



Dialogue Day 6:

Teaching for Social Justice, Equity and Sustainability in Initial Teacher Education: Towards a Framework for Integration



Friday, 14 June 2013
University of Limerick

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List of Pre-registered Attendees:

Pre-registered Attendees	28
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Dialogue Day Schedule - Morning

9:15 Registration

9:45 Welcome & the Role of Development Education in the Department

Dr. Patrick Ryan, Head of Department of Education and Professional Studies, University of Limerick

10:00 Introduction to a Framework for Integrating Development Education into Teacher Education

Deirdre Hogan, Ubuntu Network Coordinator

10:20 Keynote Address: *Teaching for diversity, inclusivity and social justice: a cosmopolitan journey*, followed by Questions and Answers

Prof. Audrey Osler, Professor of Education, Buskerud University College, Norway/ University of Leeds, UK

11:30 Tea/Coffee (served in the Lobby)

12:00 Discussing Perspectives: How to introduce a concept as complex as development to student teachers?

Chair: Dr. Paul Conway, School of Education, UCC

Contributors: Prof. Tom Lodge, Dept. Politics and Public Administration, UL
Dr. Audrey Bryan, Education Department, St. Patrick's College
Bríd Dunne, Education Unit, Trócaire

1:15 Lunch (served in the Sports Pavilion Restaurant):

Including a lunch time conversation on *Ireland's response to the post 2015 education MDG goals*

Facilitated by Moira Leydon, Irish Coalition for the Global Campaign for Education & ASTI (all welcome to contribute)

Dialogue Day Schedule - Afternoon

2:15 Parallel Workshops: A Focus on Pedagogy:

- **Workshop 1: Dialogue Session: Using multimedia to communicate the integration of Development Education, a case study and discussion**

Tony Murphy, Fiona King, Jennifer Heavey (Faculty of Education, National College of Art and Design)

- **Workshop 2: Confessions of a teacher educator: Teaching for Diversity and Inclusivity**

Dr. Joanne O’Flaherty (Dept. of Education and Professional Studies, UL)

- **Workshop 3: A dialogic approach to Development Education issues in the classroom: Film as a resource**

Carmel Hinchion (Dept. of Education and Professional Studies, UL),
Rachel Lenihan (Scoil Mhuire Agus Íde, Newcastle West)

3:30 **Book Launch: 'Education that Matters: Teachers, Critical Pedagogy and Development Education at Local and Global Level'**, edited by Mags Liddy & Prof. Marie Parker

Speaker: Dr. Kevin McDermott, Professional Development Services for Teachers

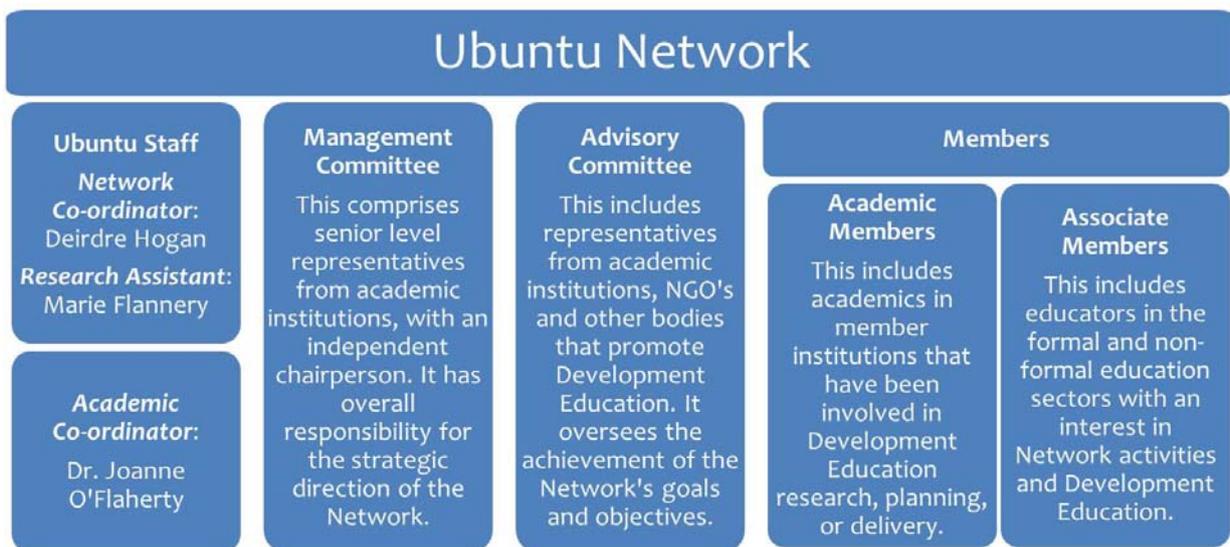
4:00 **Finish**

Ubuntu Network

The Ubuntu Network supports the integration of Development Education into post-primary Initial Teacher Education (ITE) in Ireland. It is funded by Irish Aid, Development Education and Civil Society Section, which is located within the Department of Foreign Affairs and Trade.



The Network structure is shown in the following diagram:



The overall goal of the Network is to support teacher educators and student teachers to engage with local and global development issues, to see how they are relevant to their subject areas and disciplines, and to understand the value that such perspectives bring to teaching.

