

**IMPLEMENTATION OF A MANDATED SENIOR HIGH GLOBAL
CURRICULUM IN THE COLCHESTER-EAST HANTS
DISTRICT OF NOVA SCOTIA**

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**A thesis submitted in partial fulfillment
of the requirements for the Degree of
Masters in Education**

**Faculty of Education
Saint Mary's University
Halifax, Nova Scotia, Canada
May 1991**

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ABSTRACT

"Implementation of a Mandated Senior High Global Curriculum in the Colchester-East Hants District of Nova Scotia"

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This study was undertaken for a Nova Scotia School district during a sabbatical leave. Central to the study was the testing of seven hypotheses pertaining to Senior High School teachers in five schools in Central Nova Scotia. Their receptivity, endorsement, and preparedness to teach the impending provincial Department of Education mandated Global History and Global Geography courses was studied and analysed. Information about demography, general awareness of the new curriculum, degree of confidence in support systems, teacher academic preparedness, and the need for global education and what was needed in order to effectively implement it were also examined. The study also researched the general curriculum and global curriculum implementation literature. The study demonstrated that generally most of the teachers in the sample had very little Social Studies academic grounding outside of North America. This presents a real problem when implementing global courses that ought to have a "global perspective". The study suggested the need for teacher-centred in-servicing and study leaves. These High School Social Studies teachers studied also made a number of other suggestions to improve implementation, especially in-servicing, support materials, and time allocation for co-operative course development by teachers.

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CHAPTER ONE

INTRODUCTION'

Any curriculum innovation must focus on a number of "end users". It is axiomatic that the student must be the primary concern, but in order to get to this ultimate end user, the innovation itself must be transmitted through and via the societal and bureaucratic institution of the school and its agent, the classroom teacher. It is at the school and classroom levels that the problems and possibilities of any new or innovative curriculum are most starkly made evident. A number of potential problems need to be addressed when attempting to initiate any innovative curriculum. There is, of course, the very structure and nature of the hierarchial educational bureaucracy. Related to this, but not exclusively, is the receptivity on the classroom teacher's part to the proposed innovation itself. Similarly, curriculum developers anticipate more than just modest receptivity; they encourage, and in some cases require, a strong and enthusiastic commitment on the classroom teacher's part.

But what does the classroom teacher need? How does the teacher see him/herself within the implementation

process vis a vis the curriculum planners of the Department of Education, the curriculum consultants, the local educational bureaucracy, the intra-school administration, and the other teachers? Does the teacher view this innovation as being educationally beneficial to and needed by his/her students? Is it perceived as a substantive improvement over the existing curriculum? How can the teacher be won over to both the idea of the general worth of the innovation and also to committing him/herself to its implementation? Are teachers going to implement the new curriculum as it was intended to be applied, or are they to practice curricular "creative non-use"? Is it likely that teachers will be allied to the implementation process, or will they individually subvert it? These questions raise the concomitant issues of the degree of teacher commitment to the innovation itself, the degree of confidence that the teachers have in the administrative and implementation processes, and the amount of material and human support that shall/ought to be forthcoming.

From a logistical perspective, a curriculum innovation must be teacher-centred *before* it becomes student-centred. Of course, the *raison d'etre* must be the students, but someone has to teach it. It is, therefore, necessary to ask how academically prepared teachers are (and feel they are). This raises the issues of sample units, resource allocations, in-servicing, collegial contact, leaves of absence, and sabbaticals. All of these

questions can be raised when examining the process of implementing the new Senior High School Global History and Global Geography courses in Nova Scotia. The following study, therefore, examines the practical concerns about these innovations from the perspective of serving teachers.

This study was undertaken under the auspices of the Colchester-East Hants School Board to determine the general level of teacher preparedness for and receptivity to the anticipated changes to the Nova Scotia Public School Programme as those changes specifically relate to the High School Social Studies curriculum, i.e., compulsory Grade XII Global History and/or Global Geography. In order to do this, a research instrument was created to test seven relevant hypotheses.

DEFINITION OF TERMS

1. "International Education"
2. "Global Education"
3. "Global Perspective Approach"
4. "Interdependence"
5. "Curriculum"
6. "Process of Curriculum implementation"

In order to facilitate the enquiry process of this study, the following working definitions were adopted from Dhand and Pratt.

A single definition base for promoting global awareness has not yet been agreed upon. This creates problems because without a starting point which is agreed upon, curriculum and program planning and pre-service and inservice teacher training are inhibited. A good start would be to ... differentiate

between global education concepts which are considered [by some to be] synonymous:

1. International Education is based on the study of various geographical and cultural areas of the world.
2. Global Education views areas of the world as part of the larger, interdependent, interacting system. These areas are studied through global issues.
3. Global Perspective Approach integrates global concepts such as interdependence and conflict into the curriculum at all levels of content. This approach stresses affective learning and acquisition of knowledge, skills and attitudes.
4. Interdependence reflects the notion that persons all over the world are dependent in one way or another in the same way that communities, cities, and nations are dependent on one another for world survival.²
5. Curriculum is an organized set of formal educational and/or training intentions.³
6. ... the process of [curriculum] implementation is one of persuading people to make certain decisions. As such it is neither a curriculum process, nor an academic process, nor an intellectual process. ... In a word, curriculum change is a political process, a question of "who gets what, when, and how".⁴

STATEMENT OF PROBLEM:

It is necessary to determine the dominant attitudes of the High School Social Studies teachers in the Colchester-East Hants District towards Social Studies curriculum change in general and the Global innovations in particular. The intention of this study is to isolate some of the important conditions and factors that will likely relate directly to the implementation of the new Senior High School global curriculum. After all, the

teachers will be the ones to actually implement it. If there were some common views made evident, then perhaps this would give the implementation planners and in-service co-ordinators some points of reference from which to begin. If, for example, the aggregate attitude (i.e., the local curricular culture) towards the new curriculum were very negative, then this would require considerable attention. If, on the other hand, the local curricular culture endorsed the intent of the new curriculum, but felt inadequately prepared to implement it, then the implementation planners and in-service co-ordinators could concentrate on practical, unit-oriented, classroom-focused materials.

The research sought to test the following hypotheses: Senior High School Social Studies teachers in the Colchester-East Hants District ...

1. have sufficient and appropriate academic background to teach the new global education.
2. are fundamentally receptive to the idea of global education.
3. are fundamentally supportive of the proposed global curriculum for the senior high schools.
4. are aware and knowledgeable of the intent, content, and structure of the two new global courses proposed for Grade XII.
5. have in their schools sufficient resources to teach the new global curriculum.
6. have been adequately involved in the curriculum development process.

7. have confidence in the existing administrative and support systems for the effective implementation of the new global curriculum.

The hypotheses address several crucial issues. Academic background and preparedness of the teachers are raised. Since the proposed teaching units deal with diverse and complex topics of global implications (for example, in Global History: East/West; North/South; Justice; Technologies; Social Change; Future Powers; Interdependence), it is important to determine how many teachers have academic backgrounds in the global-related areas. If one could isolate the academic strengths and weaknesses in the District and in specific schools, this information might help in defining the in-servicing needs of the teachers, study-leave possibilities, and the sabbatical selection criteria.

In order for the new curriculum to be implemented in a manner consistent with the guidelines of the Department of Education, one should not just determine the academic strengths and weaknesses of the teachers involved in the curriculum implementation. It is also worthwhile to ascertain the amount of teacher support or resistance for the very idea of the curriculum innovation. This has two elements. Firstly, do the teachers themselves see the intrinsic worth of global education; and secondly, do they feel that it has a legitimate place in the curriculum? The study has sought

to find out how receptive these Social Studies teachers are to the aspirations and intentions of global studies generally and of the new Global History and Global Geography courses specifically. Since teachers are left to actually implement curriculum, their attitudes regarding the "worth" of the curriculum changes are central to its effective implementation.

Once teacher commitment to the idea of the new curriculum is perceived, one ought to then determine what the teachers actually know about the curriculum innovation as set down in the draft proposals by the Department of Education. Are the teacher perceptions of Global History and/or Global Geography similar to and consistent with the intent, content, and structure of the draft proposals as set down by the Nova Scotia Department of Education?

An important part of any new curriculum implementation involves the available teaching resources and materials. In order to ensure the efficacy of the implementation, teachers and students require materials (texts, secondary sources, audio-visual hardware and resources, etc.). It is important for the teachers to know what is available to them in their schools, in the possession of their colleagues, and how to acquire necessary teaching materials. Teachers were asked about their access to relevant teaching materials.

An overriding theme of the implementation literature is that the effectiveness of new or innovative

curriculum implementation is determined by a number of interdependent factors. It is important that teachers be involved in the planning, development, and implementation stages. This sense of participation should go beyond the involvement of the few who develop or test the new curriculum. This study has sought to determine the general "feeling of involvement and consultation" among the High School Social Studies teachers of the five senior high schools in the District.

Administrative structures in the schools and throughout the District, as well as the implementation and curriculum development and implementation support systems from the Department of Education, the NSTU Global Studies Project, the District curriculum committees, and the individual school department heads are all intended to further the smooth implementation of the new global curriculum. They aim to serve the teachers, so the teachers can serve the students. It is within this context that the issue of confidence based upon anticipated effectiveness arises. In other words, do the teachers feel confident that these agencies and offices will effectively contribute to the teachers' practical concerns of effectively teaching the new curriculum?

METHODOLOGY/POPULATION SAMPLING/STUDY DESIGN/PROCEDURES:

Sample:

All Senior High Social Studies teachers in the Colchester-East Hants District were given the

questionnaire (see Appendix). Of the forty (40) questionnaires issued, thirty-seven (37) were completed, or 92.5%. Of the three who did not complete it, one teacher at Hants North said it should not apply to her as she only taught one section of Social Studies, and her background had little if anything to do with Social Studies; hence, she felt she would never teach a global course. The other two "no-shows" came from the Cobequid Educational Centre (CEC). One was just not returned. The other was returned, but without the first eighty-one closed questions completed.

Of the thirty-seven in the sample, six teachers taught at Hants East Rural High School in Milford, five at South Colchester Rural High School in Brookfield, four at North Colchester Rural High School in Tatamagouche, eighteen at the Cobequid Educational Centre in Truro, and four at Hants North Rural High School in Kennetcook.

RESEARCH INSTRUMENT:

This was an eighty-six (86) question instrument: Question #1 to #81 were closed, while Question #82 to #86 were open.*

- i. Question #1 to #15 dealt with personal, professional, and academic information: school, age, teaching experience, and academic background related to the global curriculum.
- ii. Question #16 to #38 dealt with each teacher's general awareness of the new curriculum, his/her feelings about the need for the new curriculum, and the amount of consultation and information received.

- iii. Question #39 to #48 sampled the "degree of confidence" teachers have in various administrative and support bodies or agencies.
- iv. Question #49 to #71 focussed specifically on the content of the new Global History and Global Geography courses. Significantly, only those twenty who indicated more than a vague awareness of the proposed global curriculum were asked to respond to this section.
- v. Question #72 to #81 were quotations taken from an article by Cavanagh and Styles (1983)*. Teachers were asked to agree/disagree on a 1 to 5 scale. The intent of these ten statements was to establish an open and non-threatening atmosphere for the subsequent open format section, so that every respondent would and could feel at ease in expressing personal views in an honest and forthright manner.
- vi. The open section of the questionnaire included five questions, from #82 to #86.

The raw scores from the survey/questionnaire were tabulated by computer. The computer produced a numerical and percentage response for each question (see the questionnaire in the Appendix). The questions and responses were organized and analysed in order to describe whatever pattern, if any, was evident.

Using the Statview⁷ statistical software programme, a correlation matrix for variables was created from Question #16 to Question #49 in order to establish the strength of the relationship (R) of teacher confidence and curricular awareness to receptivity. Mean scores were also compared in a series of one factor ANOVA analyses between the five schools and Questions #39 to #48 respectively.

ENDNOTES: CHAPTER ONE

¹In 1990, the Sabbatical Selection Committee of the Colchester-East Hants District, with the endorsement of the Board, granted me a sabbatical for the 1990-1991 academic year. The overall intent of my year of study, preparation, and reflection was to equip myself to teach the soon-to-be-implemented global curriculum at the Grade XII level. In addition, and central to my sabbatical year, I was to undertake a study into the implementation of this new Nova Scotia High School curriculum in the Colchester-East Hants District.

²Harry Dhand. *What Research Says to the Social Studies Teacher: A Handbook for Teachers*. (1989). (University of Saskatchewan, Saskatoon: Department of Curriculum Studies), pages 136-137.

³David Pratt. (1980). *Curriculum: Design and Implementation*. (New York: Harcourt Brace Jovanovich), page 4.

⁴*Ibid.*, pages 425-426.

⁵Refer to a full copy of this document in Appendix One.

⁶Gary Canavagh and Ken Styles (1983). "The Implementation of New Curriculum Guidelines and Policies: Twenty Frequently Heard Objections -and Responses to Them", *Education Canada*, V23 N1, 9-15.

⁷Statsview, Calabasas, California: BrainPower Inc., 1986.

CHAPTER TWO

CURRICULUM IMPLEMENTATION THEORY GENERAL LITERATURE REVIEW

There is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things. For the reformer has enemies in all who profit from the old order, and only lukewarm defenders in all those who would profit by the new order. This lukewarmness arises partly ... from the incredulity of mankind who do not truly believe in anything new until they have had actual experience of it.

