citizenship education’ was not a priority when they were in teacher’s education programs. Although they are all active facilitators of global citizenship education, they had never even heard of GCE until they were in the teaching profession. Lauren also went on to say, “that was one actually one of my criticisms of the program, it was heavily focused on the Ontario curriculum.” Larry also says that the fact he was unaware of GCE could have been because his program was only one year when he attended OISE, stating, “I think that teacher education programs are also caught up in the bureaucracy and same thing with teaching teachers. I feel like there is not enough time.” The participants also came to the conclusion that it may depend on the school they are teaching at to really hear about global citizenship education, since they were never actually educated about it themselves. When asked if teacher education programs had prepared her for implementation of such, Hannah replied,

No, because I had never heard of it. Maybe because it is a buzzword right now. I can
definitely see it becoming a thing now. But I did not hear of global citizenship education until I began teaching at Voice Integrative School and was introduced to the concept.

There is much research done on teacher education and what this should entail. Linyuan Guo (2014) states recent studies indicate that many new teachers rarely begin their careers with the deep knowledge and robust skills necessary to respond to the wide diversity of learners in their classrooms. Canadian classrooms are increasing in diversity because of a rapid increase in immigrant and refugee families, which is creating an urgency of preparing teachers to educate for global citizenship (Guo, 2014). Yong Zhao (2010) has stated that teacher education programs have been typically oriented to their local contexts. This research stating that teachers are rarely prepared with the knowledge to carry out diverse, globally sensitive pedagogy is in sync with what the participants of the study have discussed. Out of the three participants, there was not one person who mentioned learning or even hearing about global citizenship education while completing their teacher education. With this research being readily available, it is up to teacher education programs to make a change to better prepare teachers of this globalized world.

4.4.2 Teachers have been challenged by the lack of one definition of global citizenship education which has lead to inconsistencies in learning goals

Many teachers seem to have their own way of defining global citizenship education, including the three participants from this study, however, they all differ in small ways. Lauren says “I think global mindedness is an interesting concept in that it is not definable in one
definition. I think it means different things to different people.” They speak to how this is a challenge because if there is not one definition of global citizenship education, there cannot be clear learning goals. To demonstrate the lack of consistency among educators, the three participants’ definitions of GCE are compared. Lauren says that “students would never identify a global education from a non-global education.” She explains further saying that “it is the values and value-based and concept-driven curriculum that makes up global citizenship education.”

When asked about the learning goals, Lauren explained,

I think you choose to be a global citizen. I think choosing to be a global citizen is making the choice that you understand that this world is made up of different people and different points of view and different lenses and that even though you don’t have to agree with them, they still exist. You have to know your values and how they work in the world.

This would describe one educator’s point of view for the learning goals of global citizenship education. However, Larry’s idea differed. He said,

Global citizenship. It means that we are all part of this planet and that we all use this planet. We should. We need to. But we also need to take care of it and we need to take care of each other. We are all in the same boat. It is about, you know, environmentally friendly practices. It is about positive relationships. It is about peace. Its all of those things all coming together as a global citizen.

As teachers are looking to implement global citizenship education, it is difficult to include all ideas of global citizenship education. Including every aspect of global citizenship education is not the goal, according to the participants. They say in this case, teachers have to find what a global citizenship education means to them and go from there. Melanie Young (2010) speaks to this saying that some think that several voices in global citizenship education is an advantage because it allows the practice to shape the meaning. However, UNESCO (2014)
states that there is no one way to implement global citizenship education because the interpretations often vary and there is much uncertainty when teachers are asked to identify global education. Even within the three educators present in this study, the definitions of GCE vary, and therefore their goals for teaching GCE is varied. The lack of a clear definition of global citizenship education may lead to unclear or differed learning goals.

