

# Creating a Development Education Community of Practice (CoP) among Teacher Educators In Ireland

## Authors

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## Background

This action research project seeks to cultivate a Community of Practice (CoP) of teacher educators who are interested and engaged in, development education.

A community of practice is a group of people who have a common interest and are engaged in a shared enterprise through which they have, and develop a repertoire of knowledge, skills and practices (Wenger, 1998).

Central to this conceptual framework is the notion of identity, and the notion of **educator identity as it relates to ESD** will be a central focus of the Development Education Community of Practice.



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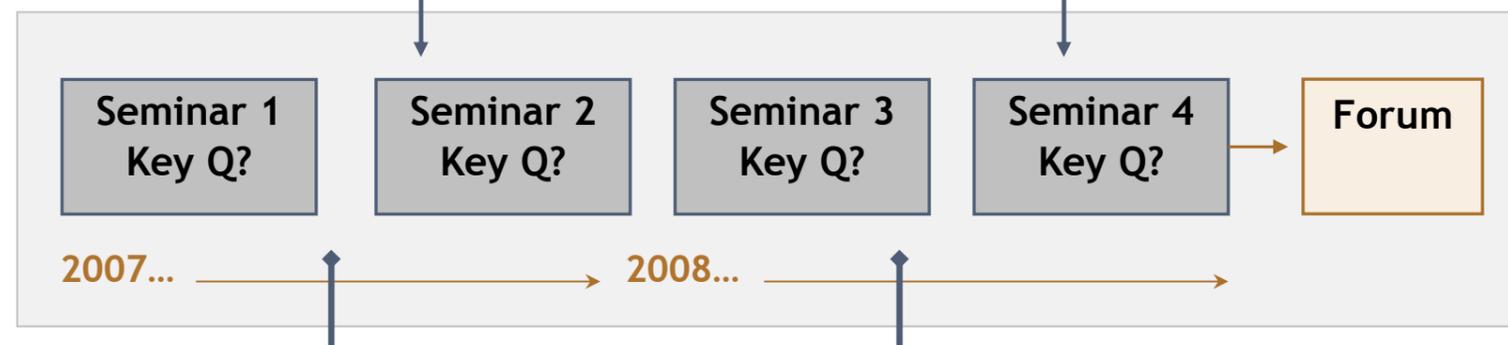
## Aims

- To create an **'action learning' space** which will promote joint learning and knowledge production for teacher educators involved in development education/ESD.
- To enhance the **professional development** and praxis of teacher educators involved in Education for Sustainable Development (ESD) / Development Education (DE) in Ireland through the creation of a dialogical space to critically reflect on issues related to development education/ESD.
- To explore **personal and professional values** that inform the development of a shared set of meanings around development education/ESD and to consider how these shape and inform teaching, learning and research activity as it relates to development education.
- To consider the **impact of active learning pedagogies** on student-teacher learning, drawing on one's own experiences and encounters with student/in-career teachers in the classroom.
- To generate written outputs that will offer **unique insights** and best practice models in relation to the pedagogy of DE/ESD.

## Methods

**Reflective Journal Entries**  
Constructed over a sustained period around reflective prompts

**Documented Teaching Experiences**



**What are the values that underpin my work as a teacher educator engaged in DE/ESD and what informs these values? How are these values enacted?**

**How can we enhance our approaches to teaching and learning to support students in developing a global dimension to their learning?**

We propose to hold a total of four seminars over the course of the 2007-2008 academic year, culminating in a forum comprising a series of presentations, based on ongoing reflective journal entries documenting one's experiences of teaching and engaging with DE/ESD throughout the year.

Reflective journals have been widely used to promote reflective thinking among students in initial teacher education programmes; yet their potential among teacher educators is under-utilised.

Seminar participants will maintain weekly journal entries which will form the basis of ongoing online discussion and face-to-face meetings. Each seminar will be guided by a set of key questions relevant to the issues of teacher educator identity, the pedagogy of DE/ESD.