The objectives of the Network include:

- To build capacity of teacher educators and student teachers to engage with and promote Development Education in post-primary ITE
- To use innovative pedagogies and practices in the design, delivery and evaluation of effective and relevant Development Education within post-primary ITE
- To maintain a collaborative environment in which network members can share and discuss their experiences of Development Education

In order to achieve these objectives, the Ubuntu Network:

- Provides financial and administrative support for Development Education projects delivered within member institutions
- Customises and delivers Development Education workshops for teacher educators in member institutions
- Facilitates a number of working groups to bring academic and associate members together to devise pedagogical approaches suitable to bringing a development perspective into teaching
- Organises regular dialogue days to enable sharing of the experience of Ubuntu projects with members and non-members
- Engages in research and evaluation to determine the effectiveness of specific interventions used by member institutions in their projects
- Shares research and lessons learning through publishing compiled edited book volumes and academic publications and bulletins

Research Centre for Education and Professional Practice (RCEPP)



The Research Centre for Education and Professional Practice (RCEPP) was established in 2009 in the Department of Education and Professional Studies at the University of Limerick. The Centre aims to advance the well-being of children, young people and adults in Ireland through research and the dissemination of knowledge which will inform policy and practice.

The Centre also aims to raise the profile of research conducted by academics in education and professional practice within the University of Limerick, in the Limerick region, and where appropriate at a national and international level. The Centre provides an organisational framework for the research and scholarship of staff in the Faculty of Education and Health Sciences and others who have an interest in issues of policy and practice. The University of Limerick is the largest provider of teacher education at secondary level in Ireland, and the Centre showcases the research undertaken by tutors involved in preparing the next generation of teachers, and that of colleagues in related fields such as health care professionals. In addition, the Centre provides a consultancy role for internal groups and external agencies.

Led by Professor Parker-Jenkins and based on recent and developing research activity, the following five core areas of research are represented within the RCEPP:

1. **Education & Clinical Psychology** - e.g. guidance counselling in schools and professional settings, learning and behaviour difficulties, health promotion
2. **Leadership, Evaluation & Change** - e.g. managing and leading organisations, policy developments, institutional reform, evaluating practice
3. **Globalisation & Diversity** - e.g. shifting demographic trends, cultural change, cultural diversity in the classroom & in professional settings
4. **Teaching, Learning & Assessment** - e.g. pedagogy, andragogy, subject-specific teaching, forms of assessment, use of ICT, motivation, mentoring
5. **Professional Practice** - e.g. pre-service and in-service education, teaching practice, clinical placement, internship, continuing professional development, life-long learning, codes of practice, becoming a professional, nurturing praxis.

Department of Education and Professional Studies, University of Limerick

The Department of Education and Professional Studies at the University of Limerick has expertise in a distinctive combination of disciplines including education, psychology, psychotherapy, counselling and sociology.



The Department offers a range of professional education programmes, including undergraduate initial teacher education programmes in Physical Education, Science Education, Technology Education, and Languages Education, and the postgraduate Professional Diploma in Education in the subject areas of Business, Languages, Music, Physical Education, Technology, and Mathematics.

The Department also offers professional development programmes in areas including Drug and Alcohol Studies, Guidance Counselling & Lifespan Development, Education Leadership, and Digital Media Development in Education.

The department currently has 102 PhD students and 16 students enrolled in Master's degrees by research and thesis.

All the Department's programmes are underpinned by the values of empowerment, positive professional relationships and social justice. Capitalising on this distinctiveness, the Department:

- Educates and empowers students to become effective teachers, and human development & well-being professionals
- Through research and development, responds to the needs of people locally, nationally and globally

The Department's teacher education and professional development programmes are characterised by their focus on:

- Putting personal development at the heart of professional development
 - Developing a capacity for critical reflection and for career-long learning
 - Enabling our graduates to contribute to justice and equality, locally and globally
 - Enabling our graduates to work with other professionals and as part of a team
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Irish Aid



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

Irish Aid is the Irish Government's programme for overseas development. The programme is managed by the Development Co-operation Division of the Department of Foreign Affairs and Trade. Irish Aid's work in fighting global poverty and hunger is integral to Ireland's foreign policy.

Irish Aid has a strong commitment to Development Education, and the Ubuntu Network is funded by Irish Aid, Development Education and Civil Society Section.



Irish Aid has recently published a new policy document, 'One World, One Future', outlining Ireland's policy for international development and guiding the Irish Government's engagement on international development.

"We have an excellent reputation for the high quality development education we support in Ireland. This development education aims to deepen understanding, and encourage people towards taking action for a more just and equal world. It provides a unique opportunity for people in Ireland to reflect on their roles and responsibilities as global citizens."

- Irish Aid, 'One World, One Future', pp. 34-35.

What is Development Education?

Development Education may be described as an educational process that seeks to increase awareness and understanding of the rapidly changing, interdependent and unequal world in which we live (Irish Aid 2007). It supports the learner to move from basic awareness of international development priorities and sustainable human development, to an understanding of the causes and effects of global issues, while also considering personal involvement and informed actions (CONCORD 2004). It is concerned with issues of human rights, dignity, self-reliance and social justice, not only in the developing world, but also in the developed world.

Development Education has a moral imperative. It is founded on values of solidarity, equality, inclusion and co-operation (CONCORD 2004) which can be equally applied in local and global development contexts and which are considered central to the professional development of the teacher (Teaching Council 2012). It involves analysis of and reflection on situations that give rise to poverty, inequality and inhumanity and promotes action against the social, cultural, political and economic structures that bring about these situations.

CONCORD (2004) The Development Education (DARE) forum at CONCORD.

Irish Aid (2006) *Irish Aid and Development Education: Describing... Understanding... Challenging. The story of human development in today's world*, Irish Aid, Department of Foreign Affairs.

Teaching Council of Ireland (2012), *Code of Professional Conduct for Teachers*.