4.4.3 Educators have acknowledged that for teachers to implement global citizenship education, they have to rely on their own comfort level and materials

When the participants of this study were describing how they were implementing global citizenship education, a common theme occurred. All of these educators were using their own ways to integrate it. According to the participants, there are no resources for teachers saying how to implement global citizenship education. All lesson materials rely on the creativity of the teacher. Participants indicate this is a challenge because a student who receives a global citizenship education at one school will be completely different than a student who is receiving a global citizenship education at another. Lauren believes that “it is very dependent on the teacher and that teacher’s comfort level.” All three of the participants go on to describe the ways they have found their own resources, going beyond the curriculum documents that have been given to them. Lauren explains how she will look at those documents and then will read the bibliographies to find other sources. She also says “all of the documents IB schools use are online. I also like looking at the bibliographies and then looking at their own resources.” Larry has also addressed this idea when he mentions,

For Grades 4, 5 and 6, I don’t have a textbook. I just make everything myself based on the topics in the curriculum and then I go from there. I will bring in real life examples of that topic that I found online. I will relate it back to global citizenship.
When Hannah was asked about the resources she used when implementing global citizenship education, she also discussed finding her own resources to help integrate GCE into her classroom. She mentioned a book she uses each week called “Where Children Sleep”. She said:

Every Thursday, we read a page from this book. It is a book about where every page is a child’s bedroom or where they sleep from around the world. So today was from Japan and it opens up so many great conversations about what the students thought about this little girl and the toys that she has. Where is Japan? Let’s find it on the map. Some countries, the students had never heard of. This is something that I use every week. I think it is great for when they are travelling, they won’t be so shocked. The students now have an idea that some places live differently and that’s okay. For example, today we talked about the word ‘rich’. They thought that one girl was very rich. Then, we talked about how rich can mean different things in different contexts. Like rich with love. I think that is global citizenship without saying it. It is talking about how other cultures are different than what we know, even Toronto is different than Montreal kind of thing. So just understanding the way we understand the word rich can mean different things. I love thinking that one day, these kinds of things won’t be a shock to them, but it will be a respectful experience. They know that people are different.

Finding their own resources was definitely a challenge presented to all of the participants in this study. Implementing global citizenship education successfully depends solely on the teacher, as all of the participants had mentioned. Mundy and Manion’s (2008) research on this says that the goals of bringing global citizenship education into schools and how it is executed is highly varied, so it should be no surprise that GCE is perceived
very differently from school to school and from teacher to teacher. Whether or not elementary school children receive global citizenship education seems to highly depend on the commitment of their teacher.

4.5 Conclusion

In this qualitative research study, I have found four themes surrounding the main question of “How are a sample of elementary teachers finding opportunities to implement global citizenship education throughout the Ontario curriculum? The first theme I looked at was how teachers are implementing global citizenship education because of their belief that there are benefits and positive outcomes that result from this type of learning. Within this theme, I looked at the findings that my participants all recognized that global citizenship education is transformative, it is beneficial for developing critical thinking skills, empathy and gaining multiple perspectives around them and it is associated with a high level of student engagement. It explains why the participants are so devoted to teaching global citizenship education.

Secondly, I looked at how teachers are using implementation strategies that align with the Ontario curriculum while being mindful of age-appropriateness in the elementary setting. The findings showed that global citizenship education can and has been integrated in all areas of the curriculum although the research discusses how it is usually only found in the social sciences. Next, I discussed how the participants have found support for the implementation of global citizenship education in the educational institution and the family community of the school. It was a common theme in the analysis that educators find support outside of their own classroom necessary. The research says that although there is support among other teachers, it is not often found in the administration. These participants have
given examples of how support can be found throughout a school establishment. Lastly, I highlighted how work in global citizenship education is challenged by inconsistencies in teacher training and expectations of learning goals. The participants all spoke about their own definition of global citizenship education and how they recognize that each individual has their own, which is consistent with the existing literature. They also went on to describe the challenge of finding their own resources to implement GCE since there are no existing resources available to teachers. These are the common themes that emerged during the analysis of this research.