-Niccolo Machiavelli, circa 1520

Much of the literature pertaining to curriculum implementation theory recommends that greater recognition should be given to the role and contribution that teachers can and should make in the process of effective implementation.' Although this study dealt with the implementation, rather than the development of new curriculum in High School Social Studies, it is evident from the literature that a high degree of teacher involvement should take place at all levels. Theory suggests that the greater and broader the teacher-involvement, from the initial exploratory and developmental stages towards the final stages of curriculum implementation and assessment, the more

co-operation (hence less resistance) there will be.³ There will be a greater disposition on the part of teachers to willingly teach the new curriculum when "teachers ... are involved in the writing of curriculum and/or ... have the opportunity to reflect on a new curriculum and ... make whatever adaptations of adjustments ... (are deemed) necessary".³ Real, rather than perfunctory involvement and/or reflection conveys a serious and respectful message to the classroom teacher who would then be much more likely to perceive and endorse the value of the new curriculum. "To impose a curriculum on a teacher without concern for the values or expectations of the teacher is to invite a situation where the teacher might well never become involved in the new curriculum".⁴ Even if that alienated teacher comes to teach the new curriculum, it is perhaps likely that he/she will do it in a begrudging or resentful or cynical or in a less than enthusiastic or committed fashion. *Dictum* from above is often subverted from below.

Even if there is little overt or covert resistance, as a matter of course one can expect a healthy degree of scepticism from teachers. This scepticism may very well be based upon teachers' previous professional experiences. Many are conservative when expected to embrace innovation; many have seen new curricula come with great fanfare and in time pass away or deteriorate; and some are mistrustful about taking on the role of

laboratory guinea pigs for a new curriculum.* Cavanagh and Styles illustrate this in their "Twenty Frequently Heard Objections-And Responses To Them"*, an analysis that primarily dealt with the implementation of new guidelines for existing curriculum, rather than the implementation of a totally new curriculum. This professional scepticism may in itself have a positive effect on the implementation process, since it may force curriculum designers, in-service co-ordinators, and others to focus in on those practical concerns that teachers address on a daily basis in the classroom.

The purpose of curriculum implementation is to improve program and, as a result, student achievement. Implementation involves people -their ideas, beliefs, attitudes, decisions and actions. Implementation also depends on policies and curricula -objectives, strategies, resources, evaluation practices and timelines. It is people who carry our implementation and the success of an implementation plan hinges in part on what people decide to do and what they fail to do.'

It is obvious that if one wishes to find out what teachers think and feel about something that one should ask them. Unfortunately, teachers are rarely asked about things that directly relate to them, to that which they do most and best, and to that which comes closest to their *raison d'etre*, that is classroom curriculum and instruction. Too often teachers are ignored and/or mistrusted when curriculum development and implementation are considered. And when teachers

experience difficulties and express them, they are often "made to feel like failures by administrators if they admitted difficulty in coping with the new situation".⁹ Mutual mistrust mitigates against effective curricular implementation. If we want enthusiastic and creative implementation, rather than "creative nonuse", then we probably need to address curriculum implementation from a teacher-centred perspective.

This is not to say that all teachers will become enthusiasts once they are "involved" in the process of implementation. Teacher attitudes towards innovation have been well described. It can be reasonably anticipated that 5% will be "enthusiasts"; 25% will be "supporters"; 40% will be "acquiescers"; 25% will be "laggards"; and 5% will be "antagonists"¹⁰. By focussing on and tapping into the expertise of 70% of the teachers who are enthusiasts, supporters, and/or acquiescers, the laggards will eventually "come aboard", although reluctantly, belatedly, and unenthusiastically. In so doing, the antagonists will be disarmed.

Much resistance by teachers is solidly based on personal experience of manipulation and other kinds of assaults upon their integrity."

To the educational innovator of the 1990's has been bequeathed an unfortunate legacy of mismanaged and ill-managed attempts at curricular reform throughout the previous quarter century. In High School Social Studies the contentious examples of Canada Studies and Maritime

Studies spring to mind. In many instances, when it came to the designing process of the innovation, teacher involvement had more appearance than reality.

Substantive innovation decisions fell within the domains of the academics, the experts, the ambitious.¹² Once initial decisions were taken and the process towards an innovation was begun, the whole endeavour tended to take on the appearance of a cloistered orthodoxy, to which only the chosen few had access and to which doubts and fundamental criticisms should not be posed. In the case of the then-proposed Maritime Studies, this resulted in a mistrustful, occasionally adversarial, even nasty relationship between the ordinary classroom teacher who wanted to know what revisions to the existing curriculum were being proposed and planned on the one hand, and those responsible for the development of the emerging curriculum on the other. There were a number of very testy confrontations between representatives from the Department of Education and teachers at annual provincial in-services. The mutual mistrust tarnished relations. As one of the products of insecurity, mistrust can stain the atmosphere and undermine the reforms.

Thus it may be seen that change is a complicated process of action and interaction. A favourable climate of opinion provides a thread that will tie together workers in a feeling of mutual support. Such a climate grows out of mutual respect for each other and essence of loyalty to the official

leadership."

Perhaps feeling excluded from the curriculum development process, feeling mistrustful of the intent or application of the reform and/or those leading it, and even feeling shunned or unrespected by those who are planning the curriculum innovation, teachers react in their own ways. Excluded, mistrustful, and shunned, yet expected to implement an imposed curriculum, many teachers have tended, as Clark points out, to find "educationally sound methods for coping, including creative non-use".¹⁴ Clark described and analysed "creative non-use" in a 1986 study of the implementation process of a newly adopted Social Studies curriculum in Alaska. Creative non-use could mean that teachers adapt and apply new curriculum to their existing methodology, rather than taking on a totally new teaching methodology. Further, it could mean actual subversion of new content and methods. Non-use is greatest amongst those who have the least commitment to the new curriculum.¹⁵ Some teachers are more creative than others in adapting the old to the new, so that in many cases the new becomes almost indistinguishable from the old. It therefore follows that if the new global curriculum envisages new attitudes, perspectives, and methodologies on the teacher's part, then this issue of "creative non-use" needs to be confronted.

Clark also found that the more closely teachers are involved in all stages of the curriculum development

process, the more effective that implementation will be and the greater the degree of congruence between what is actually taught in the classroom and the planned curriculum itself. Krimpston also studied congruence and attempted to measure congruence between what is taught and what the curriculum intends to be taught.¹⁶ His study was done in a large Mid-Western U.S. school district. At the secondary level, congruence tended to diminish as teachers adapted the curriculum to their own beliefs and practices about curriculum needs. This raises the obvious question about implementation: How can one cultivate and develop a greater degree of teacher commitment to the innovation so that there will be greater congruence between the planned innovation and its actual classroom application? Logistically, teachers need revised resources and materials to teach the new curriculum. Krimpston, Pratt, Clark, and Katz would argue that practical support for the teachers is a necessary adjunct to any attempt to build teacher confidence. For example, sample lessons and/or units would facilitate the implementation of the new global curriculum. To stop here, having placed some materials and resources in the teachers' laps, is probably not enough. It is necessary to stimulate the personal and professional commitment to the new curriculum. For this reason, it is important that teachers be integral participants in the overall implementation process. They should be involved in assessing, as Krimpston puts it,

the "fidelity"¹⁷ of the implementation, freely encouraged to evaluate and constructively criticize elements in the overall curriculum, and perhaps even provided release time to work with peers or attend formal training sessions.¹⁸

As the flow of blood is essential to human life, so direct personal contact is essential to the propagation of innovation ... Who knows whom and who talks to whom are powerful indicators of where and when an innovation is accepted, or if it is accepted at all.¹⁹

... word-of-mouth promotion by a friend or colleague weighs more heavily than scholarly arguments written by unfamiliar experts or directives from remote school officials ... face-to-face contact is more likely to change attitudes.²⁰

The nature and structure of the educational hierarchy tends to inhibit face-to-face contact. Because various schools and teachers function fragmentally one from the other, with little professional interaction and ongoing support, innovative ideas tend to cluster around specific individuals. To this must be added the hierarchical Department-Central Office-school administration-classroom teacher structure. Little face-to-face contact occurs, and when it does (i.e., formal in-services, addresses by "visiting" officials, or policy statements by administrators), almost without exception, messages *come down from above*. Much of what passes for "contact" is really a series of written memoranda along the hierarchical chain-of-command.²¹ On

the other hand, the Taba Model recommends a "grass-roots" approach in which curriculum would be formulated by practicing classroom teachers rather than handed down by higher authority.²²

The teacher does not usually initiate an innovation, but he almost always decides whether he will implement it or not, more precisely the degree to which he will use it. The teacher's power in educational innovation is that he can veto for himself. He is the ultimate consumer.²³

Regardless of the detail to which any new curriculum is spelled out, whether it be in minutia or by way of general exhortations, in the final analysis it is left to the teacher-user to apply the innovation on site. Teachers adapt, shape, craft, and engineer innovations into forms that fit the unique features of their own classroom and to their perceptions as to what their places are in their teaching environments.²⁴

New curriculum, such as Global History and Global Geography, require considerable supportive material and personal resources. Materials can be acquired, collected, and catalogued to meet specific needs. If new funds are allocated (as they should be for new curricula), then appropriate materials can be made available. Similarly, if administrators are sincerely and clearly committed to the innovation, teachers are much more likely to enthusiastically involve themselves in implementation.²⁵ Administrators who seem to hide behind trendy jargon and who demonstrate little, if any,

practical knowledge of the classroom cannot realistically expect wholehearted enthusiasm and risk-taking from the teachers. Similarly, "halfhearted administrators can only expect a lukewarm response from teachers".²⁶

Even if there is considerable commitment in materials and administrative resources, teachers require a personal level of expertise in order to actually teach the new curriculum. Many teachers in the District reiterated this point in their responses to the survey-questionnaire. (See Questions 85 and 86 in Appendix.) As the saying goes, in the end, it all comes down to the teacher in the classroom with the "chalk and the talk". Especially from the teachers in the smaller high schools in the Colchester-East Hants District, there has been a call for a concerted effort towards in-servicing and resources allocation. Content and concept rich courses, such as the new global courses, first require a firm and confident grasp of the content and concepts by the teacher. To feel inadequately grounded in the material, to feel academically insecure, can only undermine any effective implementation. Effective in-servicing can help address this crucial concern. Although experience has demonstrated that teachers can and will "cope" without effective in-servicing (some better than others, depending on academic background, interest, and personal commitment to the new curriculum), for many "coping" is not

satisfactory. In many cases, there is the likely prospect that teachers will indulge in creative non-use by continuing to do what has served them in the past, with at most a few surface modifications. From a practical teacher-centred viewpoint, when confronted with new curricula, teachers require expertise in the subject matter (What is to be taught?), a practical understanding of the methodology or pedagogy of instruction (How to teach the subject material?), as well as a vision of curriculum design (How the innovation adapts to the overall curriculum?)²⁷

What, therefore, are the crucial tasks required in order to effectively implement any new curriculum innovation, including one as far-reaching as the global innovations? Firstly, it is necessary for the teacher to isolate and identify the goals that the innovation is intended to accomplish for the students. Through face-to-face contact and in-servicing, teachers need to be encouraged to take as their own the goals in the interests of their students and society in general. Goals should be defined in terms of student-oriented objectives: what the student should learn from the innovation; and what he/she should know, feel, and/or be able to do at each stage. Secondly, once the goals are defined, then "goal-relevant practices" need to be communicated to the teachers and developed by the teachers. It is necessary to know what classroom practices might be used that differ from those already

being applied. From the global studies perspective, for example, this would involve activities and attitudes that would alter some of the focus of attention from a North American or European centred view to a more inclusively global view wherein the perspective would be from the Third World looking at the First World, rather than *vice versa*. And thirdly, since no curricular innovation is really a complete packaged whole, further and ongoing development and refinement is needed in order to implement the stated goals.²⁰

ENDNOTES: CHAPTER TWO

¹This is a common and recurrent theme from a number of sources: Albert I. Oliver. (1971). *Curriculum Improvement: A Guide to Problems, Principles, and Procedures*. (New York: Dodd, Mead & Company, pages 415-457; David Pratt. (1980). *Curriculum: Design and Development*. (New York: Harcourt Brace Jovanovich, Inc.), pages 425-443; Kenneth A. Leithwood, ed. (1982). *Studies in Curriculum Decision Making*. (OISE Press: The Ontario Institute of Studies in Education), pages 247-248.

²Again, this theme recurs throughout the literature. It has the appearance of being an obvious truth that seems to require recurrent emphasis. One gets that sense that it is re-emphasized because it is a case of the obvious either being overlooked or ignored: Sheldon F. Katz. (1981). *Curriculum Innovation: Teacher Commitment, Training, and Support*, paper to the Annual Conference of the American Educational Research Association, April 1981, (ERIC Document 200546), page 19; Patricia Chamberlain Clark. (1986). *Classroom Realities and Creative Nonuse*, paper to the Annual Meeting of the California Educational Research Association, Nov. 1986, (ERIC Document 278103), page 6; Pratt, *op. cit.*, pages 82, 111, 297-298; Oliver, *op. cit.*, page 446.

³Katz, *op. cit.*, page 18.

⁴*Ibid.*, page 10.

⁵Pratt, *op. cit.*, page 432.

⁶Cavanagh and Styles. (1983). *op. cit.*, pages 9-15.

⁷*Ibid.*, page 14.

⁸Geraldine Erickson. (1988). "Teacher Perspectives and Educational Innovation", paper to the Annual Meeting of the American Educational Research Association, April 1988, (ERIC Document 302931), page 1.

⁹Clark, *op. cit.*, page 6.

¹⁰Pratt, *op. cit.*, page 427.

¹¹*Ibid.*, page 426.