Introduction to a Framework for Integrating Development Education into Teacher Education

Start time: 10:00

Venue: Lecture Theatre 0-016, Graduate Medical School

Presenter: Deirdre Hogan, Ubuntu Network Coordinator

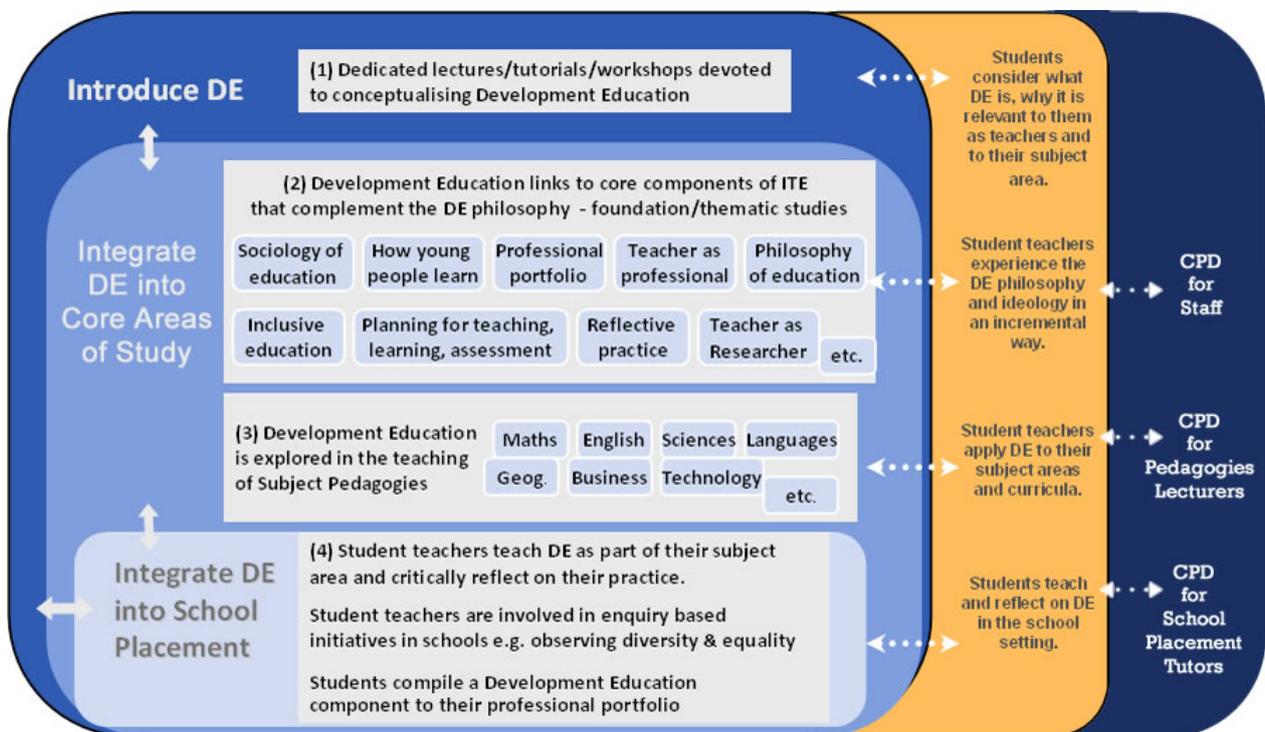


Deirdre Hogan is Co-ordinator of the Ubuntu Network, based in the Dept. of Education and Professional Studies at the University of Limerick. Her role involves supporting teacher educators to explore approaches to integrating Development Education themes and methodologies into post primary teacher education in Ireland. A former teacher of Science and Maths, her research interests lie in science pedagogies and Development Education. She was involved in the establishment of the Irish Regional Centre of Expertise in Education for Sustainable Development (RCE Ireland) and the Limerick Rwanda Education Partnership.

To integrate Development Education into a programme implies that it is incorporated into multiple aspects of the programme in a coherent and complementary manner and in a way that incrementally builds students' understanding and appreciation of issues relating to justice, equality and sustainability at local and global levels.

In 2012 the Ubuntu Network Steering Committee established a Framework for integrating Development Education into Post Primary Initial Teacher Education that aligns with the Teaching Council's Criteria and Guidelines for Programme Providers (The Teaching Council, 2011).

The Framework proposes that Development Education be integrated into Post Primary Teacher Initial Teacher Education programmes in four interlinked ways, and that Continual Professional Development (CPD) opportunities are made available for teaching staff to maximise impact.



A Framework for Integrating Development Education into Post Primary Initial Teacher Education

- The first element of the Framework proposes that student teachers are introduced to the concept of Development Education (through lectures, tutorials and independent study). They learn about varying development perspectives, the work of Irish Aid in Overseas Development Aid, the history of Development Education and they are introduced to interdependent global issues such as wealth distribution, global trade rules, human rights and sustainable development. What is important is that student teachers are provided with the time to consider perspectives and to reflect on the place of Development Education in their teaching.

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- ☑ The second element of the framework aligns Development with the existing mandatory components of teacher education programmes (as outlined by The Teaching Council).
 - For example, when students study the Philosophy of Education they explore questions regarding the purpose of education – is it to make a better society or to replicate the existing one? How can education lead to empowerment of poor, oppressed or marginalised groups?
 - In Sociology of Education students consider equality and inequality in education both locally and globally. They may explore the potential of education to extract people from poverty but also consider the limitations of education as a solution.
 - In Adolescent Learning, they may consider questions such as what motivates young people to learn. What emotional and moral factors come into play? They might consider how to make ‘distant/remote’ topics more relevant to young people. They may look at the importance of communication in learning and develop their knowledge and skills pertaining to intercultural communication.
 - In Teaching for Diversity & Inclusivity, there may be a focus on nurturing a sense of care and empathy for ‘the other’, on taking action in the classroom and being responsive to and inclusive of all.
 - In Planning for Teaching and Learning/Curriculum Studies they may consider the many active learning methodologies and resources that are central to Development Education. Equally they may explore opportunities within curriculum change for Development Education e.g. Junior Certificate Framework – short courses or ‘alternative educational activities’.