Going into this research, I imagined that the participants would have a few examples of how they bring global issues into some lessons. However, I have found that it is so much more than that. According to the participants, global citizenship education is a mindset that has to be natural and organic to the educator, and the rest will follow. In Chapter 5, I will be discussing the implications of the findings, and the next steps I see necessary in the research field of global citizenship education.
Chapter 5: Implications

5.0 Introduction to the Chapter

This chapter is expanding upon the findings that were discussed in Chapter Four. The findings of this study are in response to the main research question of: how are a sample of elementary school teachers creating opportunities to integrate global citizenship education throughout the curriculum? After further reflecting upon the findings of this study, the implications for the educational research community are discussed along with the implications for my own professional practice in this field. The recommendations for the educational community are given after this. These recommendations are meant to help other educators take the actions needed to successfully implement global citizenship education. Lastly, directions for the areas for further research are encouraged.

5.1 Overview of Key Findings and Significance

The research for this study was done with the existing literature surrounding global citizenship education in mind. With the main research question in mind, four themes emerged from this study. These themes that presented themselves are:

1. Teachers are implementing global citizenship education because of their belief that there are benefits and positive outcomes that result from this type of learning.

2. Teachers are using implementation strategies that align with the Ontario curriculum while being mindful of age-appropriateness in the elementary setting.

3. Educators have found support for the implementation of global citizenship education in the educational institution and the family community of the school.

4. Work in global citizenship education is challenged by inconsistencies in teacher training and
expectations of learning goals.

This section will give a brief description of each theme from this study and its connection to the supporting literature.

Elementary teachers are now prioritizing the implementation of global citizenship education in their classrooms. The participants of this study have all said that this is because global citizenship education is beneficial to all students and has shown very positive outcomes. One of these positive outcomes is how GCE is a transformative pedagogy in that it is fostering activists in its own right. Larry said, “I feel like I am raising little activists, but in their own way,” and, “I feel like these kids will be able to go forward and use their privilege in a way that will be helpful to the world.” GCE provides the knowledge for students to make their own knowledgeable opinions about important events in their community, or the world and how to take this knowledge and turn it into something good. The participants say that students are able to make these connections because of how global citizenship education develops critical thinking skills all while being in an environment that encourages empathy. The relevance of the students’ learning and the ability to critically think about these topics lead to a high level of student engagement. In her interview, Hannah discusses how her Grade Ones and Twos become extremely engaged when bringing in new global issues and topics that they did not know about beforehand. She goes on to say that in her experience, these lessons are always well-received. This directly aligns with the reports on GCE given by UNESCO (2014) when they coined GCE as a transformative pedagogy. This report also goes on to discuss how global citizenship education shows a large increase in interest and engagement.

When implementing global citizenship education in the elementary classroom, teachers
are using strategies that directly align with the Ontario curriculum while still being mindful of the age of their students. The participants of this study have given specific lesson plans such as Larry’s examples of bringing GCE into math with statistics or science with real-life issues such as natural disasters or air pollution. Global citizenship has a way of finding its way into every area of the curriculum, while the research tends to look at GCE as only in social studies. Mark Evans (2006) has stated in his research on GCE that the majority of it is found in social studies. Mundy & Manion (2008) also discuss this stating that there is a surprising lack of research done on how to bring GCE into other subject areas besides social studies. A common way of integrating global citizenship education, according to the participants of this study, is to bring in one’s personal believes and values as an educator. Modelling a passion for certain topics is a way to show students how to be passionate about what they believe in, a way to show that it is okay to have these beliefs and it is encouraged. When global citizenship education is being implemented, there is a strong belief among the participants as well as the research that student-inquiry should be a component of it. Pike and Selby (2000) confirm that many teachers use inquiry activity-based learning to help students form their own opinions. Hannah mentioned that it is her goal as a primary teacher to help students wonder and experience their own connections. She says it is her job to guide the students to make those connections and care about them.