¹²This is an opinion held by many teachers. In the open section (see Appendix with Question 86), one teacher felt that innovation decisions were being left to a "clique-y" few. In visiting the schools, a number of teachers conveyed some mistrust of the new curriculum because of the perceived exclusiveness in the developmental and piloting stages. Pratt is very emphatic about the reasons for this mistrust: [Pratt, *op. cit.*, page 432]

Educators have often become victims of magic formulae and panaceas that have been oversold by those with a commercial, political, or psychological investment in bringing about surface changes, and their reluctance to be taken in again is both understandable and justifiable.

It is of interest, however, to note that on the basis of Question #77 of the survey, most teachers in the Colchester-East Hants District (62%) did not feel that the global curriculum innovation was being motivated by ulterior self-serving career motives. From Question #79, on the other hand, there was considerable skepticism about the "follow-up" and "follow-through" of curriculum implementation generally: 44% were somewhat to strongly dubious. (See Appendix One.)

¹³Oliver, *op. cit.*, page 425.

¹⁴Clark, *op. cit.*, page 5.

¹⁵Richard D. Kimpston. (1983). *Curriculum Fidelity and Implementation Tasks Employed by Teachers*, paper presented to the Annual Meeting of the American Educational Research Association in Montreal, April 1983, (ERIC Document 271476), page 24.

¹⁶*Ibid*, pages 1-27

¹⁷*Ibid*, pages 10-11.

¹⁸Katz, *op. cit.*, page 19.

¹⁹Ernest R. House. (1974). *The Politics of Educational Innovation*, (Berkeley, Cal.: McCutchan Publishing Corporation), page 6.

²⁰Pratt, *op. cit.*, page 26.

²¹House, *op. cit.*, page 10-15.

²²Hilda Taba. (1962). *Curriculum Development: Theory and Practice*. (New York: Harcourt, Brace, Jovanovich), pages 456-459.

²³House, *op. cit.*, page 67.

²⁴Leithwood, *op. cit.*, pages 247-250.

²⁵Pratt, *op. cit.*, page 431.

²⁶*Ibid*, page 431.

²⁷*Ibid.*, pages 431-440.

²⁸Leithwood, *op. cit.*, pages 247-250.

CHAPTER THREE

CURRICULUM IMPLEMENTATION THEORY GLOBAL LITERATURE REVIEW

There is one outstandingly important fact regarding Spaceship Earth, and that is that no instruction book came with it.
-Buckminster Fuller

As part of the rationale for altering the compulsory High School credit system in Nova Scotia and for instituting two new Grade XII global social studies courses, the *Report of the Advisory Committee on the Public School Program* in June 1987 emphasized that the "growing interdependence of nations" should be reflected in "a more global approach to social studies" that would build upon the Canadian Studies base at the Junior High level.¹ In May 1989, the N.S. Department of Education issued the *Global Geography Draft*. In its section on "Rationale & Goals", the *Draft* emphasized the need to develop "within our children a sense of global responsibility, not only toward our fellow humans, but toward the planet itself ... [requiring] a global understanding, a realization of the interdependence of things...."² The Department's *Global History Draft* of June 1989 also highlights the need for developing in the students an appreciation of and for their planet's "interrelatedness" from an historical perspective.

"All graduates of Nova Scotia's public school system must have been given the opportunity to grasp the significance not only of the the concept of interdependence, but also of its origins. The discipline of history can provide this opportunity."

Addressing the question of "Why Global Education?" and making its case to the National Association of Elementary School Principals in the United States, Collins and Zakariya assert that

We live, like it or not, in an era of global interdependence. Nations rely on one another for raw materials, food-stuffs, consumer items, energy sources, technology, and the know-how to produce and use all of these -the tangible goods and services ... that add up to international commerce. But we are equally, though perhaps less tangibly, dependent on one another for knowledge, for power, for protection, and for appreciation of the great diversity of peoples and customs that are all part of our world.'

Although the literature has not, as yet, provided a mutually agreed upon definition for global education *per se*, we are able to delineate characteristic that are fundamental to developing "global awareness".⁹ If global education has not been defined, nor either has international education. It is not unusual for there to be no distinction at all made between international and global education⁴, and the term "world studies" has been used instead of either international or global studies.' A 1991 internal document dealing with *International*

Education at St. Mary's University points out, "with this wide variety of definitions, and an almost interchangeable terminology we must conclude that international education not only has many facets but that [it] is also potentially an extremely varied and complex part of an education programme." David Ferns, Director of the Global Education Project for the NSTU, maintains that there is "no neat packaged definition" for global education, but that there are five "themes and issues that are widely accepted" and that recur with the "common denominators ... [of] interdependency and interconnectedness": environmental education; gender relations education; peace and conflict resolution education; futures education; and development education.'

In 1979, Robert G. Hanvey, one of the pre-eminent global education theorists, set down "five key dimensions"¹⁰ of what constitutes a global perspective in the curriculum. Firstly, there is the Perspective Consciousness or the recognition that one's own vision of the world is not necessarily shared by everyone else on the planet. This presumes, of course, that *truth* is a very relative thing indeed, dependent upon such factors as one's location, culture, economy, and history. His second key dimension is termed as State of the Planet Awareness in which the demographic, technological, economic, peace and/or conflict conditions on the globe are developed and their interconnectedness is

demonstrated. Cross-Cultural Awareness is the third dimension in creating a global perspective. This would develop "a sense of humanness of all people and greater self-awareness can result". The study of *systems* is involved in the fourth dimension, Knowledge of Global Dynamics where the world is shown as "an enormous organism ... of interconnected parts". The last dimension is the Awareness of Human Choices. Here we may have "a more conscious use of [global dimension] knowledge in planning human action."¹¹ These themes or dimensions recur throughout the global education literature in various, yet very similar forms.¹²

In emphasizing the theme of interdependence in the new Global Geography and Global History courses, the proposed curriculum also enunciates the principle that "we must instill ... within our young people a sense of global responsibility."¹³ With this comes a recognition of one's own personal place and responsibility within an interdependent world. Similarly, Dhand maintains that "through global education, teachers can foster the ability to make decisions, reach judgements, think reflectively and critically, solve problems and contribute to global welfare" in the spirit of personal membership in "loyalty to the global society."¹⁴ To these ends, global education acts as a vehicle for the advocacy of global issues, aiming at the "transformation process in education ... so that the learning programmes ... more closely relate to the social reality that

pupils experience in their lives."¹⁰

As a transformational process, whereby and through which one's social responsibility is developed, one learns how to "effect structural change and so participate in the transformation of the world"¹⁶ Global education has implicit and explicit advocacy or pro-active components. Hicks clearly states in his discussion of peace education that it "is teaching *for* peace and not merely *about* peace".¹⁷ In the goals section on Global History, the N.E. Department of Education's draft document maintains that the curriculum intends to enable the students

to understand that their futures are directly linked to the principle of interdependence, and as educated members of a free society they have the opportunity and responsibility to promote this principle".
[italics added]¹⁸

Similarly, the *Global Geography Draft* in Unit 8, titled "The Future Planet -Under New Management", clearly and eloquently advocates that

what is needed ... to make the course meaningful is a firm commitment on the part of individuals that they must play a role in ensuring that the future of the planet is a happy one ... [by placing] the challenge of commitment before those whose inheritance is at stake, to the pupils themselves."¹⁹

The curriculum, therefore, is meant not just to be didactic; it has a pro-active, reformist, and

interventionist intent as well. Many global problems, such as acid rain, pollution, depletion of non-renewable resources, and the effects of nuclear technology, are generated by technology. Global education is seen as a preliminary step towards needed action. Although not a panacea in itself, global education is regarded by some as a beginning along the "road to recovery, for without worldwide global concern humanity may ignore unseen problems until it is too late."²⁰ It is also viewed as a requisite for strengthening democracies that depend upon an engaged, informed, and active citizenry²¹ or as means for students to acquire the skills, knowledge, and attitudes to analyse and deal with global concepts, issues and/or problems²² or as a vehicle for the explanation of the "moral values of other races, religions, and ways of life"²³. Others view it more radically, as a means to "prepare agents of transformation who are able to critique society from a human perspective ... Global Education is education for change".²⁴

The role and tone of the global classroom and the global classroom teacher is central to the objectives assigned to global education. In order to be really effective, any curriculum innovation needs to be "owned by the teachers themselves"²⁵. Teacher involvement and commitment must be cultivated through in-servicing and as part of the formal teacher educational and certification process.²⁶ The global classroom is the

medium to convey the global messages of co-operation, affirmative attitudes, tolerance, and mutual respect.²⁷ This may be viewed by the teacher as advocacy by example. A positive global awareness would be shown through the example set by the global classroom teacher, whereby the students see global values practiced. This would go a long way in developing in the students the "ability to see things from another's viewpoint ... [which] is a major goal of global education".²⁸ In so doing, the teaching materials and methodologies should foster the development of the appreciation, respect, understanding, and empathy for "how different people view a situation ... considering many different perspectives."²⁹

Considerable emphasis has been placed on the methodologies and means whereby global education may be transmitted in the classroom situation by globally committed teachers. Although the new global courses slated for the Nova Scotia senior high schools focus on the development of two separate and distinct courses (Global History and Global Geography), the prevailing global literature sees global education as a process and perspective to be integrated and incorporated into the existing curricula.³⁰ This has been referred to as the "infusion technique"³¹. It maintains that global education ought to begin early and progress throughout public schooling, since "what children learn at any age builds on and is influenced by what they have already

learned".³² Citing a 1975 study on stages of learning, Collins and Zakariya state that the "research also indicates that the middle grades (five through eight) are a particularly important period in international learning".³³

Fundamental to any rationale and justification of a "global perspective" in education is the recognition that "[at] this time in history, we need a broader concept of citizenship"³⁴ beyond the local, regional, or national levels and towards one that visualizes in terms of a global society.³⁵ By viewing the world mainly in terms of a collection of independent sovereign nation-states, by perceiving the world outwardly from the excluding and exclusive perspective of each nation-state or alignment of nation-states, we have not cultivated or developed an interdependent or interconnected global perspective, whereby the "world of today can best be understood as a singular, albeit complex, system."³⁶ In 1980, the Task Force on Contemporary World Studies of the State Department of Education in Minnesota listed six primary goals that ought to be addressed as part of any global programme that seeks to develop "global citizenship". Emphasizing interdependence, global patterns, and futures perspectives, they commented on the need to pay attention to the "systems" factor in global education.³⁷ These systems or patterns of interaction³⁸ may be found in diverse areas (such as science, politics, trade, to

name a few) so that we see "the globalization of the human condition".³⁹ Even our culture is becoming increasingly globalized.⁴⁰

Although the global curriculum literature gives no universally accepted definition of global education *per se*, it does set down a number of accepted principles that determine if one's curriculum is global in nature. As stated above, Hanvey set down his "five key dimensions...[of a] global perspective"⁴¹, while Pike and Selby speak of "five aims of global education which constitute the irreducible global perspective"⁴². Since a global education definition still appears to be in the developmental stage, perhaps it is suitable and helpful to conclude by stating what global education is not.

First and foremost, it's not a form of political ideology or a subtle advocacy of "one-worldism". It's not a single new social studies course or a series of separate unrelated lessons, nor is it intended to replace subjects or courses already being taught. And global education doesn't mean simply doing more of what you've already done under a new label. And finally, though it need not be an expensive add-on, global education can't really be taught successfully without at least some cost and effort.⁴³

ENDNOTES: CHAPTER THREE

¹"Report of the Advisory Committee on the Public School Program", *Education Nova Scotia*, Nova Scotia Department of Education, Vol XVII N4, June 1987, page 4.

²*Global Geography Draft*, Nova Scotia Department of Education, May 1989, page 1. In setting own six goals of global geography education, the *Draft* states the importance of studying individual and collective responsibilities, interrelationships, interdependencies, global mechanisms and systems, global trends, changing conditions, global diversity, and respect for and appreciation of different cultures as they each affect and respond to the environment.

³*Global History Draft*, Nova Scotia Department of Education, June 1989, page 2.

⁴H. Thomas Collins and Sally Banks Zakariya. eds. (1982). *Getting Started in Global Education: A Primer for Principals and Teachers*. (Arlington, Virginia: National Association of Elementary School Principals), page 2.

⁵Harry Dhand. *op. cit.*, page 136.

⁶*Introducing: The World -A Guide to Developing International and Global Awareness Programs*. (1985). (Toronto: Reford-McCandless International Institute), page 2.

⁷Simon Fisher and David Hicks. (1985). *World Studies 8-13: A Teacher's Handbook*. (New York: Longman Inc.), pages 8-9.

⁸Robert A. Sargent. (1991). *International Education at Saint Mary's University*. Saint Mary's University Faculty of Education internal document, February 24, 1991, page 1.

⁹David Ferns. "Global Education", lecture at Saint Mary's University, Halifax, N.S., February 25, 1991.

¹⁰Robert G. Hanvey (1982). "An Attainable Global Perspective (Synopsis)", page 20. In Collins and Zakariya (eds.). *op. cit.*

¹¹*Ibid.*, page 21.

¹²Dhand, *op. cit.*, pages 139-141; John J. Cogan (1982). "Global Education: Opening Children's Eyes to the World", page 10. In Collins and Zakariya (eds.). *op. cit.*; Graham Pike and David Selby. (1990). *Global Teacher, Global Learner*. (London: Hodder and Stoughton), pages 34-35.

¹³Global History Draft, *op. cit.*, page 46.

¹⁴Dhand, *op. cit.*, page 136.

¹⁵Patrick Whitaker. (1988). "Curriculum Considerations", page 34. In D. Hicks (ed.). *Education for Peace: Issues, Principles, and Practice in the Classroom*. (London: Routledge).

¹⁶Thomas G. Lyons. (1990). *An Approach to Global Education Within The Existing Curriculum*. (Toronto: CIDA Project), page 1.