 - ☑ The third element of the Framework applies Development Education themes and methodologies to student teachers’ subject areas through Subject Pedagogy/ Subject Methods modules. In this case, teacher educators and student teachers make connections between subject curriculum content and development themes and explore appropriate ways of addressing these links within the teaching of their subject.
 - For example in the teaching of immunology in biology, a student teacher might teach about new scientific technologies that allow dried live vaccinations to be administered through patches, without the use of needles and without the
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need for refrigeration, hence opening up new opportunities for vaccination of children in remote areas of the world.

- In the teaching of Business Studies, a student teacher may explore global supply chains to identify ethical issues or barriers that disadvantage the developing world, and as such contribute to maintaining poverty.

The view is that Development Education is relevant to all subject areas and that each discipline has a contribution to make in educating young people about global issues.

- ☑ The fourth element of the Framework supports student teachers to engage in Development Education related activities while on School Placement. The Teaching Council Criteria and Guidelines promote observation and research in schools, fostering of relationships with teaching colleagues, the development of a professional portfolio, along side the traditional teaching of core subjects. This provides tremendous opportunity for Development Education. An important aspect of this element of the framework is provision of CPD for School Placement tutors in order to ensure that they can support the student in these processes. In addition the inclusion of Development Education in School Placement Assessment Criteria is a fundamental part of ensuring that students translate their learning on Development Education into Classroom Practice.

References:

Teaching Council (2011) *Initial Teacher Education: Criteria and Guidelines for Programme Providers*. Maynooth, Ireland: Teaching Council. Available at:

<http://www.teachingcouncil.ie/teacher-education/initial-teacher-education-ite.191.html>

Keynote Address: Teaching for diversity, inclusivity and social justice: a cosmopolitan journey

Start time: 10:20

Venue: Lecture Theatre 0-016, Graduate Medical School

Keynote Speaker: Prof. Audrey Osler, Professor of Education, Buskerud University College, Norway/ University of Leeds, UK



Prof. Audrey Osler is currently Visiting Professor of Citizenship and Human Rights Education at the University of Leeds, where she was founding director of the Centre for Citizenship and Human Rights Education (CCHRE) from 2004. In 2010 she was a Visiting Professor at Utah State University. In 2007 she was a Visiting Scholar at the University of Washington in Seattle. Prof. Osler has also held academic posts at the University of Birmingham and at the University of Leicester, where she was Chair in Education and director of research from 1999 to 2004. Prof. Osler is an honorary research fellow at Hong Kong Institute of Education and at the University of Warwick. She acts as consultant and adviser on citizenship education, development education and human rights education for a number of international bodies, including UNESCO, the Council of Europe, the European Commission, the Fundamental Rights Agency and the British Council.

Teaching for Diversity and Inclusivity are central to teacher education programmes in the Republic of Ireland. Yet the core values associated with these are also central to Development Education – empathy, solidarity, human rights, social justice. How can we align these core areas of study with Development Education in a way that benefits all and that increases students’ engagement with Development Education?

Diversity and Inclusivity in Initial Teacher Education (ITE): Preparing student teachers to teach diverse groups of learners and to teach for maximum inclusivity are central to teacher education programmes in the Republic of Ireland. The revised criteria and guidelines for Initial Teacher Education published by the Teaching Council of Ireland name ‘Inclusive Education (Special Education, Multiculturalism, Disadvantage etc.)’ and ‘Differentiation’ as core mandatory components of the reconceptualised programmes to be offered from 2014 (Teaching Council, 2011).

The following are two sample modules that are currently delivered in ITE programmes in Ireland:

*The module **Teaching for Diversity and Inclusivity** is delivered as part of the 3rd year concurrent teacher education programmes at the University of Limerick – Lecturer: Dr. Joanne O’Flaherty*

This module aims to develop in students an awareness and understanding of diversity in society, and to understand the role and implications of diversity for their professional practice. Increasingly teachers are facing the prospect of having to respond to the changing nature of diversity in their classrooms. Students of this module will have opportunities to discuss and reflect on the challenges that diversity brings to schools. They will learn to recognise diversity within the self and other. The module will have a focus on policies and legal dimensions of diversity, systems and practices that can support the development of equality, participation and inclusion across diverse settings. Students will have the opportunity to engage in an Alternative Education Experience (AEE), an experience that provides an alternative to the traditional classroom environment where diversity can be observed, experienced and worked with in a manner that enhances the professional practice of the student. The AEE aims to enhance the students’ understanding of the range of types of diversity which are found in Irish society (e.g. ability / disability and specific learning difficulties; sexual orientation; ethnicity and membership of the Traveller community; first language).

*The unit **Education, Diversity and Social Justice** is delivered as part of the Educational Sciences module on the consecutive Professional Diploma in Education at the National University of Ireland, Galway – Lecturer: Dr. Elaine Keane.*

Learning outcomes for this unit include:

- Student teachers will be able to critically discuss the concepts of educational disadvantage and inequality in education, with particular reference to social class, gender, ‘race’/ethnicity, and (dis)ability, including a focus on indicators, sources and factors which perpetuate disadvantage and implications thereof.
- Student teachers will be able to critically evaluate current legislation, policy and initiatives to respond to educational disadvantage and support inclusive education in Irish post-primary education, relevant to those from lower socio-economic groups, minority ethnic groups and pupils with learning difficulties and special educational needs.

How can we align teaching for diversity/inclusivity with Development Education in a way that benefits both modules?

Development education focuses on human rights, dignity, self-reliance and social justice and as such “must necessarily encourage students to reflect on these issues in their own lives” (Osler, 1994, p.1) How do we support our students to see the world from the perspective of the individual who is compromised in one or more of these ways? How do we develop in them a sense of empathy, solidarity, and duty to react to change a situation – both in their classrooms and in the wider world?

Can we say that to consider these situations and feel these emotions for one’s pupils (e.g. a pupil with learning difficulties or one whose socio-economic background has led to their exclusion from education) is comparable with understanding and reacting to the difficult situations that face victims of poverty, conflict or exclusion globally?