Student-centred GCE was something that all three participants firmly agreed upon.

Most often, global citizenship education is successfully implemented with much support from the educational institute as well as the community surrounding the school. Mundy and Manion (2008) have done said in their research that there is a great lack of support when it comes to implementing GCE. Perhaps it is because of the support that all three participants discussed that has made their implementation of global citizenship education so
successful. Two of the participants in this study, Larry and Hannah, come from the same school that has a global education philosophy. They both stated that it is because of this whole-school approach that they are able to bring in a new lens to teach the traditional curriculum. The outside community of this school, such as the parents of the students, have shown unlimited support for this philosophy.

Lauren had even stated that her school follows an international curriculum and families in fact search out for schools like hers. It is in this trust in the educators at these schools that these educators are able to bring in global issues and teach these important topics to the students. The community as a whole is something in itself that fosters the global mindset needed in global citizenship education according to Pike and Selby (2000).

Global citizenship education comes with many inconsistencies in both the research and the expectations of learning goals. A major problem in GCE is the lack of a concrete definition and because of this, it is unclear what is expected of teachers who are implementing it. UNESCO (2014) states that there is no one way to implement global citizenship education because the interpretations often vary and there is much uncertainty when teachers are asked to identify global education. All of the participants offered their own variation of global citizenship education and how they interpret this in the classroom. However, for future teachers who are looking to begin implementing this in their classroom, it is overwhelming when there are no concrete expectations and goals. This may also be because there seems to be no preparation for this in teacher training programs. All of the participants discussed how they had never even heard of global citizenship education when going to school to become a teacher. There is a gap in the research as to why this is not involved in teacher education while there are existing current curriculum indicatives around this area. The participants have all offered the resources they use
to implement global citizenship education in the elementary classroom, however there seems to be no distinct resources on such.

5.2 Implications

The findings from the three participants in this study have lead to implications for both the educational research community and for myself and my own teaching practice. The implications for the educational research community relate to the importance of global citizenship education in the elementary classroom and why it is necessary. For my own professional practice, the implications revolve around advocating for global citizenship education and continuing to bring my own passion for this topic into teaching and education.

5.2.1 Broad: The educational research community

The implications for the educational research community really involve understanding why global citizenship education is necessary in education, more specifically, in the elementary classroom. As our world is becoming more interdependent and complex, it is important that students are aware of the current events both locally and globally for an overall goal of creating good global citizens. Developing the multicultural skills required of a global citizen will prepare them for the interconnected world that we live in, and students will begin to understand themselves as part of their country and part of the global world (Manitoba Education and Youth, 2003 as cited in Mundy & Manion, 2008; Burnouf, 2004).

Not only is global citizenship education necessary, it has been extremely beneficial for students of all ages. Global citizenship education encourages respect of diverse cultures by using inclusive learning methods, allowing all students to participate (Pike & Selby, 2000; UNESCO, 2014). It is not merely another subject to bring in to the current curriculum; rather, it is a lens to teach all subject areas through. Larry spoke to the
transformative power of global citizenship education and its ability to highlight the relevance of subject areas to the students which aligns with what UNESCO (2014) stated when they reported that GCE shows a large increase in interest and engagement.

5.2.2 Narrow: Personal professional practice

I have become extremely passionate about integrating global citizenship education into my teaching and everyday practice. The implications of how GCE is beneficial for all students have given me more reason to continue teaching global citizenship education. I am constantly looking for ways to integrate this into my lessons, and having experience as a teacher candidate at a global education school, I have been able to do so successfully. In my future practice, I will relay the resources I have found to my teaching community in hopes of other educators integrating global citizenship education into their practice as well. This all contributes to my overall goal of helping students connect to their world and finding their own connections to their education.