¹⁷David Hicks. *op. cit.*, page 17.

¹⁸Global History Draft, *op. cit.*, page 2.

¹⁹Global Geography Draft, *op. cit.*, page 31.

²⁰Dhand, *op. cit.*, page 136.

²¹Thomas Lyons and Eileen Lyons. (1988). *World Issues: A Perspective on Global Education*. (Scarborough, Ontario: Educational Awareness), page 1.

²²Hicks, *op. cit.*, page 8.

²³*Ibid.*, pages 8-9.

²⁴Lyons, *An Approach, op. cit.*, page 5.

²⁵Robin Richardson. (1988). "Changing the Curriculum", page 234. In Hicks (ed.). *op. cit.*

²⁶Pike and Selby, *op. cit.*, pages 275-281; Richardson, *op. cit.*, pages 234-240.

²⁷Hicks, *op. cit.*, pages 9-17; Pike and Selby, *op. cit.*, page 60.

²⁸Dhand, *op. cit.*, pages 140.

²⁹*Ibid.*, page 141.

²⁰Dhand, *op. cit.*, pages 140-1; Hicks, *op. cit.*, pages 11-17; Cogan, *op. cit.*, page 10; Collins and Zakariya, *op. cit.*, page 3.

²¹Lyons, *An Approach, op. cit.*, page 1

²²Collins and Zakariya, *op. cit.*, page 3.

²³*Ibid.*, page 3. They cite the study done by Richard Remy et al. (1975) *International Learning and International Education in a Global Age*, Bulletin 47 (Washington: National Council for Social Studies), page 40. Dhand, *op. cit.*, pages 140-141 discussed the "five developmental stages through which humans pass on the road to understanding others: 1. Egocentric Perspective-Taking ... 2. Subjective Perspective-Taking ... 3. Self Reflective Perspective-Taking ... 4. Mutual Perspective-Taking ... 5. Societal-symbolic Perspective-Taking".

²⁴Cogan, *op. cit.*, page 8.

²⁵Dhand, *op. cit.*, page 136.

²⁶Cogan, *op. cit.*, page 9.

²⁷*Ibid.*, page 10. Listing six primary goals that ought to be included as part of any global programme that seeks to develop "global citizenship", the Task Force itemized objectives that were consistent with those emphasized by other global education proponents. The six primary goals were the following: (1) "understanding diversity"; (2) "understanding the world as a series of emerging interdependent systems"; (3) "developing effective working relationships with others"; (4) "understanding the nature and process of change"; (5) "understanding prevailing world conditions"; and (6) "understanding emerging global trends".

²⁸*Concise Oxford Dictionary of Current English* defines "systems" as a "complex whole, set of connected things or parts".

²⁹Lee Anderson. (1982). "The Century of the J Curve", pages 13-14. In Collins and Zakariya. *op. cit.*.

³⁰*Ibid.*, page 15.

³¹Hanvey, *op. cit.*, page 20.

"Pike and Selby, *op. cit.*, pages 34-37. While acknowledging their indebtedness to Hanvey's "seminal" work on global perspectives, Pike and Selby assert the "irreducible rather than attainable ... five dimensions [that] must be present in the school that lays claim to offering a global perspective"(page 37). These five dimensions "which together constitute the irreducible global perspective" are (1) "systems consciousness", (2) "perspective consciousness", (3) "health of the planet awareness", (4) "involvement consciousness and preparedness", and (5) "process mindedness". "If one of the five are not met, then the school is failing in part to address and prepare students for contemporary reality".(pages 34-35)

"H. Thomas Collins. (1982). "East of Gibraltar, West of Japan: Questions and Answers about Global Education", page 17. In Collins and Zakariya (eds.). *op. cit.*

CHAPTER FOUR

RESULTS

Demographics:

Of the thirty-seven (37) Senior High School Social Studies teachers in the Colchester-East Hants District included in this study, eighteen (18) work at the Cobequid Educational Centre in Truro, four (4) work at North Colchester in Tatamagouche, four (4) at Hants North in Kennetcook, five (5) at South Colchester in Brookfield, and six (6) at Hants East in Milford. For a breakdown of the responses to the questionnaire, refer to Appendix One.

Of thirty-seven teachers, twenty-two (22) have as their highest degree a BA, BSc, and/or BEd; while eight (8) have an MA in Education and/or a Masters in Education; five (5) have a Masters of Arts and/or Science; none has a doctorate. Two members are without academic degrees.

Thirty (30) indicated that Social Studies is their "area of greatest specialization", while others indicated Math and/or Science (2), Business (1), English (2), and "others" (2) as their specialized areas.

The data on years of teaching experience and teachers' ages indicates that eleven (11) teachers have

taught for fewer than seven years, fourteen (14) have between seven and twenty-one years of teaching experience, eleven (11) others have taught for more than twenty-one years, while one has taught for more than twenty-nine years. Twenty-three (23) are between the ages of thirty and forty-nine, nine (9) are younger than thirty, while five (5) are fifty years of age or older. None is sixty or older. The data (see Table 1) seems to indicate that there is a broad base of teaching experience in the District, with most (21) of the Senior High Social Studies teachers in the middle years of their careers, with eight to twenty-nine years experience.

TABLE 1
AGE AND TEACHING EXPERIENCE

Years of Experience	over 29			1		
	22-29	1	6	4		
	15-21	2	5			
	8-14	7				
	7 or fewer	9	2			
		20-29	30-39	40-49	50-59	60+
		Years of Age				

Hypothesis #1:

The study sought to test Hypothesis #1, i.e. that "Senior High School Social Studies Teachers in the Colchester-East Hants District have sufficient and appropriate academic background to teach the new global education."

TABLE 2
ACADEMIC BACKGROUND
(Number of Academic Courses Taken by the Teachers in the Sample)

Number of Academic Courses Taken	0	1-2	3-4	5-6	7 or more	no reply
Canada and/or the United States	4	0	12	4	0	1
Central America and Latin America	20	0	0	0	1	0
North-South Relationships	15	20	2	0	0	0
East-West Relationships	13	19	3	1	0	0
Europe (Atlantic to Urals)	7	17	6	4	3	0
Africa	20	0	1	0	0	0
Asia	19	17	0	0	1	0

Except for "Canada and/or the United States" and "Europe (Atlantic to Urals)", there were few other "courses ... taken that were related to ideas, issues, problems, etc. that dealt with ..." Latin America, Africa, Asia, or East-West or North-South relationships. While twenty-four (24) respondents had taken three or more courses dealing with Canada and/or the United States, and thirteen (13) had taken three or more

courses dealing with Europe, teachers indicated that their academic backgrounds in the other regions of the globe were very limited indeed.

Twenty-eight (28) of the sample indicated that they had never taken a course dealing with Central or Latin America; eight others had taken one or two such courses; while one had taken seven or more courses. In North-South relationships, thirty-five (35) indicated little or no academic background, and two indicated having taken three or four courses. With East-West relationships, thirteen (13) have taken no courses, nineteen (19) have one or two courses, three (3) respondents have three or four, and one has five or six. Twenty-eight (28) are without academic courses in Africa, eight (8) have one or two courses, and only one has three or four. While one teacher indicated having seven or more courses dealing with Asia, nineteen (19) have not taken any such academic courses, and seventeen (17) indicated having taken one or two courses.

In order to determine the academic preparedness of individual teachers in the Colchester-East Hants District to teach global issues and perspectives, five global courses were set as the minimal academic criterion. Any combination of five courses that related to the study of issues, events, and problems "in considerable depth" that dealt with Central and Latin America, North-South relationships, Africa, and/or Asia were deemed to have satisfied this measurement. Courses

that were primarily concerned with Canada and/or the United States, East-West relationships, and Europe were not considered to have a sufficient global perspective. It should be noted that there could be some distortion in this measurement, since an individual could potentially use the same course when responding to North-South relationships and/or Central and Latin America, Africa, and Asia. Another distortion likely occurred due to the range of possible responses. Respondents were asked to indicate whether they had taken "no courses", "one to two courses", "three to four courses", "five to six courses", or "seven or more". Because of the range of potential responses, an absolutely accurate count of courses cannot be made. If, for example, as Teacher #14 in Appendix Two indicated, one to two courses were taken in Central and Latin America, North-South relationships, Africa, and Asia, for the purposes of this study, he/she may have taken from four to eight courses.

As the table in Appendix Two clearly shows, the teachers in this sample have a wide variety of academic backgrounds. Two (i.e., teachers numbered 3 and 27 in Appendix Two) appear to have very strong academic backgrounds in global related studies. Seven others (teachers numbered 12, 14, 15, 16, 24, 30, and 32) have five or more courses. Using the criterion of five courses in the relevant global areas, only nine (9) teachers have the requisite, minimum academic

background. On the other hand, twenty-eight (28) do not meet this functional criterion. It would appear that the Social Studies teachers of the Colchester-East Hants District are generally underqualified in global content and perspectives.

The responses to the questions on educational backgrounds, therefore, tend to refute the hypothesis that the teachers have sufficient and appropriate academic experience to teach the new global curriculum.

Hypothesis #2:

Teachers responded very positively to the "curricular need" for Global History (29) and Geography (29) in Questions #26 and #27, respectively. When asked in Question #30 to select the word or phrase that "best describes the new global courses", none selected "unnecessary", although twelve (12) reacted tentatively, while twenty-four (24) said it was either "a good idea whose time has come" or "much needed". The responses appear to support the second hypothesis, i.e. that "Senior High School Social Studies teachers in the Colchester-East Hants District are fundamentally receptive to the idea of global education".

Hypothesis #3:

The third hypothesis dealt with the presumption that "Senior High School Social Studies teachers in the Colchester-East Hants District are fundamentally supportive of the proposed global curriculum for the

senior high schools". When asked about their colleagues' views of the proposed global courses per se, rather than their attitude towards global education generally, only one teacher at the C.E.C described his/her colleagues' attitudes towards the new curriculum (Q#32) as being "resistant"; although thirteen (13) viewed their peers as being "indifferent", while twenty (20) were regarded as "tentatively supportive", and one teacher was considered to be "eagerly supportive". The third hypothesis, therefore, seems to be supported, although the teachers indicated that their support for the new curriculum itself is not unconditional.

Hypothesis #4:

The fourth hypothesis tested if "Senior High School Social Studies teachers in the Colchester-East Hants District are aware and knowledgeable of the intent, content, and structure of the two new global courses proposed for Grade XII". Although thirty-six (36) teachers have heard of the new curriculum (Q#16), only eighteen have seen the Global History draft curriculum guide and twenty-one (21) have seen the draft guide for Global Geography. Twenty (20) indicated that they have had a opportunity to discuss the drafts with their colleagues.

TABLES 3 & 4:

The following two tables indicate the correlational significance (R) between Q #49, dealing with "awareness" of the new curriculum, and a number of other questions. So that $p < .05$, R had to be $.325$.

**TABLE 3
SIGNIFICANTLY RELATED**

Q017: teacher saw Global History Draft	R=.478
Q018: teacher saw Global Geography Draft	R=.683
Q019: teacher read Global History Draft	R=.443
Q020: teacher read Global Geography Draft	R=.708
Q021: teacher discussed innovation with colleagues	R=.489
Q022: teacher discussed innovation with principal/vice principal	R=.609
Q025: teacher discussed innovation with NSTU Global contact	R=.710
Q030: teacher's description of new global courses	R=.555
Q031: if teacher's opinion has been previously solicited	R=.538
Q035: to what degree teacher feels consulted	R=.464
Q036: to what degree teacher feels informed	R=.575

**TABLE 4
NOT SIGNIFICANTLY RELATED**

Q023: teacher's chance to discuss with Department of Education curriculum consultants	R=.165
Q024: teacher's chance to discuss with Department of Education curriculum planners	R=.328
Q026: teacher's own view on the need for Global History	R=.285
Q027: teacher's own view on the need for Global Geography	R=.183
Q028: teacher's own view on grade level for teaching global education	R=.179
Q029: teacher's own view on when "global elements" should be introduced	R=.073

From Table 3, significance was indicated between curriculum awareness and ability and opportunity to discuss and interact with peers ($R=.489$, $p < .05$), with principals and vice principals ($R=.609$, $p < .05$), and with the NSTU Global Education Director ($R=.710$, $p < .05$). No significance was indicated if teachers had had a chance to either discuss the curriculum with curriculum consultants ($R=.165$) or curriculum planners ($R=.328$)

from the N.S. Department of Education. No significance was indicated between personal views of global education (Questions #26-#29) and present awareness of the new curriculum (Q#49).

When asked to select the statement that best describes their "present awareness" of the "new curriculum objectives and guidelines of Global History and Global Geography" (Q#49), two were "totally unaware of the new curriculum", and fifteen (15) were "vaguely aware". Twenty (20) indicated that they had a "general" (13), "good" (4), or "excellent" (3) understanding. Of the thirty-seven respondents, only seven teachers felt that they had a "good" to "excellent" understanding of the objectives and guidelines of the new curriculum. Table 5 contains the responses. In Questions #50 and #51, this was further qualified to six teachers for the Global Geography and five teachers for Global History who felt confident enough to indicate a "good" to "very good" awareness of the new curricula objectives.

TABLE 5
AWARENESS OF GLOBAL CURRICULUM OBJECTIVES AND GUIDELINES

	Totals	Hants East	South Colchester	North Colchester	CRC	Hants North
totally unaware of new global curriculum	2	0	1	1	0	0
vaguely aware of Global History or Geography	15	2	1	2	0	2
general understanding of one or both	13	3	1	0	7	2
good understanding of one or both	4	0	2	0	2	0
excellent understanding of one or both	3	1	0	1	1	0
Totals	37	6	5	4	10	4

Question #35 dealt with the degree to which teachers felt "consulted" during the developmental stages of the new Global curriculum. Only two teachers felt highly consulted, seven (7) felt moderately consulted, while twenty-eight (28) felt "unconsulted". A significant relationship (Table 3) is indicated between the degree of consultation in Question #35 ($R=.464$, $p<.05$) and curriculum awareness.