How do we relate the concept of ‘cosmopolitan citizenship’ to teaching for diversity and inclusivity, and other aspects of teacher education (e.g. adolescent learning, ICT in education, numeracy and literacy)?

Human rights education involves “the development of skills and attitudes to strengthen human rights, which in turn implies respect for diversity, a sense of solidarity with others, particularly the oppressed, and skills to effect change and bring about greater justice” (Osler, 2012, p.6). How do we link Development Education to Human Rights Education and Multicultural education?

References:

Osler, A. (1994) *Development Education: Global Perspectives in the Curriculum*, Publisher: Cassell: London and New York

Osler, A. (2012) Universal Declaration of Human Rights and Education, in: J.A. Banks (Ed.) *Encyclopaedia of Diversity in Education*. Sager: London and Los Angeles, CA.

Teaching Council (2011) *Initial Teacher Education: Criteria and Guidelines for Programme Providers*. Maynooth, Ireland: Teaching Council.

Discussing Perspectives: How to introduce a concept as complex as development to student teachers?

Start time: 12:00

Venue: Lecture Theatre 0-016, Graduate Medical School

Chair: Dr. Paul Conway (School of Education, UCC)

Contributors: Prof. Tom Lodge (Dept. of Politics and Public Administration, UL)

Dr. Audrey Bryan (Education Department, St. Patrick's College)

Bríd Dunne (Trócaire)

Dr. Paul Conway (School of Education, UCC)



Dr. Paul Conway is Senior Lecturer in the School of Education at University College Cork. Paul is director of the Cohort PhD in Education programme. He lectures in the psychology of education (teaching, learning & development) and/or research methods on a number of programmes: PGDE, MA Guidance and Counselling, M Ed, Cohort PhD in Education. Informed by cognitive and socio-cultural perspectives, Paul's research focuses on learning theories, teacher education (particularly initial teacher education in 'developed' and 'developing' countries), the psychology and pedagogy of literacy and mathematics and policy developments in two areas: teacher education & e-learning.

Prof. Tom Lodge (Dept. of Politics and Public Administration, UL)



Prof. Tom Lodge is Professor of Peace and Conflict Studies in the Department of Politics and Public Administration, and Dean, Faculty of Arts, Humanities and Social Sciences at the University of Limerick. Previously he was Professor of Political Studies at the University of the Witwatersrand in Johannesburg, South Africa. He has also held positions at the University of York, the Social Science Research Council in New York, and the Electoral Institute of Southern Africa. In 1999 - 2000 he was Chair of the Africa Institute in Pretoria and between 2004 and 2005 he served on the Research Assessment Executive Evaluation Committee of the National Research Foundation in Pretoria.

Dr. Audrey Bryan (Education Department, St. Patrick's College)



Dr. Audrey Bryan teaches Sociology on the Humanities and Education programmes at St. Patrick's College, Drumcondra. Prior to this, she was a lecturer in Development Education in UCD. She has published nationally and internationally in the areas of citizenship education, anti-racism, and gender, sexuality and schooling. She is co-author (with Meliosa Bracken) of *'Learning to read the world? Teaching and learning about global citizenship and international development in post-primary schools'*, and serves on the editorial board of the Development Education journal *'Policy and Practice: A Development Education Review.'*

Bríd Dunne (Trócaire)



Bríd Dunne is Post Primary Education Officer with Trócaire. Bríd joined Trócaire after 5 years working in the post primary education sector. She has worked with young people in both formal education and informal youth work. She has worked as a volunteer in development initiatives in the Philippines and Thailand. Bríd has an acute awareness of development issues and has experience of bringing them to life. Since joining Trócaire she has also completed post graduate study in the field of education.

The Ubuntu Network supports the integration of Development Education into post primary initial teacher education. It considers Development Education to be relevant across all disciplines and subject areas. The challenge for the Ubuntu Network however is to introduce the concept of 'development' in a way that both engages student teachers in an exploration of development issues while also unwrapping the complexities and contradictions that are central to the concept. It must also consider students' perceptions and assumptions about development and underdevelopment as well as the dominant sources of information (i.e. television and school) that have informed these views (Gleeson et al, 2007). The question is – how do we achieve critical engagement with the issues and avoid a minimalist skimming the of surface

that seeks out short lived, quick fix solutions to global problems that arguably implicate us all? (Bryan and Bracken, 2011).

This session invites panellists to address this challenge by presenting some perspectives on how development should be introduced to student teachers. It considers questions such as:

- What perspectives/debates/discussions on development may be most relevant (e.g. modernisation, dependency, grassroots development, preservation, sustainability)?
- How are inequalities perpetuated? What are the causes of global poverty? Who has power to change this? What can we hope to achieve? What would change mean for us?
- What local or global scenarios might be most relevant?
- How can we make this relevant to student teachers?
- What are the likely problems that we may encounter?

References:

Bryan, A. (with M. Bracken) (2011) *Learning to read the world: Teaching and Learning about global citizenship and international development in post-primary schools*. Irish Aid.

Gleeson, J., King, P., O'Driscoll, S., and Tormey, R. (2007) *Development Education in Irish Post-Primary Schools: Knowledge, Attitudes & Activism*, Research Report.

Post MDG, Post 2015: Conversations on the Education Goals

Start time: 1:15 (Lunchtime conversation)

Venue: Pavilion Restaurant

Facilitator: Moira Leydon (Assistant General Secretary, ASTI, and Chairperson, Irish Coalition for the Global Campaign for Education)



Moira Leydon is an Assistant General Secretary with the Association of Secondary Teachers (ASTI). The ASTI is the second –level teachers union representing teachers across voluntary secondary, community and comprehensive schools and colleges in Ireland. Her role is Education & Research with responsibility for developing ASTI policy across a wide range of education policy areas as well as broader policy areas of relevant to young people and their well-being and youth. She represents the ASTI across a range of education and other agencies.