5.3 Recommendations

The recommendations for further research result from gaps in the current research and literature surrounding global citizenship education. The purpose of these recommendations is to lead the educational community in the right directions to lessen the gap in the research and have global citizenship education a more accepted initiative. The recommendations include:

1. **Teachers and educators should be introduced to global citizenship education in pre-service teacher programs.** A consistent finding in this study was the participants saying that they have had no experience in their teacher training with global citizenship education. In fact, all three of the participants have never heard of this term before they were teaching at schools that included GCE as a part of their school philosophy. For
global citizenship education to become integrated in the existing curriculum, teachers need to be educated about it themselves. If teacher candidates are taught about the benefits and research behind global citizenship education, perhaps they will start their own teaching practice with prioritizing GCE, rather than only teaching the basic needs of the curriculum.

2. **Resources geared towards elementary students should be available for teachers who are committed to bringing global citizenship education into their classroom.** Much of the existing resources that are geared towards global citizenship education are meant for secondary students. While there are elementary curriculum initiatives for global citizenship education, there are no resources that are specifically meant for elementary students and GCE. The participants of this study have all spoken to finding their own resources when implementing global citizenship education. For teachers to be comfortable bringing global citizenship education into their classroom, there should be resources to help them do so to make it less daunting of a task.

3. **Whole school initiatives should be taken to fully support teachers who are implementing global citizenship education.** Global citizenship education is a holistic education philosophy. All of the participants in this study have highlighted how the support behind global citizenship education from their colleagues and from the administration is what has made it successful. A supportive community of teachers and students is how a global citizenship education mindset can truly be fostered in an educational facility.

**5.4 Areas for Further Research**

Firstly, further research on a consistent definition of global citizenship education should be developed. There is no one way to implement global citizenship education because
the interpretations often vary and there is much uncertainty when teachers are asked to identify global citizenship education (Mundy & Manion, 2008). If research could more clearly define global citizenship education, it would be easier for teachers to implement what global citizenship education entails in the classroom.

Second, global citizenship education in the elementary classroom should revolve around how to integrate it into the existing curriculum. An obstacle for teachers when it comes to implement global citizenship education is they do not know where to start. Research on implantation strategies for the classroom, for lessons and for pedagogical practices would make it much easier for teachers to begin this practice. Furthermore, implementation strategies it would be beneficial for institutions to create a whole-school approach to global citizenship education by outlining sequential steps to integration.

Finally, with so much discussion and literature surrounding global citizenship education, it is surprising to the amount of teachers and educators who have never heard about it. With curriculum initiatives that have already been published, why is implementing GCE in the elementary classroom still uncommon? How can educators take the next step to evolve to a place where GCE can be integrated more seamlessly? With these recommendations, educators can have a better understanding of global citizenship education and how to implement it.

5.5 Concluding Comments

Global citizenship education (GCE) is at the edge of becoming a very familiar term in elementary education. GCE brings in the relevance for students to connect to their own education and to their own world. This world is becoming extremely interconnected and it is the
responsibility of educators to best prepare children for their future. Fostering a global mindset in the elementary classroom will create a space where empathy is encouraged, which will help students become engaged citizens and become critical thinkers.
References


Guo, L. (2014). Preparing teachers to educate for global citizenship: Envisioning and


Appendix A: Consent Letter

Date:

Dear ________________________,

My Name is Nicole Atkins 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 a sample of elementary school teachers are creating opportunities to integrate global citizenship education throughout the curriculum. I am interested in interviewing teachers who show leadership in implementing global citizenship education and do so regularly. 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,

Nicole Atkins
Course Instructor’s Name: Dr. Angela MacDonald-Vemic
Contact Info: 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 Nicole Atkins 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 this research study, and for making time to be interviewed today. This research study aims to learn how elementary school teachers are finding opportunities for students to learn about global citizenship education through an integrated curriculum. This interview will last approximately 45-60 minutes, and I will ask you a series of questions focused on global citizenship education, your experience in this area, and how you are currently finding ways to implement it regularly in the classroom. I want to remind you that you may refrain from answering any question, and you have the right to withdraw your participation from the study at any time. As I explained in the consent letter, this interview will be audio-recorded. Do you have any questions before we begin?

