



# Assembly Meeting

10<sup>th</sup> January 2019

## Building on Solid Foundations

...an invitation to dialogue on Development Education  
in post primary Initial Teacher Education

## Notes from the Day

Web: [www.ubuntu.ie](http://www.ubuntu.ie) | Twitter: @Ubuntu\_Network

## Session 1: From Mainstreaming to Criticality: Addressing questions of relevance in critical global education in formal education contexts

Dr. Eilish Dillon, Department of International Development, Maynooth University

### Core areas presented:

- 4 key points pertaining to criticality in our provision of Development Education
  - **Addressing elephants in the room** e.g. we are educating the elite, maintaining the status quo, local-global connections that are not authentic, Development Education about promoting development and ODA more than critical approaches
  - **Beyond tick-box DE or GCE** – Surface level Dev Ed, situated in a context of inequality and power relations, doesn't address stereotypes or allow for critical questioning.
  - **Critical reflexivity** – critiquing and questioning our own approaches, settings, assumptions, intent
  - **Addressing power relations** – understanding how power relations shape Development Education, the impact of neoliberalism, consumerism “bigger is better”
- What does relevant Development Education look like? How do we maintain critical Development Education?
- Key questions - If we move Development Education in from the margins, and mainstream it, do we dilute it, thereby losing some of that criticality? Are we then swimming against the tide? It becomes dependent on the teacher, school ethos and principal. How neutered must our actions be in order to be palatable? Can this type of Development Education live up to its radical promise of transformation.
- Conclusion - No easy prescriptions but criticality involves critical reflexivity which engages in deep questioning of ourselves, our assumptions and understandings and of power relations

### Address the elephants in the room



## Discussion from Groups:

- We must work within the “interlocking social spaces” in which we are situated. Similarly our student teachers work in their own spaces. We must be cognisant of our surroundings contexts and pitch our Development Education accordingly. We have multiple identities and portray these in differing contexts. E.g. we would speak differently in an Assembly meeting that we would in a Department meeting!
- Another elephant? Student teachers have a lot going on. They are on a steep learning curve. Expectations of them are high. How much input should we really be giving them, without drowning them? We don’t want to overburden and frighten. Realistically, they are striving at this point to survive. What type of criticality can empower students and their agency, rather than disempower?
- Looking at ourselves, to what extent do we as teacher educators present a variety of voices for students? Are we presenting just the left wing vires, to what extent are we silencing the other (uncomfortable – we might not always like their views) views, rather than balancing them, and allowing students to make up their own minds. Are we imposing one perspective, indoctrinating or preaching? If so, we’re not allowing criticality. Do we have the space to give students a voice? While we have a lot of workshops and tutorials on pedagogy, we don’t debate politics.
- Political literacy is an issue with student teachers. The knowledge isn’t there. And so there is a power issue. Is it part of the role of the educator to build this capacity? Importance of supporting debate among students – widening their world views. If students don’t have confidence in areas, then it’s difficult to build criticality.
- Issues can be very raw to pupils in some schools, e.g. in areas where poverty, drugs issues etc. can be very ‘close to home’. Easier to broach these issues in wealthy, fee paying school. When asking – where is the social justice aspect of your programme in a DEIS school, it seems that there was a lack of confidence or capacity to broach these issues with pupils. It seems safer to talk about ‘other world’ stuff rather than close to home issues. Should we question, which schools are doing Development Education programmes? Where is the DE in DEIS schools? Are we preparing student teachers to broach the issues in these schools. Are we teaching to the middle? There are very few teachers who have come from DEIS schools (not withstanding ACCESS programmes to support ‘non-traditional applicants’).
- Instead of the school teaching the pupil about Development Education, there is scope for the school to reach out to the community to broach issues of inequality and injustice, Support teachers and pupils to be active in the community, working with parents, families and other community supports to engage change. Can get greater connection this was, ‘place of unity’.
- Anecdotal – story about teacher in a DEIS school, being ‘gravely concerned that Politics and Society was inaccessible to the students of that school. The follow on impact might be that the pupils that do take P&S are the more academic, elite – what does that mean for the future political system.

## Session 2: Reflection and Planning for Multiannual Funding

Dr. Joanne O’Flaherty, School of Education, UL

**TASK 1** - Instructions: The table below represents the 5 components of the Ubuntu Network Framework for the Integration of Development Education into ITE. In groups, consider the successes, challenges and opportunities that arise for each element

Ubuntu Network Framework for Integration of Development Education into Initial Teacher Education					
Prompts:	Introduction to Dev Ed	Subject Specific Dev Ed	Dev Ed aligned with ITE core components	Dev Ed on School Placement	Dev Ed in Reflections & Research
<p>What is working well? What are our successes?</p>	<p>Teaching as a moral activity. Moral and ethical values. Self reflecting on own values and moral decision making.</p> <p>Coupling DE with skills development e.g. digital story telling, radio production</p> <p>Diversity of provision among ITE Providers</p>	<p>Very good responses from our RE students on how topics presented were personal development forming.</p> <p>Restructuring approach to inclusion by exploring our ‘blind spots’ – self restricting attitudes and perceptions.</p> <p>Involving more DE educators form STEM backgrounds</p> <p>Cross curricular is growing in popularity to advance of DE</p>	<p>EXPOSURE SQUEEZE?</p>	<p>Links with WWGS</p>	<p>More research on pedagogical approaches.</p>
<p>What are our challenges? E.g. How do we move beyond relying on institutional champions?</p>	<p>Assumptions of DE and ‘our’ understanding (language used, terms, tension between introductory V embedded)</p> <p>How does DE relate to GCE?</p> <p>Reflect and Articulate</p>	<p>Could do better with other staff (more CPD needed?)</p>	<p>Competing with other demands on teachers and increased paperwork, reviews etc. Any new proposal has to have minimal impact on workload.</p> <p>DE module embedded in book of modules.</p> <p>Lowering credit</p>	<p>Are students getting the opportunity to teach and reflect DE in school placement? Challenges relating to time, freedom, confidence.</p> <p>Existing inequalities in Irish education</p>	<p>HOW IS IT VALUED? GENE/Irish Aid etc defining DE.</p>