Moira contributes to the ASTI’s work at international level with Education International – the global federation of over 30 million education workers. She represents the ASTI on the Irish Congress of Trade Unions’ Global Solidarity Committee, having previously served as Chairperson of that Committee. She also served as the Chairperson of the Irish Aid Development Education Advisory Committee. As a founder member of the Irish Coalition for the Global Campaign for Education, she is currently Chairperson of the Coalition.



Moira is a graduate in Sociology and Political Economy from the National University of Ireland – Dublin and holds a Masters’ Degree in Equality Studies from that University.

The Global Campaign for Education has just completed a global consultation process on the post-2015 goals for education among its affiliate. It notes that education is a fundamental human right, one that enables access to other human rights, be they cultural, social, economic, civil or political rights, e.g. the right to a good livelihood, to health and to political participation (Global Campaign for Education, 2013).

Since 2000, the MDGs 2 and 3 and the EFA Initiative have contributed to unprecedented progress in education, through enhanced focus, increased

commitment and resource mobilization, and coordinated action. 52 million more children are enrolled in primary school and there has been significant improvement in gender parity in access to primary education. New, welcome efforts are being made to accelerate progress by 2015. However, progress has stagnated since 2010. 61 million primary school-age children remain out of school, 53% of whom are girls. The narrow focus of MDG 2 on access does not address learning outcomes. As many as 250 million children are unable to read or write by the time they reach grade 4, further deepening the gap between education and the skills needed for life and work. Moreover, our attention on achieving the MDGs has led to the unforeseen neglect of important issues, such as learning outcomes, early childhood care and education (ECCE), post-primary education and training. Many essential elements for good quality education, including adequate financing, infrastructure and sufficient numbers of trained and motivated teachers to support learning and skills development is a significant concern. (UN, 2013)

The Irish Coalition for the Global Campaign for Education would like to initiate a debate in Ireland around:

1. Irish Aid's policy priorities for education in development
2. Irish Aid's policy priorities at global partnership level

Two events will make such a debate timely: the recent publication of '*One World, One Future: Ireland's Policy for International Development*' and the forthcoming EU High Level Conference on Education and Development, at which Minister of State, Joe Costello, will take part in the final panel discussion.

This lunch time session, facilitated by Moira Leydon, chair of the Irish Coalition, provides an opportunity for discussion on what future initiatives should be put in place that advance inclusion and equity in global education, that put quality and learning outcomes at the core of the agenda and that expand access beyond primary school.

References:

UN Thematic Consultation on Education (2013), *Thematic Consultation on Education in the post-2015 development agenda*, 18 -19 March 2013 -- Dakar, Senegal.

Global Campaign for Education (2013), *Realising the right to education for all Global Campaign for Education - discussion paper on education post-2015*.

Parallel Workshops: A Focus on Pedagogy

Workshop 1: Dialogue Session: Using multimedia to communicate the integration of Development Education, a case study and discussion

Start time: 2:15

Venue: Room 0-028, Graduate Medical School

Facilitators: Tony Murphy, Fiona King, Jennifer Heavey (Faculty of Education, National College of Art and Design)

Tony Murphy (Faculty of Education, National College of Art and Design)



Tony Murphy is a Fine Art and Education graduate of the NCAD. Having worked in post-primary education for 5-years, he joined the staff at the NCAD in 1994. He lectures in Art & Design Education and Digital Media on the PDE, BA Art & Design Education and MA Visual Arts Education programmes.

Fiona King (Faculty of Education, National College of Art and Design)



Fiona King studied Fine Art Print in Crawford College of Art and Design. In the National College of Art and Design (NCAD) she graduated with a Diploma ATD in 1997 and a Masters in Visual Arts Education in 2011. She currently lectures in the Education Faculty in NCAD, where she delivers the Development Education module on the PDE programme and is a researcher on Creative Connections, a Comenius project aimed at developing 'connectedness' between schoolchildren across Europe through exploring art, citizenship and digital media. Fiona also works as a portfolio tutor in the Dublin City Gallery The Hugh Lane and as a classroom practice supervisor for Froebel College of Education.

Jennifer Heavey (Recent Graduate, National College of Art and Design)



Jennifer Heavey is a recent graduate of the National College of Art and Design where she completed her Professional Diploma in Art and Design Education. Jennifer comes from a Design background having obtained her Honours Ba in Visual Communications- Graphic Design, in Limerick School of Art and Design. She integrates Developmental Education into her teaching and has discovered its importance in the area of Art and Design Education.

This is a discussion led workshop that will examine how the National College of Art and Design facilitates student art teachers to embed Development Education concepts into the Art, Craft and Design curriculum. Tony Murphy and Fiona King are currently in the process of capturing their pedagogical approach through the creation of an IPP (Innovative Practice and Pedagogy)* resource, excerpts of which will be viewed over the duration of the discussion.

In the context of initial teacher training, the workshop will examine the role that the visual arts play in interrogating social justice and human rights themes. A short presentation will identify how the use of visual pedagogies, to explore issue based content, can generate and inform rich cross curricular engagement across subject disciplines in post primary education. In terms of translating the process into the classroom, art teacher Jennifer Heavy will present her experience of teaching development education and human rights themes through the lens of Art Craft and Design during her teaching practice placement in St Joseph's College, Presentation Convent, Lucan.

*** IPPs (Innovative Pedagogies and Practices):**

During 2012-13 the Ubuntu Network has worked with member institutions to package some examples of good practice from initiatives aimed at integrating Development Education into the post-primary curriculum. These examples of good practice have been packaged in multimedia formats in order to make them available on the Ubuntu Network website and thus to make them accessible to all stakeholders, including teacher educators, teachers, and student teachers. Their purpose is to demonstrate the Development Education work that individual member institutions are engaging in and to help make good practice approaches transferable between member institutions.