The degree to which teachers felt informed of the new curriculum endeavour during its developmental stages was addressed in Question #36. Twenty-three (23) felt "uninformed", twelve (12) felt moderately informed, and two felt highly informed. Significance was also indicated between the degree to which one felt "informed during the development" of the curriculum in Question #36 ($R=.575$, $p<.05$) and awareness of the new curriculum objectives and guidelines (Table 3).

It would appear, therefore, that Hypothesis #4 has not been proved. Generally, teachers do not seem to be aware and knowledgeable of the intent, content, and structure of the new curriculum.

Hypothesis #5:

The fifth hypothesis (i.e., "... teachers ... have in their schools sufficient resources to teach the new global curriculum.") focussed on the logistics of teaching the new curriculum from a teacher's

perspective. Only twenty (20) teachers were asked to respond to Questions #52 to #63 about materials and resources (see Appendix). When asked about applicable "available materials" of their own (Q#58 & #59), only five teachers had access to personal material for Global Geography, while eight teachers had such material for Global History. Similarly, when asked about "appropriate materials" in their schools (Q#60 & #61), six responded positively for Global Geography and five did so for Global History. For accessible "up-to-date or easily updated" material (Q#62 & #63), six teachers responded positively for Global Geography and five for Global History. The data tends to refute Hypothesis #5. Teachers do not appear to have access to sufficient resources to teach the new Global curriculum.

Hypothesis #6:

The sixth hypothesis tested whether teachers considered themselves to "have been adequately involved in the curriculum development process." Question #35 directly asked if teachers felt consulted/unconsulted during the developmental stages of the Global curriculum. Twenty-eight (28) felt unconsulted, seven (7) were neither positive nor negative, while two teachers felt positive about the consultation. In Question #36, which dealt with how informed teachers felt "during the development of the new Global curriculum", twenty-three (23) responded negatively, twelve (12) responded tentatively, while two teachers

responded in a positive manner. Hypothesis #6 would also appear to be refuted.

Hypothesis #7:

The study endeavoured to ascertain the degree of teacher confidence in a number of agencies, offices, committees, and administrators. The questions were posed in the following manner: "[How] much confidence do you have in the effective contribution of the following in the implementation of the new global programme?". Table 6 gives the confidence responses for the District, while Table 7 gives a breakdown and comparison by the five senior high schools in the District.

TABLE 6
CONFIDENCE IN THE EFFECTIVE IMPLEMENTATION CONTRIBUTIONS BY THE FOLLOWING:

	no opinion	very weak	weak	moderate	strong	very strong	Totals
Q039: Department of Education	2	9	5	13	6	2	37
Q040: Central Office	3	7	11	12	3	1	37
Q041: your Principal/Vice-Principal	4	11	5	6	6	5	37
Q042: your Department Head	8	2	4	6	8	9	37
Q043: board-wide curriculum committee(s)	5	6	7	11	6	2	37
Q044: board-wide leadership committee(s)	5	8	9	11	2	2	37
Q045: in-servicing agencies	3	6	5	11	10	2	37
Q046: sample teaching packages	3	4	4	11	9	6	37
Q047: clearing-house of ideas/strategies	1	4	11	10	6	5	37
Q048: co-operation amongst teachers	8	1	4	13	7	12	37

For the Department of Education, fourteen (14) teachers indicated weak confidence, while eight (8) exhibited strong confidence. Eighteen (18) teachers noted their weak confidence in the Central Office's ability to effectively contribute to the implementation

of the new curriculum, while only four (4) demonstrated strong confidence in Central Office. Principals and vice-principal received strong confidence from eleven (11) teachers and weak confidence from sixteen (16). Department heads received strong confidence responses from seventeen (17) teachers, as opposed to only six (6) negative responses. Board-wide curriculum committees (eight strong and fifteen weak responses) and board-wide leadership committees (four strong and seventeen weak responses) did not received much teacher endorsement. Eleven (11) weak, eleven (11) moderate, and twelve (12) strong confidence responses were given to existing in-servicing agencies. Teacher confidence rose for "sample teaching packages" (fifteen strong and eight weak responses). When asked how "useful" to their "teaching effectiveness" either a "clearing-house of teaching ideas and strategies" or "co-operation amongst teachers in exchanging ideas" were, eleven (11) teachers strongly endorsed the idea of a clearing-house, ten (10) moderately supported the idea, while fifteen demonstrate weak confidence in it. For "co-operation amongst teachers in exchanging ideas", nineteen (19) felt strongly that this was useful to them, five gave weak responses, while thirteen (13) gave moderate responses to the question.

Table 7 breakdowns the confidence responses by schools. Generally, Hants East, South Colchester, and Hants North have neither indicated very strong nor very

weak patterns of responses in confidence. Of the four Social Studies teachers at North Colchester, two have indicated very weak confidence in the effective implementation contributions of the principal/vice-principal, while three indicated very weak confidence in the department head and board-wide curriculum committees. At the C.E.C., there were some consistencies indicated by the eighteen teachers. Lack of confidence was disclosed for the Department of Education (eleven weak responses), Central Office (twelve), the principal/vice-principal (nine), board-wide leadership committees (ten), and a clearing-house of ideas and strategies (nine). On the other hand, at the C.E.C. stronger confidence was noted for the Social Studies department head (thirteen strong responses) and co-operation amongst teachers in exchanging ideas (ten).

The responses to the questions on the degree of teacher confidence tended to neither prove nor disprove the seventh hypothesis. Confidence appears to vary for existing administrative and support systems.

TABLE 7
CONFIDENCE IN THE EFFECTIVE IMPLEMENTATION CONTRIBUTIONS BY THE SCHOOLS:

In the 1-5 scale for each school: 0=no response
 1=very weak confidence
 2=weak confidence
 3=moderate confidence
 4=strong confidence
 5=very strong confidence

	Hants Rasts (6)					South Colchester (5)					North Colchester (4)					Cobequid (10)					Hants North (4)									
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
Q139:Department of Education		1		3	2		1		1	2	1			1		2	1		1	7	4	4	1	1				2	1	1
Q140:Central Office			3	3			2		1	1	1				1	1	2		1	7	5	5					1	2	1	
Q141:your Principal/Vice-Principal	1	2	2		1		2		1		1	1			1		2	1	2	8	1	3	3	1	2		1		1	
Q142:your Department Head		1	3	1	1		4				1		1	1	1			1	2		1	2	5	8	3		1			
Q143:board-wide curriculum committee(s)	1	1	1	3			3			1	1				2	1		1	2	2	4	7	2	1	3		1			
Q144:board-wide leadership committee(s)	1	1	3	1			3			1	1				2	1		1	2	6	4	5		1	1	2	1			
Q145:in-servicing agencies	1	1	1	1			2				3		1		1	1	1	1	3	3	6	4	1	1	1		2			
Q146:sample teaching packages	1	1	3	1			2				3					3		1	2	2	5	3	5		1		2	1		
Q147:clearing-house of ideas/strategies		2	3		1					2	3		1		1	1	1	1	3	6	2	3	3		1	1	2			
Q148:co-operation amongst teachers		1		3	2					3	2		1		2		1			3	5	3	7			3	1			

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

Overall, the Colchester-East Hants Senior High Social Studies teaching staff is highly experienced. Only eleven members have fewer than seven years experience, while the twenty-six remaining have more. Thus the challenge for the implementation of the global education innovation is to enthuse this experienced group of teachers and focus their talents and energies towards effectively implementing the new global curriculum. Generally, these teachers seem receptive to the innovation, and this may ameliorated some potential resistance. There are, however, a number of other problems that ought to be addressed if a smooth and effective global education implementation is to be effected in this school district. An experienced teaching staff cannot by itself resolve those issues, and the identified weaknesses in the staff's academic background alone suggests that successful classroom implementation requires other contributions to the implementation process.

One recurrent theme expressed by the teachers (see Appendix, Questions #82, #85, and #86) was the recognition that meaningful global education in-servicing was required in order for the implementation process to work smoothly. The teachers have identified their own academic weaknesses in terms of global understandings, and perhaps the in-servicing requirements should include upgrading of content information in the areas of Latin America, Africa, Asia, and North-South Studies. This would be in addition to the detailed in-servicing work on global education principles and objectives.

Furthermore, the survey revealed a need for global-related materials and resources. In fact, only a small percentage of respondents in this survey indicated that their schools has sufficient materials or resources for either Global History or Global Geography. The implementation process must, therefore, not only consider the requirements of the human resources in the District and provide a broad-based in-servicing programme, but also provide necessary allocations for the acquisition of materials and resources to ensure the success of the global education programme.

The development of goal-relevant classroom teaching practices and their continued refinement may be facilitated by revising existing in-servicing practices. Teachers should have professional task-oriented contact with one another, and this was reflected in a number of

comments by teachers. Goodwill, enthusiasm, risk-taking, and innovation need to be cultivated. This requires an in-servicing strategy to include the individual Global History and/or Geography classroom teacher as an integral and important part of the implementation and evaluation processes. This will require the allocation of *time*. It is an unfortunate truism in the Colchester-East Hants District that little meaningful contact occurs between and amongst colleagues from the various high schools.

Hypothesis 1 tested if "Senior High School Social Studies Teachers in the Colchester-East Hants District have sufficient and appropriate academic background to teach the new global education." The questions specifically applied to the *proposed content* of Global History and/or Geography. Especially at the senior high level, academic readiness is central to any new curriculum endeavour.

In refuting *Hypothesis 1*, the data raises a crucial concern relating to teacher academic preparedness. For the new global curriculum there is the dearth of academic backgrounding in a number of salient areas, particularly since their exploration appears to be at the heart of the new curriculum. Most teachers appear to be starkly ill-qualified in the areas of study dealing with Africa, Latin America, Asia, East-West or North-South relations. Perhaps, because the Nova Scotia Social Studies curriculum has for many years been

strongly inclined towards North American content (especially Canadian Studies), the aggregate Social Studies teaching staff is weighted heavily towards those who have extensive backgrounds in Canadian and America historical, geographical, economic, and/or political issues. If one considers that just over one-third or twelve teachers have three or more courses that directly pertain to Europe, the District staff's collective ability to discuss even the first theme of the Global History course (East-West relations) in a balanced manner and in some depth is somewhat compromised.

In short, in the Colchester-East Hants District, we appear to have an aggregate Social Studies teaching staff that is "North American centred". This presents numerous challenges and opportunities for district-wide and inter-school in-servicing. The curriculum implementation literature suggests that teachers should be encouraged to work together on curriculum, to communicate with one another and with the levels of the administration on issues that directly relate to the curriculum implementation and evaluation processes.' Moreover, if global issues are to be discussed and taught from a truly "global perspective"², and thereby be truly global in nature, rather than be applied on the basis of "creative non-use"³ where the "appearance rather than the reality of change"⁴ is implemented, then teachers ought to have some grounding in regions and issues outside of North America and acquire an

understanding of the methodologies of teaching the content of the courses from relevant global perspectives. The intent and content of the draft outlines from the N.S. Department of Education courses implicitly expects that teachers of Global History and Global Geography have a good grasp of those global perspectives, as well as a wide knowledge by which to apply those perspectives.

Once the teachers of the new Global History and Global Geography are chosen, they should be encouraged to work together and with the administration so that they come to "own" the innovation itself. This may be an easier prospect in the larger schools of Hants East and the CEC. What is also needed is a mechanism whereby the smaller schools can contribute to and benefit from constructive *professional and collegial interaction*. Time should be found for this. Some suggestions are as follows:

1. Two district-wide implementation task forces should be established, one in Global Geography and the other in Global History.
2. Participation in the task forces would depend on prospective future teaching assignment with the new global courses.
3. Close co-ordination with the NSTU Global Studies Director (David Ferns) is suggested. He would assist in organizing workshops and in-servicing.
4. Social Studies in-servicing needs to be rethought. In the context of the findings in this study, it needs to address specific content and skills issues as defined by *teacher need for classroom effectiveness*.
5. Given the very limited background that many teachers have in global related issues, administrators should consider targeting specific and strategically

located teachers to take study-leaves to prepare themselves for teaching the global courses. Depending upon what programmes may be available, these leaves may vary from a couple of weeks to a year.

With *Hypothesis 2*, even though the teachers demonstrated little understanding of the new curriculum itself, they responded very positively to the "curricular need" for Global History and Geography. The second hypothesis was validated in that "Senior High School Social Studies teachers in the Colchester-East Hants District are fundamentally receptive to the idea of global education". This ought to make in-servicing decisions easier.

The intent of *Hypothesis 3* was to build upon the previous hypothesis. The third hypothesis presumed that "Senior High School Social Studies teachers in the Colchester-East Hants District are fundamentally supportive of the proposed global curriculum for the senior high schools". There seems to be general support amongst the teachers.

Although many teachers in the District feel that they lack the academic background to teach the new curriculum, and only a few feel that they have a "good" to "excellent" understanding of the new curriculum, and most feel excluded from the curriculum assessment and development processes, one would think that despair would reign regarding the new curriculum. But not so! Most of the teaching staff reacted positively to the curricular needs of Global History and Global Geography.