Background Information:

1. What is your current position?
   a. What grade(s) do you currently teach?
   b. What grades have you taught in the past?

2. How long have you been teaching?
   a. How long have you been teaching at your current school?

3. Can you tell me more about your school? (size, demographics, program priorities, public/private)

4. Does your school have any programming relevant to global citizenship education? (e.g. clubs, activities, events, curriculum, mission statement)

5. What experiences have contributed to you developing an interest in global citizenship education and which have helped prepare you for this work?
   a. Personal experiences?
   b. Educational experiences? (e.g. university course work, teachers college, additional qualifications, professional development)
Teacher Perspectives/Beliefs:

6. What does global citizenship mean to you? How do you understand this term?

7. Do you consider yourself to be a global citizen? Why / why not?

8. How would you define global citizenship education?
   a. In your view, what are the goals of global citizenship education?

9. In your view, what are the benefits of global citizenship education? As a teacher, why do you feel it is necessary to implement global citizenship education in your classroom?

10. Where, if at all, do you see global citizenship education aligning with the Ontario curriculum? (e.g. policies, subject areas, courses)

11. In your experience, is it common for schools and teachers to enact global citizenship education in practice? What have you observed about the extent of this, and what kinds of approaches schools and teachers typically take?

12. What do you think about the dominant ways that global citizenship education is addressed in schools and classrooms?

13. In your view, do teacher education programs commonly prepare teachers for implementing global citizenship education in the classroom on a regular basis? Why do you think that is?

14. At what age and grade do you believe students should begin learning global citizenship education and why?
Teaching Practices:

15. Can you tell me more about how you implement global citizenship education you’re your teaching practice?
   
a. If I were to spend a day in your classroom, what evidence of GCE would I see and hear?

b. What subjects do you teach GCE in and why? Which specific curriculum do you connect to?

c. What opportunities for learning do you create for students to learn GCE? Can you provide with some examples?

d. What range of instructional strategies and approaches do you use when implementing global citizenship education?

e. What global themes and issues do you address in your teaching and why?

f. How do students respond to GCE? What outcomes have you observed from them?

g. What do you assess when enacting GCE and why? What forms of assessment and evaluation do you use?

16. Can you provide me with some specific examples of how you have implemented GCE across different subject areas? **use the prompting questions above as necessary. 
*ask for examples from science, math, health, ELA etc.

17. What resources have you found useful for implementing global citizenship education?
*listen and then probe for specifics re: books, websites, organizations, curriculum support materials, technology, guest speakers, field trips, physical space

   a. How did you find these resources?
18. Do you commonly encourage students to take action on global issues?
   a. If you answered yes, can you give me specific examples of the kinds of opportunities for learning you have created for them to do this?
   b. What outcomes have you observed from students as a result?
   c. If you answered no, can you explain why this is not part of your instruction on GCE?

Supports and Challenges:

19. What are some challenges that you encounter when integrating global citizenship education? How do you respond to these challenges?

20. What range of factors and school-based resources support you in implementing GCE? (e.g. leadership, demographics, community, parent support, budget allocations etc.)

21. How would you describe the school’s support in implementing global citizenship education in the elementary classroom?
   a. How, if at all, could your school or the education system more broadly further support you in this work?

Next Steps:

22. How would you like to continue to develop your teaching practice in the area of GCE? Do you have any specific goals or plans for future implementation?

23. What advice, if any, do you have for beginning teachers like me who are committed to implementing global citizenship education across a range of subject areas in my teaching practice?
24. Are there any key resources that you suggest I see?

Thank you very much for your participation in this research study!