Workshop 2: Confessions of a teacher educator: Teaching for Diversity and Inclusivity

Start time: 2:15

Venue: Room 1-015, Graduate Medical School

Facilitator: Dr. Joanne O'Flaherty (Dept. of Education and Professional Studies, UL)

Dr. Joanne O'Flaherty (Dept. of Education and Professional Studies, UL)



Dr. Joanne O'Flaherty is a Lecturer in the Department of Education and Professional Studies at the University of Limerick. Before joining the UL faculty in 2009, she qualified as a Physical Education & English teacher and worked in a variety of educational settings including the formal post-primary sector and the NGO sector. She is currently responsible for both co-ordinating and disseminating different education modules at both undergraduate and post-graduate level, including the *module Responding to Diversity in Education* which is delivered in the third year of the 4-year concurrent teacher education programme. Her research interests include: Developing Pro-Social Behaviour; Education for Citizenship / Civic Engagement; Social Justice Education; and Service Learning.

This workshop aims to introduce delegates to the module EN4016: *Responding to Diversity in Education* posing the question: does this module provide authentic opportunities for the integration of Development Education cognisant of the context of the four-component framework?

Delegates will be introduced to the learning outcomes; the content; the pedagogical approaches selected; and the assessment used in this module - framed by a critical appraisal of its merit with reference to the Ubuntu Network's four-component framework for integration of Development Education.

Workshop 3: A dialogic approach to Development Education issues in the classroom: Film as a resource

Start time: 2:15

Venue: Room 0-029, Graduate Medical School

Facilitators: Carmel Hinchion (Dept. of Education and Professional Studies, UL), Rachel Lenihan (Scoil Mhuire Agus Íde, Newcastle West)

Carmel Hinchion (Dept. of Education and Professional Studies, UL)



Carmel Hinchion is a lecturer in Teaching, Learning and Assessment and English Pedagogics at the University of Limerick. She is coordinator of the undergraduate English Pedagogics Modules and is Programmes' Director for the Professional Diploma in Education. She is also Joint Course Director for the Integrative Psychotherapy Programme.

Before joining UL faculty in 2004, Carmel was a secondary school teacher for 18 years and a regional development officer with the English Support Service for 5 years. Carmel is presently completing her PhD studies on Identity and Discourse in student teachers texts of practice. Her research interests include the teaching of English, Literacy, Initial Teacher Education, Identity and Discourse Studies and Development Education.

Rachel Lenihan (Scoil Mhuire Agus Íde, Newcastle West)



Rachel Lenihan is an English and History teacher in Scoil Mhuire Agus Íde, Newcastle West, Co. Limerick. She is Joint Co-ordinator in the English Department since 2009, as well as School Librarian since 2011. She completed an M.A. In Theology at Mary Immaculate College in 2007. She is presently enrolled in the Structured PhD in Education in University of Limerick, with a particular research focus on the effective development of literacy strategies through drama education. Her professional interests include Literacy, Educational Leadership, English Pedagogy, Development Education and Reflective Practice.

This workshop explores the use of talk in the classroom (dialogic teaching) to integrate development themes into the teaching of English. Grounded in the work of educationalists such as Robin Alexander and Frank Serafini, the workshop explores the use of film clips as rich texts that afford opportunities for engagement in extended discussion about the world of the text, supporting students in expressing different viewpoints, playing with ideas in talk, and asking questions of their own about the world of the text and about their own world. This approach provides particular enriching opportunities for development education as it supports a collective exploration of perspectives on our world.

This workshop will also present an an IPP (Innovative Practice and Pedagogy)* resource based on a dialogic teaching project undertaken with a group of 3rd undergraduate student teachers (Physical Education & English) in the context of an English Pedagogy module in the Department of Education and Professional Studies at the University of Limerick.

*** IPPs (*Innovative Pedagogies and Practices*):**

During 2012-13 the Ubuntu Network has worked with member institutions to package some examples of good practice from initiatives aimed at integrating Development Education into the post-primary curriculum. These examples of good practice have been packaged in multimedia formats in order to make them available on the Ubuntu Network website and thus to make them accessible to all stakeholders, including teacher educators, teachers, and student teachers. Their purpose is to demonstrate the Development Education work that individual member institutions are engaging in and to help make good practice approaches transferable between member institutions.

Book Launch: *'Education that Matters: Teachers, Critical Pedagogy and Development Education at Local and Global Level'*, edited by Mags Liddy & Marie Parker-Jenkins

Start time: 3:30

Venue: Lecture Theatre 0-016, Graduate Medical School

Speaker: Dr. Kevin McDermott, National Co-ordinator for Languages (PDST)



Dr. Kevin McDermott is Co-ordinator for English and National Co-ordinator for Languages with the Professional Development Service for Teachers (PDST). His research interests include: teachers' conceptualisation of the subject 'English'; supporting students' writing; national policy and teacher agency. He is the editor of the Teaching English magazine. He has edited and compiled textbooks for Junior Certificate and Leaving Certificate English and is an award-winning novelist.

Book editor: Mags Liddy (IDEA and University of Limerick)



Mags Liddy is Co-ordinator of the IDEA Research Community (part of the Irish Development Education Association) and a PhD candidate at the University of Limerick. She was a Research Associate with the Ubuntu Network from 2006 to 2010.