There appears to be no significant entrenched resistance to the curriculum. There does appear to be widespread *tentative support*. This is potentially very promising, since it should also make in-servicing somewhat easier to define. It also may mean that administrators and teacher-innovators will have fewer attitudinal hurdles to overcome from others in the teaching staffs.*

Hypothesis 4 tested if "Senior High School Social Studies teachers in the Colchester-East Hants District are aware and knowledgeable of the intent, content, and structure of the two new global courses proposed for Grade XII". It is very apparent from this study that the teachers, at best, have a general or cursory knowledge of the new curriculum. This is not really surprising, given the day-to-day demands of the job, the lack of teacher involvement in the curriculum development and assessment stages, and the virtually non-existent in-servicing by the Department of Education. Many teachers (see Appendix, Q#82, Q#85, and Q#86) called for a greater in-servicing effort in order to acquaint them with and prepare them for the new curriculum.

There is a significant correlation between the general awareness teachers have of the curriculum objectives and guidelines and their opportunity to discuss and interact with their peers, vice-principals and principals. This supports the curriculum implementation literature that asserts the importance for teachers of personal "face-to-face contact" with

other teachers and with administrators. "Halfhearted administrators can expect only a lukewarm response from teachers."

Hypothesis 5 (i.e., "... teachers ... have in their schools sufficient resources to teach the new global curriculum.") focussed on the logistics of teaching the new curriculum from a teacher's perspective. In order to respond to this, it was assumed that teachers had to have a general, good, or excellent understanding of the new curriculum objectives and guidelines (Q#49). Only twenty, a little over half of the teachers responded. Evidently, few teachers in the District have available global-related materials of their own. It would appear that the schools in the District are without much global-related material for classroom use.

Teachers voiced a great deal of concern about needed resource allocations to facilitate the new global curriculum. In response to Questions #85 (see Appendix One), many teachers called for more and needed spending on relevant and applicable materials, such as films/videos, televisions monitors and VCRs for the classroom, access to current newspapers and magazines, up-to-date texts, etc. As some of the teachers asserted,

- "proper and latest History book ... news media information ... various magazines ... maps, charts". (North Colchester)
- "funding for current information, newspapers, magazines, etc ... closer relationship with other teachers (What's going on in other classrooms teaching the same courses?)". (Wants East)
- "permission to use published materials from the television, papers, magazines, etc." (Wants East)
- "information of programming ... books ... inservicing -perspectives ... AV materials ... copyright permissions". (Wants North)
- "Time, resources, co-ordination, commitment". (CBC)
- "Teachers must be provided with the resources to do the job. It is unrealistic to implement major curriculum changes and expect the teacher to prepare the curriculum and find the resources. There are enough on-the-job pressures as is without adding the responsibility of curriculum preparation." (CBC)
- "[What is needed is] proper long-term in-servicing opportunities ... Department and Board funding for planning execution of Teacher Task committees, workshops, acquisition of appropriate resources beyond (a) basic text." (CBC)
- "access to materials, both for content and format ... I know how the outlying schools end up with minimal resources for curriculum implementation". (CBC)
- "texts ... media services (TV shows, photocopies of articles) ... films/videos ... inservices on the new curriculum". (South Colchester)
- "access to up-to-date audio-video media ... access to current periodicals ... freedom from unrealistic, imposed expectations ... time to implement a good program ... inservicing to share ideas with others." (CBC)

Hypothesis 6 investigated whether teachers considered themselves to "have been adequately involved in the curriculum development process." Only two teachers felt consulted and informed during the developmental stages of the Global curriculum. Although this would seem, at first glance, to be a serious mitigating factor against a smooth and effective implementation of the global curriculum, it may be overcome, since there appears to be sufficient residual *tentative goodwill* towards the idea of global education *per se*. If the overriding teacher concerns are addressed, it would appear that teachers are willing and

eager to co-operate. Again, these concerns are primarily directed at teaching and learning resources for themselves and their students and teacher-centred in-servicing that is clearly directed towards classroom implementation of the global curriculum.

In testing *Hypothesis 7*, it was found that there was a mixed and tentative *degree of teacher confidence* in a number of agencies, offices, committees, and administrators. The question asked was "[How] much confidence do you have in the effective contribution of the following in the implementation of the new global programme?". Implied in the question was another question: i.e. "How useful are the following to you as a classroom teacher?". Since the issues of confidence and trust are central to the implementation process, it is a relevant and potentially helpful idea to get some idea of the views of the teachers about 'officialdom'.

It appears from the responses to Questions #39 to #48 that, except in one case, confidence increased marginally the closer the teachers were to the agency, office, committee, or administrator. The one exception is the reaction to Central Office. The Department of Education in Halifax solicited greater confidence than the Central Office in Truro. Similarly, those things that teachers felt that they could directly influence (sample teaching packages and exchange of ideas between teachers) garnered more favourable responses than those they could not or have not directly influenced

(board-wide committees, in-servicing agencies, or a clearing-house of ideas and strategies).

The Central Administrative Office of the District fared worse than the Department of Education in Halifax. Teachers have somewhat greater confidence in their principals and vice-principals. Of those schools which have Social Studies department heads, these teacher/administrators were regarded with greater confidence than other administrators. Teachers did not demonstrate much enthusiasm for either the board-wide curriculum committees or the board-wide leadership committees.

Although teachers requested increased in-servicing, their reactions to the existing in-servicing agencies was tentative indeed. Only twelve teachers gave the existing in-servicing agency a vote of confidence. There is an evident need here to rethink Social Studies in-servicing.

It appears that many teachers were hopeful about the potential worth to themselves of "sample teaching packages" and "co-operation amongst teachers in exchanging ideas". This is consistent with their call for teaching resources packages and strategies for the classroom.

While this study concentrated on the teachers of the Colchester-East Hants District, the conclusions may be relevant to the province as a whole. The data shows that the proposed Senior High School Global History and

Global Geography innovations require considerable pre-implementation support in anticipation of their province-wide employment by 1993. This support needs to come from a number of key areas. Extensive and appropriate work in global content and global education objectives ought to be the first goal of any anticipated in-service programme for the impending two Grade XII global courses. In order for Social Studies teachers to incorporate and integrate global perspectives into their teaching, appropriate in-servicing is needed. Second, the logistical needs of the classroom teachers should be addressed, so that support is found for additional materials, equipment, and resources. Third, a network for consultation and co-operation ought to be constructed to re-inforce the tentative teacher support and receptivity for the global innovation. Fourth, greater consultation should be undertaken with relevant curriculum authorities, consultants, and designers in order to increase the teacher awareness and recognition of the global education agenda and curriculum.

This situation, as described here, is not hopeless. There is a solid base from which to begin building confidence, expertise, and a materials collection for the curriculum innovation. However, without addressing the main issues and concerns that this study raises, this base may be rapidly eroded to the point where the innovation itself would be doomed to a less energetic and successful implementation than ought to be expected.

The teachers in the Colchester-East Hants District, thus, have identified issues, directions, and strategies for the development of specific and concerted actions to smooth the way for the introduction of global education in this district. For Social Studies Senior High global curriculum implementation in Nova Scotia as a whole, perhaps these teachers, in reflecting their provincial colleagues' views and concerns, have given some guidance to other districts as well.

ENDNOTES: CHAPTER FIVE

¹Katz, *op. cit.*, pages 20-21.

²Hanvey, *op. cit.*, pages 20-21.

³Clark, *op. cit.*, pages 5-6.

⁴Pratt, *op. cit.*, page 428.

⁵Richardson, *op. cit.*, pages 234-240; Pike and Selby, *op. cit.*, pages 275-281.

⁶Pratt, *op. cit.*, page 427.

⁷House, *op. cit.*, pages 6-11.

⁸Pratt, *op. cit.*, page 431.

APPENDIX ONE

GLOBAL HISTORY & GEOGRAPHY IMPLEMENTATION QUESTIONNAIRE

PRELIMINARY DATA:

1. Your School :
- | | |
|---------------------|----------|
| 1. Wanta East | 6 (16%) |
| 2. South Colchester | 5 (14%) |
| 3. North Colchester | 4 (11%) |
| 4. CBC | 10 (49%) |
| 5. Wanta North | 4 (11%) |
2. Highest Attained Academic Degree:
- | | |
|-------------------------|----------|
| 1. BA, BSc, MEd | 22 (54%) |
| 2. MA in Education, MEd | 8 (22%) |
| 3. MA, MSc | 5 (14%) |
| 4. PhD | 0 (0%) |
| 5. none | 2 (5%) |
3. Academic area of greatest specialization
- | | |
|-------------------------|----------|
| 1. Math and/or Sciences | 2 (5%) |
| 2. Business | 1 (3%) |
| 3. Social Studies | 30 (81%) |
| 4. English | 2 (5%) |
| 5. others | 0 (0%) |
4. Teaching Experience :
- | | |
|-----------------------|----------|
| 1. fewer than 7 years | 11 (30%) |
| 2. 8 to 14 years | 7 (19%) |
| 3. 15 to 21 years | 7 (19%) |
| 4. 22 to 29 years | 11 (30%) |
| 5. over 29 years | 1 (3%) |
5. Age:
- | | |
|----------------------------|----------|
| 1. 20 to 29 years of age | 9 (24%) |
| 2. 30 to 39 years of age | 12 (32%) |
| 3. 40 to 49 years of age | 11 (30%) |
| 4. 50 to 59 years of age | 5 (14%) |
| 5. 60 years of age or over | 0 (0%) |
6. As a teacher of Social Studies, what percentage of your teaching load deals with High School Social Studies courses.
- | | |
|---------------------------------------|----------|
| 1. 20% (1 of 5 teaching assignments) | 6 (16%) |
| 2. 40% (2 of 5 teaching assignments) | 5 (14%) |
| 3. 60% (3 of 5 teaching assignments) | 2 (5%) |
| 4. 80% (4 of 5 teaching assignments) | 6 (16%) |
| 5. 100% (5 of 5 teaching assignments) | 10 (49%) |
7. On the basis of your academic background, interest, and/or teaching experience, which subject area do you feel most qualified to teach.
- | | |
|--------------------------|----------|
| 1. History | 19 (51%) |
| 2. Geography | 6 (16%) |
| 3. Economics | 6 (16%) |
| 4. Modern World Problems | 1 (3%) |
| 5. Sociology | 4 (11%) |
| 6. no response | 1 (3%) |

Questions 8-14: How many academic courses have you taken that were related to ideas, issues, events, problems, etc. that dealt with the following areas in considerable depth?

8. Canada and/or the United States	1. none	4 (11%)
	2. 1-2 courses	8 (22%)
	3. 3-4 courses	12 (32%)
	4. 5-6 courses	4 (11%)
	5. 7 or more courses	8 (22%)
	no response	1 (3%)
9. Central America and Latin America	1. none	28 (76%)
	2. 1-2 courses	8 (22%)
	3. 3-4 courses	0 (0%)
	4. 5-6 courses	0 (0%)
	5. 7 or more courses	1 (3%)
10. North-South relationships	1. none	15 (41%)
	2. 1-2 courses	20 (54%)
	3. 3-4 courses	2 (5%)
	4. 5-6 courses	0 (0%)
	5. 7 or more courses	0 (0%)
11. East-West relationships	1. none	13 (35%)
	2. 1-2 courses	19 (51%)
	3. 3-4 courses	3 (8%)
	4. 5-6 courses	1 (3%)
	5. 7 or more courses	0 (0%)
12. Europe (Atlantic to Urals)?	1. none	7 (19%)
	2. 1-2 courses	17 (46%)
	3. 3-4 courses	6 (16%)
	4. 5-6 courses	4 (11%)
	5. 7 or more courses	3 (8%)
13. Africa	1. none	28 (76%)
	2. 1-2 courses	8 (22%)
	3. 3-4 courses	1 (3%)
	4. 5-6 courses	0 (0%)
	5. 7 or more courses	0 (0%)
14. Asia	1. none	19 (51%)
	2. 1-2 courses	17 (46%)
	3. 3-4 courses	0 (0%)
	4. 5-6 courses	0 (0%)
	5. 7 or more courses	1 (3%)
15. To what degree do you feel that you follow international issues, problems, concerns, and events on a regular basis? Select your response from the 1 to 5 scale, with one being the lowest (i.e., "I don't follow international problems, concerns, or events very much.") and 5 the highest (i.e., "I devote a great deal of time and effort to educating myself about international concerns.").	1. I don't very much	1 (3%)
	2. I do a little	4 (11%)
	3. I do a moderate amount	13 (35%)
	4. I do quite a bit	12 (32%)
	5. I do a great deal	7 (19%)

CURRICULUM ASSESSMENT & IMPLEMENTATION QUESTIONS:

16. Have you heard about the new High School Social Studies curriculum dealing with Global History and Global Geography?
- | | |
|--------|----------|
| 1. yes | 36 (97%) |
| 2. no | 1 (3%) |
17. Have you seen the draft curriculum guide for Global History?
- | | |
|-------------|----------|
| 1. yes | 18 (49%) |
| 2. no | 18 (49%) |
| no response | 1 (3%) |
18. Have you seen the draft curriculum guide for Global Geography?
- | | |
|--------|----------|
| 1. yes | 21 (57%) |
| 2. no | 16 (43%) |
19. Have you read the Global History curriculum draft proposal?
- | | |
|--------|----------|
| 1. yes | 13 (35%) |
| 2. no | 24 (65%) |
20. Have you read the Global Geography curriculum draft proposal?
- | | |
|--------|----------|
| 1. yes | 17 (46%) |
| 2. no | 20 (54%) |
21. Have you had an opportunity to discuss either or both drafts with your colleagues (teachers/department heads)?
- | | |
|--------|----------|
| 1. yes | 20 (54%) |
| 2. no | 17 (46%) |
22. Have you had an opportunity to discuss either or both drafts with school administrators (vice principals/principals/local Social Studies consultants)?
- | | |
|--------|----------|
| 1. yes | 9 (24%) |
| 2. no | 28 (76%) |
23. Have you had an opportunity to discuss either or both drafts with Department of Education curriculum consultants?
- | | |
|--------|----------|
| 1. yes | 8 (22%) |
| 2. no | 29 (78%) |
24. Have you had an opportunity to discuss either or both drafts with Department of Education curriculum planners?
- | | |
|-------------|----------|
| 1. yes | 5 (14%) |
| 2. no | 30 (81%) |
| no response | 2 (5%) |
25. Have you had an opportunity to discuss either or both drafts with the MSTU Global Task Force representative?
- | | |
|-------------|----------|
| 1. yes | 6 (16%) |
| 2. no | 29 (78%) |
| no response | 2 (5%) |
26. In your view, is there a curricular need for Global History?
- | | |
|---------------|----------|
| 1. yes | 29 (78%) |
| 2. no | 2 (5%) |
| 3. no opinion | 6 (16%) |
27. In your view, is there a curricular need for Global Geography?
- | | |
|---------------|----------|
| 1. yes | 29 (78%) |
| 2. no | 1 (3%) |
| 3. no opinion | 7 (19%) |
28. In your view, at what grade level should a global course per se be offered?
- | | |
|--------------------|----------|
| 1. Grade primary-3 | 0 (0%) |
| 2. Grade 4-6 | 0 (0%) |
| 3. Grade 7-9 | 5 (14%) |
| 4. Grade 10-12 | 30 (81%) |
| 5. not at all | 0 (0%) |
| no response | 2 (5%) |

29. At what grade level should "global elements" be introduced to the curriculum?

1. Grade primary-3	7 (19%)
2. Grade 4-6	11 (30%)
3. Grade 7-9	13 (35%)
4. Grade 10-12	4 (11%)
5. not at all	0 (0%)
no response	2 (5%)

30. In your view, which of the following would best describe the new global courses?

1. unnecessary	0 (0%)
2. another trendy passing fad	4 (11%)
3. imposed	8 (22%)
4. a good idea whose time has come	17 (46%)
5. much needed	7 (19%)
no response	1 (3%)

31. Before today, have you ever been asked your opinion on the new curriculum?

1. yes	18 (49%)
2. no	18 (49%)
3. can't recall	1 (3%)

32. Overall, how would you best describe your colleagues' attitudes towards the new curriculum?

1. resistant	1 (3%)
2. unsupportive	0 (0%)
3. indifferent	13 (35%)
4. tentatively supportive	20 (54%)
5. eagerly supportive	1 (3%)
no response	2 (5%)

33. Complete the following statement on the basis of your own professional opinion: "Generally speaking, today's students are 2 of most international issues, events, and problems as compared to equivalent students of 10 or 15 years ago.

1. much less aware	2 (5%)
2. a little less aware	3 (8%)
3. about as aware	13 (35%)
4. a little more aware	14 (38%)
5. much more aware	8 (11%)
no response	1 (3%)

34. When you were a student in High School, were you (more/less/just as) aware of international issues than students today?

1. more	13 (35%)
2. less	15 (41%)
3. just as	9 (24%)

35. On a scale of 1-5 (1 being the lowest or "feels not consulted at all", while 5 means "feels very highly consulted"), to what degree do you feel consulted during the development of the new Global curriculum?

1. feels very non-consulted	19 (51%)
2. feels quite non-consulted	9 (24%)
3. feels neutral towards degree of consultation	7 (19%)
4. feels quite consulted	1 (3%)
5. feels very highly consulted	1 (3%)

36. On a scale of 1-5 (1 being the lowest or "feels uninformed at all", while 5 means "feels very highly consulted"), to what degree do you feel informed during the development of the new Global curriculum?

1. feels very uninformed	14 (30%)
2. feels quite uninformed	9 (24%)
3. feels neutral	12 (32%)
4. feels quite informed	1 (3%)
5. feels very informed	1 (3%)

37. On a scale of 1-5 (1 being the lowest or "they are very disinterested", while 5 means "they are highly interested"), in your opinion, how interested are your students in international issues, events, and problems?

1. very disinterested	2 (5%)
2. quite disinterested	6 (16%)
3. some are interested and some are not	15 (42%)
4. quite interested	12 (32%)
5. very interested	2 (5%)

38. On a scale of 1-5 (1 being the lowest or "they are very unknowledgeable", while 5 means "they are very knowledgeable"), in your opinion, how knowledgeable are your students in international issues, events, and problems?

1. very unknowledgeable	2 (5%)
2. quite unknowledgeable	10 (49%)
3. some are/some are not	13 (35%)
4. quite knowledgeable	3 (8%)
5. very knowledgeable	1 (3%)

Questions 39-46: On a scale of 1-5 (1 being the lowest), how much confidence do you have in the effective contribution of the following in the implementation of the new global programmes?

	<u>negative</u>			<u>positive</u>		<u>NO opinion</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
39. Department of Education	9 (24%)	5 (14%)	13 (35%)	6 (16%)	2 (5%)	2 (5%)
40. Central Office	7 (19%)	11 (30%)	12 (32%)	3 (8%)	1 (3%)	3 (8%)
41. your Principal/Vice-Principal	11 (30%)	5 (14%)	6 (16%)	6 (16%)	5 (14%)	4 (11%)
42. your Department Head	2 (5%)	4 (11%)	6 (16%)	8 (22%)	9 (24%)	8 (22%)
43. board-wide curriculum committee(s)	6 (16%)	7 (19%)	11 (30%)	6 (16%)	2 (5%)	5 (14%)
44. board-wide leadership committee(s)	8 (22%)	9 (24%)	11 (30%)	2 (5%)	2 (5%)	5 (14%)
45. in-servicing agencies	6 (16%)	5 (14%)	11 (30%)	10 (27%)	2 (5%)	3 (8%)
46. sample teaching packages	4 (11%)	4 (11%)	11 (30%)	9 (24%)	6 (16%)	3 (8%)

Questions 47 & 48:

On a scale of 1-5 (1 being the lowest), how useful are the following in contributing to your teaching effectiveness?

47. clearing-house of teaching ideas and strategies	4 (11%)	11 (30%)	10 (27%)	6 (16%)	5 (14%)	1 (3%)
48. co-operation amongst teachers in exchanging ideas	1 (3%)	4 (11%)	13 (35%)	7 (19%)	12 (32%)	0 (0%)

49. With regards to the new curriculum objectives and guidelines of Global History and Global Geography, which of the following probably best describes your present awareness?

1. totally unaware of the new curriculum 2 (5%)
2. vaguely aware of one or both 15 (41%)
3. general understanding of one or both 13 (35%)
4. good understanding of one or both 4 (11%)
5. excellent understanding of one or both 3 (8%)

Questions 50-71: If you answered 3, 4, or 5 in Question 49, please respond to the following on a scale of 1-5 (1 being the lowest; that is, depending on the statement, 1 may be interpreted as meaning "very unaware", "very strongly disagree", while 5 means "very aware", "very strongly agree").

	1	2	3	4	5	no response
I am aware of the curriculum objectives of						
50. Global Geography	2 (5%)	11 (30%)	3 (8%)	2 (5%)	4 (11%)	15 (41%)
51. Global History	5 (14%)	7 (19%)	5 (14%)	3 (8%)	2 (5%)	15 (41%)
The material (as outlined in the curriculum draft) is relevant for the objectives of						
52. Global Geography	3 (8%)	4 (11%)	0 (22%)	3 (8%)	2 (5%)	17 (46%)
53. Global History	0 (16%)	6 (16%)	4 (11%)	5 (14%)	0 (0%)	16 (43%)
The material is accurate, comprehensive, and realistic for						
54. Global Geography	3 (8%)	7 (19%)	3 (8%)	5 (14%)	2 (5%)	17 (46%)
55. Global History	6 (16%)	5 (14%)	5 (14%)	4 (11%)	0 (0%)	17 (46%)
The material is interesting, challenging, and thought-provoking						
56. Global Geography	4 (11%)	2 (5%)	7 (19%)	4 (11%)	3 (8%)	17 (46%)
57. Global History	7 (19%)	1 (3%)	0 (22%)	4 (11%)	0 (0%)	17 (46%)
I have readily available materials of my own for						
58. Global Geography	11 (30%)	5 (14%)	2 (5%)	0 (0%)	3 (8%)	16 (43%)
59. Global History	9 (24%)	4 (11%)	4 (11%)	3 (8%)	1 (3%)	16 (43%)
My school has appropriate materials for						
60. Global Geography	9 (24%)	6 (16%)	3 (8%)	1 (3%)	2 (5%)	16 (43%)
61. Global History	9 (24%)	7 (19%)	4 (11%)	0 (0%)	1 (3%)	16 (43%)
The available material is up-to-date or easily updated.						
62. Global Geography	10 (27%)	5 (14%)	4 (11%)	2 (5%)	0 (0%)	16 (43%)
63. Global History	13 (35%)	3 (8%)	5 (14%)	0 (0%)	0 (0%)	16 (43%)
The course content is logically sequenced?						
64. Global Geography	7 (19%)	1 (3%)	6 (16%)	5 (14%)	1 (3%)	17 (46%)
65. Global History	10 (27%)	1 (3%)	5 (14%)	5 (14%)	0 (0%)	16 (43%)
The course content is acceptable in terms of community values?						
66. Global Geography	9 (24%)	0 (0%)	4 (11%)	5 (14%)	0 (0%)	19 (51%)
67. Global History	10 (27%)	0 (0%)	5 (14%)	3 (8%)	1 (3%)	18 (49%)
The treatment of minorities, religion, politics, and women is accurate, balanced, valid, and concrete?						
68. Global Geography	9 (24%)	0 (0%)	6 (16%)	3 (8%)	0 (0%)	19 (51%)
69. Global History	9 (24%)	0 (0%)	6 (16%)	4 (11%)	0 (0%)	18 (49%)
There is excessive bias in						
70. Global Geography	0 (22%)	4 (11%)	4 (11%)	1 (3%)	1 (3%)	19 (51%)
71. Global History	10 (27%)	2 (5%)	5 (14%)	0 (0%)	3 (8%)	17 (46%)

Questions 72-81: On a scale of 1 to 5 (1 being "very strongly disagree" while 5 being "very strongly agree", please respond to the following statements. These statements were taken from an article on curriculum implementation.

	<u>Disagree</u>		3	<u>Agree</u>		NO RESPONSE
	1	2		4	5	
72. "Teachers don't want to innovate. They have everything in place, and they seem to work well enough."	11 (30%)	10 (27%)	13 (35%)	1 (3%)	2 (5%)	0 (0%)
73. "Teachers are asked to change, but they are not given the resources and materials to do so."	0 (0%)	2 (5%)	4 (11%)	16 (43%)	15 (41%)	0 (0%)
74. "Teachers will change if they are convinced that the students will really benefit."	0 (0%)	2 (5%)	9 (24%)	17 (46%)	9 (24%)	0 (0%)
75. "We've seen curriculum changes come and go. Teachers will just roll with it again."	2 (5%)	4 (11%)	15 (41%)	9 (24%)	6 (16%)	1 (3%)
76. "Teachers cannot be expected to do justice to their regular classroom responsibilities and also plan and implement new curricular changes."	5 (14%)	11 (30%)	7 (19%)	9 (24%)	5 (14%)	0 (0%)
77. "It seems to me that these curriculum changes are just helping to build someone's career or administrative reputation or empire."	11 (30%)	12 (32%)	5 (14%)	5 (14%)	4 (11%)	0 (0%)
78. "I am a professional and highly trained practitioner. Why can't I just be left alone and trusted to do a good job in my own way?"	11 (30%)	12 (32%)	9 (24%)	2 (5%)	3 (8%)	0 (0%)
79. "Curriculum implementation is always begun with great fanfare, but there is little follow-up or follow-through."	1 (3%)	0 (0%)	20 (54%)	8 (22%)	0 (22%)	0 (0%)
80. "I don't really trust questionnaires about teaching. There is probably some ulterior motive, in which the information would be used against rather than in support of teachers."	11 (30%)	13 (35%)	11 (30%)	1 (3%)	1 (3%)	0 (0%)
81. "If the officials are really serious about implementation, why don't they put their money where their mouths are?"	2 (5%)	4 (11%)	9 (24%)	7 (19%)	13 (35%)	2 (5%)

82. Why is/isn't there a need for global education programmes?

"As we have more of a responsibility for the planet's whole environment and population, we must educate our young in a more global outlook. Whereas it is too late for our generation, there is hope for a globally aware future generation". (CBC)

"At a time when the world as we know it is being redefined so rapidly, the need for a more global understanding becomes apparent. The electronic media brings the world into the livingrooms every night. But do we understand our world? I strongly believe it is time for countries to re-evaluate the tendency to throw up barriers (armed borders, trade, tariffs, etc.) and navel-gaze. Canada should be a leading force for rational and reasonable change globally. We must educate our children for this change." (CBC)

"The world is becoming a 'smaller' place because of travel capabilities and satellite television". (Nants North)

"With travel, technology, and mass communications the world is becoming so near to everyone we need all people to be aware of who lives across the water or elsewhere in the world. We are becoming global and need to know as much as possible about it." (HN)

"I see students with little or no knowledge about the rest of the world. How can they form opinions about issues that affect Canada without this global awareness?" (CBC)

"I don't have any knowledge about the proposed geography course, but I wonder why/how it would be implemented with or beside a history course. Would one be a prerequisite for the other? I don't think Canadian content courses (Canada Studies 321) should be scrapped because of a trend toward exterior viewpoints of the world. Should we have a better, clearer understanding of ourselves first, the world second?" (CBC)

"[We have a] shrinking world stage. [We] need a sense of global "justice" in the Western World". (CBC)