			ratings for DE/SJ etc.	challenge Ubuntu at all levels  HOW IS IT VALUED?	
<p>Are there opportunities that we have not focused on?</p> <p>How can Ubuntu better support?</p>	<p>Could Ubuntu organise a workshop for heads of department.</p> <p>A common introductory vision for DE</p> <p>Exploration of the SGDs</p>		<p>Greater engagement with teaching council.</p>	<p>Develop criteria for monitoring DE on school placement? Provide necessary examples for student teachers – best practice.</p> <p>Funding school placement students to go abroad on exchange.</p>	<p>Ubuntu conference for student teachers focused on DE research and workshops? Teach Meets.</p> <p>Could Ubuntu organise workshops for specific subject areas with collaborative research between different disciplines staff and DE staff.</p> <p>Secondary data for OECD report (global competence)</p> <p>Irish Aid strategy – focus on collaboration</p>

**TASK 2** - Instructions: The Ubuntu Network identifies six strategic priority areas of work including Delivery, Capacity Building, Research, Curriculum, Policy and Solidarity. In groups, considering the current curriculum/policy landscape, identify key areas of development for the Ubuntu Network 2020-2025.

Ubuntu Network Strategic Priority Areas of Work						
Prompts:	Delivery	Capacity Building	Research	Curriculum	Policy	Solidarity
Curriculum/Policy perspective, e.g. <ul style="list-style-type: none"> <li>- Senior Cycle Reform and Consultation</li> <li>- Implementation of Junior Cycle reform (short courses, CBAs, learning outcomes, intentions and success criteria)</li> <li>- Teaching Council Accreditation 2020</li> <li>- ITE clustering – 6 centres of excellence</li> <li>- JC/SC key skills</li> <li>- Well-being Guidelines / Indicators</li> <li>- Sustainable Development Goals, national implementation plan</li> <li>- National Strategy for ESD</li> <li>- OECD Reports on Global Competence</li> <li>- Individual Practice / Research interests (e.g. SEL competences – social awareness;</li> </ul>	Delivery – PME but mostly Med, PhD Delivery – funding for local projects/people to deliver – let us partner with them, let them do it! Support funding for students places in another setting (e.g. developing world) and exchange. Young Scientist Tanzania – could STs visit Tanzania? And Tanzanian’s visit schools and colleges to reciprocate? DE as an accredited module in the PME Full time staff – DE expert in each ITE *Running into this space with such ease?? Without serious consideration	Engage with Discourse – Part but also keep specialised apart. Is the divide between ITE and CPD problematic/restrictive for Ubuntu? Partnerships – long term parties – e.g. YS Tanzania and Kenya Network thinking about partnership sharing. Sustainable Partnerships. Staff mobility within the Network. Do members give their end of year reports to the HoDs for eg. Forging links between WWGS and ITE Involving teachers participating	Research dissemination DE Research Networks Deeper qualitative. Needs to be heard Global competencies – build DE/GCE – qualitative indicators/stories Links with NGO research e.g. Trocaire Sharing research findings through an online archive and presentations – informal The importance of telling people what we do. HOW? In chat? Fora? Bridge 47 grants? Are we missing on supports for applications? Ministers for ED from other countries could provide strong support for projects that could enhance learning in our	BTYSE – climate change / Young Socialist Award Articulate boundaries Trickle down effect of P&S Awareness and understanding Political and global literacy. Restructuring of ITE – education continuum A moral and ethical imperative in terms of allocation of public funds Are we making our message clear – in terms of impact ??? PBI?	UNESCO topics and objectives Credit weightings for CGE Turn to teaching/migrant teachers ‘Policy Scholarship’ <u>Not</u> ‘Policy Science’ – political advocacy OECD Global Competence GENE report Post graduate CPD courses with DE components Restructuring of ITE – education continuum A moral and ethical imperative in terms of allocation of public funds Are we making our message clear – in terms of impact ??? PBI?	Solidarity with whom? Allies – moral support of the network Local and global being underlined by frameworks like neoliberalism Community of Practice of Students after their degree (NQTs) Reduce admin by not having to write proposals repeatedly, Allow time for ideas to emerge over time. Cross border collaboration – CPD/DE week – long accredited – summer school for NQTs?

disciplinary nature of subjects)	being given to what we are about – purpose of education? Core values?	in leadership programmes and CPD at third level in DE. Focus on teacher leaders – DPs and Principals as well as ITE?	country and theirs.			
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### Session 3: Ubuntu Supported Projects 2018-2019

Project outlines are available in the handbook.

#### Presentation to Dr. Gerry Jeffers

A presentation was made to Dr. Gerry Jeffers to mark his 5 years as Chair of the Ubuntu Network Management Committee. The tremendous contribution that Gerry made during this time was noted, particularly degree to which he supported Development Education projects, submissions and advocacy. Tribute was paid to his commitment to Development Education, the Ubuntu Network and civic education in the lives of our young people.



Ubuntu Network Assembly Members' presentation to Dr. Gerry Jeffers, January 2019