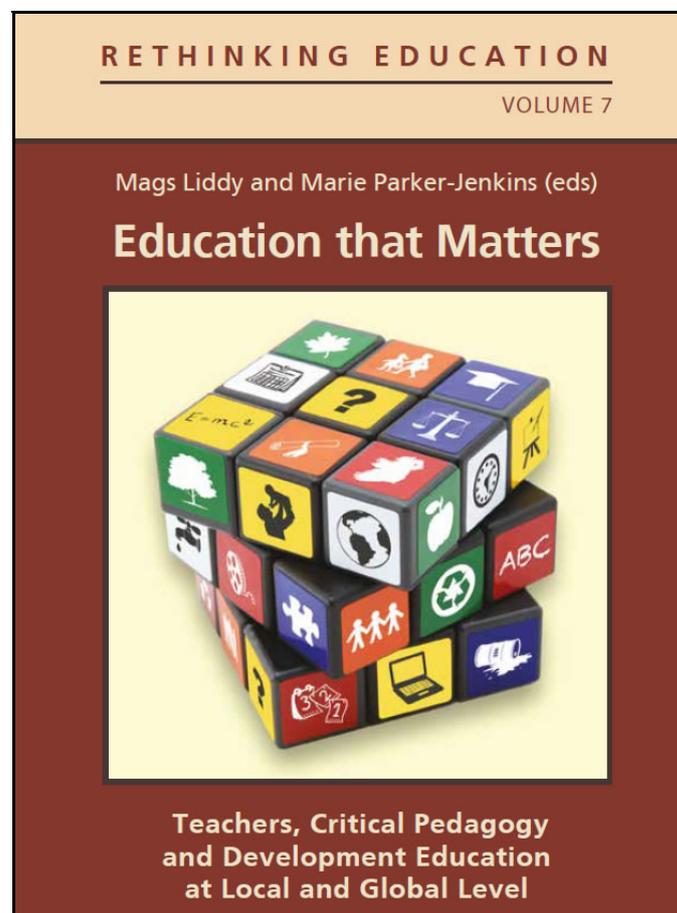
Book editor: Prof. Marie Parker-Jenkins (University of Limerick)



Prof. Marie Parker-Jenkins is Professor of Education in the Department of Education and Professional Studies, University of Limerick. Prof. Parker-Jenkins is also Director of the Structured PhD (Education) and Director of the Research Centre for Education and Professional Studies (RCEPP) at the University of Limerick. Her research interests include issues of social justice with particular reference to "race", ethnicity and education law, and her current research is concerned with responding to diversity within the Irish context and the promotion of children's rights globally.

This book is an outcome of Development Education projects and related initiatives undertaken by Ubuntu Network members in recent years. It is edited by Mags Liddy and Marie Parker Jenkins, UL. Chapter contributors are Charlotte Holland and Carmel Mulcahy (DCU), Elaine Nevin (ECO-UNESCO), Fiona King (NCAD), Michael Ryan (LIT-Tipperary), Martin Fitzgerald (LIT-Tipperary), Roland Tormey (CRAFT, Lusanne) and Audrey Bryan (St. Patrick's College).

The book is a tremendous exemplar of how Development Education can be successfully integrated into education and how lessons learned can be applied in other educational settings. Charles Hopkins (UNESCO Chair) notes that the contributions "reveal high academic goals and standards, a strong sense of usefulness and the possibility of adaption and replication".



**Books will be available to purchase for €30,
a 30% reduction on the RRP.**

Pre-registered Attendees

Albert Walsh	Head of Department of Art and Design Education, CIT Crawford College of Art and Design
Anca Minescu	Lecturer & Academic Co-ordinator for International Exchange, Department of Psychology, UL
Aoife Neary	Government of Ireland Scholar, Department of Sociology, UL
Audrey Bryan	St. Patrick's College
Audrey Osler	Professor of Education, Buskerud University College, Norway/ University of Leeds, UK
Barbara Wilson	Irish Aid Volunteering and Information Centre
Bríd Dunne	Post Primary Education Officer, Education Unit, Trócaire
Carmel Hinchion	EPS, University of Limerick
Claire O'Carroll	Trócaire
Declan McKenna	Structured PhD student, UL
Deirdre Hogan	Ubuntu Network
Deirdre Toomey	Development Section, Equality Authority
Fiona Farr	Languages, Literature, Culture and Communication
Fiona King	NCAD
Fiona O'Dwyer	Irish Aid
Grainne Read	PDE Graduate
Jennifer Heavey	NCAD, former PDE student
Jennifer McMahan	EPS, University of Limerick
Joana Wende	Structured PhD student, UL
Joanne O'Flaherty	EPS, University of Limerick
Kathryn Moore	Teacher, Cabra
Kevin McDermott	Professional Development Services for Teachers (PDST)
Kieran Meagher	LSAD
Linda Neary	Post-Primary Inspector, Department of Education and Skills
Louise Kinlen	Child and Family Research Centre, School of Sociology and Political Science, NUI Galway
Mags Liddy	EPS, University of Limerick
Maire NiGhrada	Languages, Literature, Culture and Communication
Maria Finucane	LSAD
Maria Ryan	Structured PhD student, UL
Marie Flannery	Ubuntu Network

Marie Parker Jenkins	EPS, University of Limerick
Marion Carroll	Structured PhD student, UL
Martin Fitzgerald	LIT-Tipperary
Michael Duggan	CIO, Trocaire
Michael Ryan	Lecturer; LIT-Tipperary
Miriam O'Donoghue	Deputy Director, CDVEC
Moira Leydon	Assistant General Secretary, Education & Research, ASTI
Nicola Lee	Art and Design Teacher, De laSalle College, Waterford
Noel Ronan	Structured PhD student, UL
Ollie McGarr	EPS, University of Limerick
Orla McCormack	EPS, University of Limerick
Patricia O'Flaherty	Erasmus Institutional Coordinator , International Education Division, University of Limerick
Patricia Owens	Young Social Innovators
Paul Conway	School of Education, UCC
Paula Nolan	Development Specialist, Irish Aid, Department of Foreign Affairs and Trade
Rachel Lenihan	Teacher, Cabra
Sylvia Murphy Tighe	Lecturer; Dept of Nursing & Midwifery; UL
Teresa Cuixeres	Dept. Languages, Literature, Culture and Communication, UL
Tony Murphy	NCAD
Valerie Lewis	Irish Aid Volunteering and Information Centre



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Department of Foreign Affairs and Trade

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