"Too much Canadian History has been taught. It is about time to correct the situation". (North Colchester)

"No opinion". (NC)

"Because ... we live in a global village ...[and] Canada more than most nations must export to prosper, [to] do this well we must learn a lot about our trading partners in order to sell a lot. The Japanese have learned this lesson well and so should we." (South Colchester)

"[There] is - global village, etc." (CBC)

"[There is. It is] 1990, not 1950." (CBC)

"[There is because of the] "global village" we live in. [We require] improved cultural tolerance, conflict resolution skills, attitudinal change." (CBC)

"There is such a need because the world is becoming smaller and smaller, as well as more and more interdependent, and we don't know enough about global issues." (CBC)

"The world is getting to be a smaller place figuratively speaking. Our young people have a very narrow centre of attention. If any people need their horizons broadened, it is these young people." (CBC)

"The world has 'shrunk'. The world is readily available to us via T.V. and transportation. [We] ... need to understand the cultural similarities and differences that exist in order to co-exist peacefully without destroying the planet. Students need to have their eyes opened to a larger world than that of their 'peer group'." (CRC)

"Knowledge is the basis upon which we can better understand people, places and events, crises and catastrophes which we all most deal with, whether its in our backyard or the other side of the world." (Hants East)

"[Yes there is] ... so students will be aware of things happening outside north America and how various things throughout the world can affect Canada." (HE)

"With time and new technology, the world has become a smaller place. National ... [economic] borders are starting to fall all over the world ... It is important that all learn of each others' cultures, heritage, and traditions if we are to live harmoniously." (CEC)

"Global education deserves its place in the curriculum primarily because it broadens (or should) a student's perspective of the world. Hopefully students should become less insular in their thinking." (CEC)

"I feel there is a need for global 'understanding' but not necessarily a program devoted to it." (HW)

"[Because of the] ... myopic nature of Social Studies programs in Junior High, ... [there is a] need for Global Ed." (HW)

"The world is getting smaller everyday. International issues affect all of us. Global awareness is required to understand the problems of today and to help us try to solve them." (HE)

"There is a need for global education programmes. As our world gets smaller and the population increases, we must become aware of other peoples and cultures. All who share this planet must become more aware." (CEC)

"I question the need. Much is done now in ... [Modern World Problems] that will be done in global. [Do we end up] ... re-inventing the wheel for no good purpose?" (CEC)

"Political and economic patterns are becoming more and more 'global'. [It is] ... important that we understand, analyse, study the interactions of countries." (CEC)

"I can acknowledge that one global course might be a meaningful addition to the curriculum but I question the value of two". (CRC)

"There is a need. North Americans are generally short and near sighted. Many issues today are global in range; they can potentially effect a wide audience. We need to make students aware of issues that, while possibly [thousands] of miles away, can and will alter their lives." (CEC)

"There is a need for students to be aware of the issues that face us today. We have neglected these issues for too long. Change will not take place until people are informed and care about these global problems." (HE)

"There is a definite need for increased awareness [by] students in a Global sense of education because of the changes we have seen in the last few years, and with the current world problems we face (Europe, Middle East, environment)". (HE)

"the global village ... the economic need to know world views ... the individual is part of the global village". (SC)

05. From a professional and realistic viewpoint, what do you require in order to effectively teach the proposed global education curriculum?

"texts ... media services (TV shows, photocopies of articles) ... films/videos ... inservices on the new curriculum". (SC)

"A TV/VCR in my classroom permanently, unlimited recording rights ... Funding for purchase of Globe and Mail, The Economist, etc., etc ... Funding for rental or purchase of worthwhile films and tapes." (SC)

"inservicing -new strategies and teaching ideas." (SC)

"excellent guides with lots of simple lessons and ideas ... text or magazines (i.e., Time) ... VCR and TV ... newspaper (Chronicle Herald)". (NC)

"proper and latest History book ... news media information ... various magazines ... maps, charts". (NC)

"funding for current information, newspapers, magazines, etc ... closer relationship with other teachers (What's going on in other classrooms teaching the same courses?)". (HE)

"permission to use published materials from the television, papers, magazines, etc." (HE)

"updated information perhaps through computer network and meeting with other professionals in the field." (HE)

"free use of material (re: Copyright Law) ... effective inservicing". (HE)

"good resources, workshops to teach new ideas to teachers". (HE)

"information of programming ... books ... inservicing -perspectives ... AV materials ... copyright permissions". (NN)

"I am not qualified to teach Global Education at the present time. Courses in geography, Economics and History would be needed at this time for me to feel competent in the subject area." (NN)

"training ... materials". (NN)

"I do not need a single textbook -absolutely not. Any book by Baldwin should be mercifully killed. We need a variety of written, audio, and video materials, even if only in class sets, that are reconsidered, updated, replaced, etc. on a regular basis." (CBC)

"time, resources, co-ordination, commitment". (CBC)

"much more information on objectives, curriculum, materials." (CBC)

"to have a better understanding of the reasons for waiting to offer the course. I see a situation in five or six years (when) we are going to suddenly decide that what students need is more in the curriculum dealing with Canada." (CBC)

"Teachers must be provided with the resources to do the job. It is unrealistic to implement major curriculum changes and expect the teacher to prepare the curriculum and find the resources. There are enough on-the-job pressures as is without adding the responsibility of curriculum preparation." (CBC)

"clear, specific goals ... variety of suggested methodologies for each unit to match objectives ... materials that are up-to-date and legally available to students (not illegally copied materials that we are forced to use now) ... materials/objectives/methodologies should match the realities of the new classroom -large classes, wide spectrum of aptitudes and abilities in each class." (CBC)

"an up-to-date textbook and different types of multi-media resources." (CBC)

"more in-services ... specific materials for students to use (perhaps a workbook) ... specific teaching strategies (including different types of activities and test questions)." (CBC)

"[Many] ... current resources ... [are] readily available ... [through] Keesings, Clements, and other easy-to-use statistical reports on global issues ... CPE² has done [this] in the past on such economic issues as inflation, trade, unemployment ... Sometimes Canada and the World issues the same type of supplement on an issue in their monthly magazine." (CBC)

"access to weekly newsmagazines and/or TV ... histories of the 20th century". (CBC)

"[What is needed is] proper long-term in-servicing opportunities ... Department and Board funding for planning execution of Teacher Task committees, workshops, acquisition of appropriate resources beyond [a] basic text." (CBC)

"[I require] ... a strong up-to-date text with an assortment of video, really constructive and hands-on resources. This type of curriculum has an inherent 'danger' of becoming a glorified MVP if not carefully planned." (CBC)

"access to materials, both for content and format ... I know how the outlying schools end up with minimal resources for curriculum implementation". (CBC)

"access to up-to-date audio-video media ... access to current periodicals ... freedom from unrealistic, imposed expectations ... time to implement a good program ... in-servicing to share ideas with others." (CBC)

96. In the space below, please take the time and opportunity to express any concerns, suggestions, observations etc. that you have ...

"My major concern is that the new curriculum will not be treated seriously. If proper funding and teacher education is lacking, then I believe the curriculum change will do little good for the educational system in Nova Scotia." (CBC)

"I do feel that there is a need for a global curriculum, however not necessarily at the expense of some of the courses I've heard will be axed. Is it going to be a compulsory course? I've been told 'yes', but I don't think it should be. The content of this curriculum should be fairly definitive and there should be a network set up by where teachers will be able to readily share and duplicate important (and) useful resources." (CBC)

"[I have] ... no problems with content or goals, but I have serious concerns about [the] degree of actual Department/Board support beyond [the] conceptual level. We are expected to launch these programs with little or no tangible resource base. Where is the [Department of Education's] provincial in-service plan? What is the ... followup ...? What we have is a recipe for mediocrity! Teachers will implement courses but excellence will be lacking to engage classroom teachers in the process." (CBC)

"My feelings regarding issue-oriented courses is that they can become repetitive and boring unless there is sufficient academic content that prepares students in study skills that enable them to go on in post-secondary work. Like Maritime Studies, unless there is sufficient curriculum preparation, global studies could falter and become little more than discussion sessions. I feel that there is a discipline of study that involves mastering content and learning skills of communication and research that must not be lost because concepts become overworked. If the overall curriculum from elementary to high school overlaps in issues and concepts, then we lose students. When the Canadian content bandwagon was in vogue in the 70's, we thought we would produce better Canadians. Now often am I reminded of the repetition in our present curriculum ... [in hoping] that in becoming global-oriented we do [not] repeat the same [kind of repetitive] process." (CBC)

"It seems to me that education runs on bandwagons. At the present time we are on the Global Studies bandwagon. In a few years it will be something else. I have taught ... for about 24 years. Over the years ... [my teaching] has evolved to reflect changing times and the changing interests of students. No one told me to do this. I just did it because it made educational sense. I don't regard myself as any kind of innovator. I simply have tried to use common sense. I find this lacking in the educational trends of today." (CBC)

"I feel the idea is good and has much potential. I have many problems with the process of curriculum development. I feel a 'clique-y' group was permitted to develop it without the input of other worthy individuals. I also feel that proper implementation is essential but unlikely. Such a course requires money and retraining. I feel the Department of Education and my board will dump the wonderful goals of this on teachers with little in the way of resources or training and probably no follow-up. I feel I can cope but many teachers with less personal interest will be lost, as will their students. I also feel that teacher co-operation between schools will be extremely limited" (CBC)

"Teachers need time to prepare for the new course so it will be interesting and effective for the students, therefore, a success". (HW)

"Select only the teachers that are qualified and show a genuine interest in the project ... Teaching aids, travel opportunities and possible strategies for teaching the subject should be provided by the department ... A Social Studies program of the junior level ... [ought to be offered] that includes the basics of all cultures: natives, English, French, Blacks, and other others". (HW)

"[Because of the] ... reactive nature to new programming ... we are always playing catch-up and not leading enough from [the] grassroots up. (As a result of) ... Curriculum Development Apathy too many teachers prefer not to get involved and allow us to follow reactive patterns. Teacher surveys are often too biased as they are always focussed on the poor teachers being victims of ordered innovations. They don't deal with how much involvement teachers demonstrate or how little." (HW)

"Resource packages [are] needed ... Need for in-servicing [in] Global ... get copies of the suggested texts to those who will be teaching the subjects ... [Get] feedback from those piloting both Geography and History". (HE)

"Suggestions: more teacher input in 'all' programs; more money available for resource material; consultants; an expert in each subject area to evaluate and suggest improvements." (HE)

"Content in Global Geography is solid and interesting. The process of implementation is a problem because of the politics involved and, of course, financial limitations. To properly implement a program, time must be given for proper in-servicing. Also text books and supplementary materials must be purchased; in a time of restraint this might be difficult". (HW)

"The school board should provide a variety of materials" (NC)

"Curriculum content should not be too great a problem so long as the teacher is not bound to it too rigidly by the powers that be". (SC)

"The new courses have a very definite purpose to service. They will meet the objective of educating students about the global village. Hopefully these courses are not cast in stone, thus they can be changed to suit changing conditions". (SC)

"I don't have time. I am exhausted." (CBC)

APPENDIX TWO

POPULATION: ACADEMIC PROFILES

coding: "Can/US" =Canada and/or the United States
 "CA/LA" =Central America and Latin America
 "N-S" =North-South relationships
 "E-W" =East-West relationships
 "Europe" =Europe (Atlantic to Urals)
 "Africa" =Africa
 "Asia" =Asia

Teacher	Number of academic courses in						
	Can/US	CA/LA	N-S	E-W	Europe	Africa	Asia
1	3-4	0	0	0	1-2	0	1-2
2	3-4	0	0	0	0	0	1-2
3	0	0	0	0	0	0	0
4	5-6	1-2	0	5-6	5-6	1-2	7 or more
5	0	0	0	0	0	0	0
6	3-4	0	1-2	1-2	1-2	0	0
7	1-2	0	0	0	1-2	1-2	0
8	3-4	0	0	0	1-2	0	0
9	7 or more	0	0	7 or more	7 or more	1-2	1-2
10	3-4	0	1-2	1-2	1-2	0	1-2
11	3-4	0	1-2	0	1-2	0	1-2
12	5-6	1-2	1-2	3-4	1-2	0	1-2
13	1-2	0	1-2	1-2	3-4	0	0
14	7 or more	1-2	1-2	1-2	1-2	1-2	1-2
15	3-4	1-2	1-2	1-2	1-2	1-2	1-2
16	7 or more	1-2	1-2	1-2	1-2	1-2	1-2
17	0	0	0	0	0	0	0
18	3-4	7 or more	0	1-2	1-2	0	0
19	1-2	0	1-2	3-4	3-4	0	1-2
20	1-2	0	0	1-2	5-6	0	0
21	5-6	0	1-2	1-2	3-4	0	1-2
22	7 or more	0	1-2	3-4	3-4	0	0
23	3-4	0	1-2	1-2	5-6	0	1-2
24	no response	0	1-2	1-2	1-2	1-2	1-2
25	0	0	1-2	0	1-2	0	0
26	7 or more	0	0	1-2	1-2	0	0
27	7 or more	0	3-4	1-2	1-2	3-4	1-2
28	5-6	1-2	0	1-2	3-4	0	1-2
29	3-4	0	1-2	1-2	1-2	0	0
30	3-4	1-2	1-2	1-2	1-2	0	1-2
31	7 or more	1-2	1-2	1-2	3-4	0	0
32	7 or more	0	3-4	1-2	1-2	1-2	0
33	1-2	0	1-2	1-2	5-6	0	1-2
34	1-2	0	0	0	0	0	0
35	3-4	0	1-2	1-2	7 or more	0	0
36	1-2	0	1-2	0	7 or more	0	0
37	1-2	0	0	0	0	0	0

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