



DIALOGUE DAY

15th June 2021

10:00am – 12:30pm



Irish Aid

An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

Dialogue Day

Ubuntu Centre of Excellence in Global Citizenship Education?

Mission | Vision | Opportunities



This meeting is being recorded

Schedule

10:00 | Welcome

10:10 | Spotlight on the Network

10:30 | A Centre of Excellence in GCE: opportunities and challenges...your thoughts?

10:50 | A focus on GCE in Teaching & Practice

11:30 | Break

11:40 | A focus on Research relating to GCE

12:10 | A focus on Advocacy & Knowledge Exchange for GCE

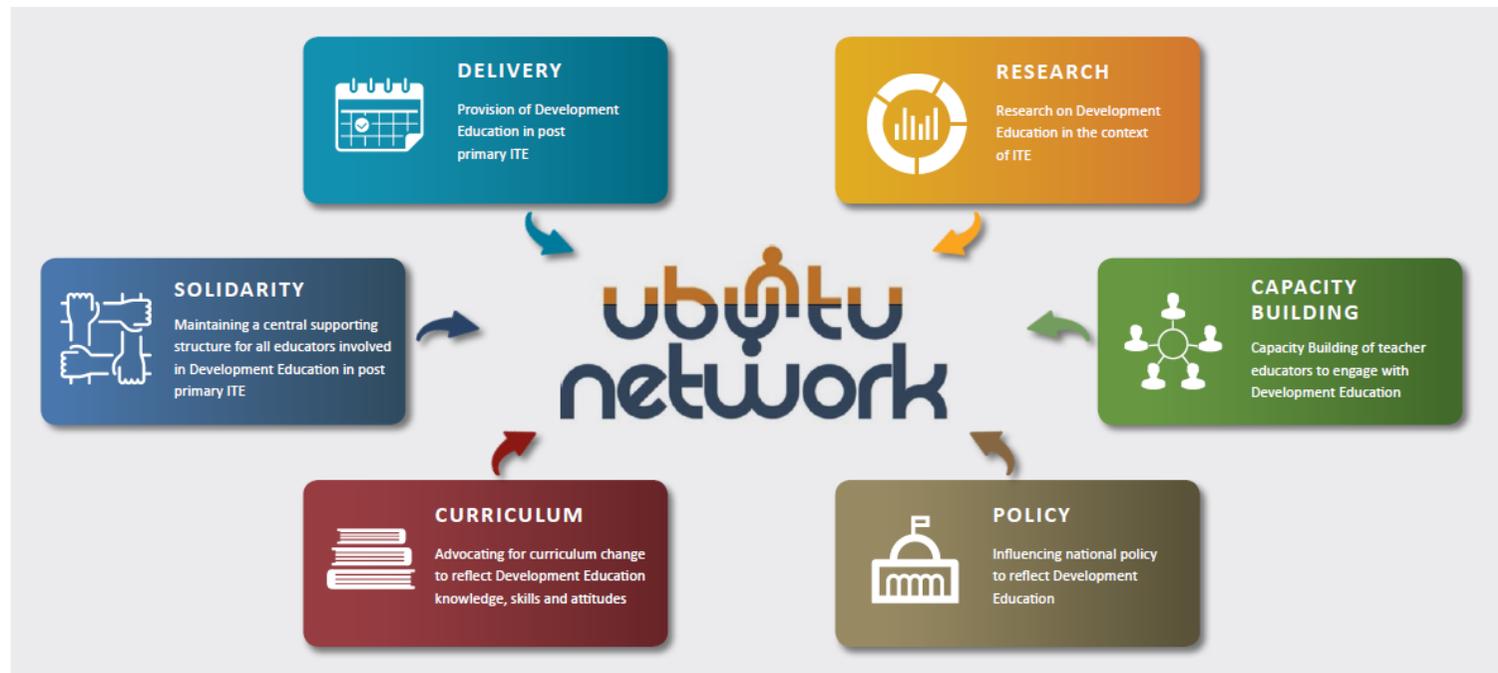
12:30 | Finish

Spotlight on the Network

- **What is the Ubuntu Network?**

A coming together of educators with an interest or involvement in integrating GCE/ESD/DE into post primary initial teacher education.

It includes teacher educators, NGOs and other relevant stakeholders.



Spotlight on the Network

Strategic Plan 2021-2026:

- **External Evaluation 2019:** recommendations across the 6 core areas

Summary of Recommendations According from External Evaluation 2019

1. Delivery	2. Capacity Building	3. Research	4. Policy Change for DE	5. Curriculum Change for DE	6. Solidarity
consider potential partners in civil society/ gov depts that have a direct interest in promoting DE	identify specific measures, CPD events or on-line supports which will re-engage relatively inactive members and to seek more engagement from part-time supervisors	award or certification, as a means of enhancing awareness of Ubuntu as well as promoting good practice among student teachers. This could be done in partnership with ITEs and NGOs	sustain its efforts to achieve maximum recognition of Development Education in Teaching Council reviews and guidelines	new Ubuntu members or Associate members should be sought among the membership of subject development groups	Have graduated teachers on Assembly or Mgt Committee
extending Ubuntu's support to graduate teacher CPD developing a subject-specific bank of Artefacts of Learning , linking to Scoilnet	Develop an Associate membership – e.g. among ITE student-teachers' representatives, teacher unions, co-operating teachers with an interest in DE, subject associations, the SEC, DES	conduct systematic research with former student teachers to glean feedback on major Ubuntu work, such as the new School Placement Guidelines – to inform practice and planning	Ubuntu should provide guidance for schools on how policies can be reviewed through a Development Education lens, as a priority in Ubuntu's next planning cycle.	develop an advice pack or set of key principles that inform a cohesive, 'Ubuntu-branded' approach to promoting Development Education	Ubuntu needs to have systems in place which, in a worst case scenario, will ensure that co-ordinator positions have clearly defined parameters and status and would be 'fillable' in the event that one of the positions became vacant.
promoting Development Education in Senior Cycle	the desire to have Ubuntu develop meaningful links with both the JCT and PDST remains unfulfilled	collate research publications and research activities of members that reference Development Education or an equivalent		Ubuntu should view its members less as champions and more as potential ' evangelists ', encouraged not to stand alone as project leaders or advocates, but as active agents enrolling colleagues and widening the base of Ubuntu associations and contacts in those institutions	
tracking a selection of graduate teachers in the years after college	the workload of the project coordinator position overall has provided very limited opportunities for 'ringfenced' CPD	Current unfulfilled aspirations to support student supervisors , practising teachers interested in undertaking or being involved in research on Development Education (in association with WWGS), and the establishment of a post-grad scholarship scheme			

Spotlight on the Network

Strategic Plan 2021-2026:

- **External Evaluation 2019:** recommendations across the 6 core areas
- **Information gathering on other Networks:** – the place of research, status or profile, membership models, contractual arrangements

Spotlight on the Network

	Research	Contractual	Status	Membership
T-Rex	Supports research among teachers, student teachers and other educational professionals	MoU between funder and lead. And between lead & members.	Rising	Individual membership HEIs pay €3,000 per annum
SCoTENS	Research is key activity. Offers research funding . Annual Conference.	Where funding is secured there is a contract between SCoTENS & SoE	High	HEIs pay €400 - €4,500 per annum.
TeesNet	UK wider CoP in ESD and GC. Shares research and practice, doesn't fund. Annual Conference.	Partnership arrangement between LWC and LHU. No contract.	Unsure?	Circa 300 members. No formal membership. No fee.
ANGEL	Facilitates sharing of research and news. Annual Conference	Contract between UCL and funders (GENE)	High	Circa 600 members worldwide. No fee.

Spotlight on the Network

Strategic Plan 2021-2026:

- **External Evaluation 2019:** recommendations across the 6 core areas
- **Information gathering on other Networks:** – the place of research, status or profile, membership models, contractual arrangements
- **Strategic Planning workshop:** - what do we want to achieve in the 3 pillars of higher education – teaching & learning, research and outreach/knowledge exchange

Create a National Centre of Excellence?
Or equivalent?

Enhance brand & identity	Consider sub descriptor line for Ubuntu	Create a strong communications strategy	Consider: Who do we benchmark ourselves against?	Promote Ubuntu in HEIs to meet their SDG reqs.	Align with UNESCO & other orgs.
Increase human capacity	Hire a "development officer"	Enhance communications			
Gain Critical Mass in membership	Consult members on working towards a Centre of Excellence	Consider: How do our TEs identify? Do they see themselves as experts in GCE?	Make Ubuntu more visible on output documents from projects	Identify others to invite in e.g. RCE Dublin	Network & comms to build membership
Enhance research profile and activity	Compile all forms of our research from existing work: papers, reports, M&E, PMEs	Seek additional research funding e.g. Horizon Europe	Provide cap-building for TEs to write up projects in a way that makes accessible to others	Adjust vision & mission to include "evidence based"	Build meaningful international networks
Make outputs sharper and more visible	Refine Artefacts of Learning to maximise usability & transferability	Enhance website for dissemination of our work	Ensure that Ubuntu is credited on outputs - provide tag line	Consider MOOCs e-learning, etc. to disseminate work	Develop workable ed. resources
Bring educators together	Enable and encourage colleges to work together	Build Communities of Practice/Praxis	Collaboration/dialogue needs to be both within institutions and between institutions	Link with NGOs	
Maintain our autonomy and funding options	Make this clear in applications to Irish Aid.	Seek funding elsewhere	Focus on longitudinal work		
Mainstream GCE	Do we retain our 5 component model?	Responding to Céim?	Feed into JCT or other?		
Name our ambition	How big do we want to go? What € can we realistically attain?	What to achieve in the 3 HEI pillars - T&L, research, engagement/knowledge exchange/ outreach			


Outputs from the Strategic Planning Workshop

Spotlight on the Network

Strategic Plan 2021-2026:

- **External Evaluation 2019:** recommendations across the 6 core areas
- **Information gathering on other Networks:** – the place of research, status or profile, membership models, contractual arrangements
- **Strategic Planning workshop:** - what do we want to achieve in the 3 pillars of higher education – teaching & learning, research and outreach/knowledge exchange
- **Branding work:** to be recognised for excellence in GCE in ITE | to have values of justice, equality and sustainability at our core | to be friendly, people-centred, effective | to strive towards critical mass through better communication and messaging

Spotlight on the Network

Potential for Strategic Partnership with Irish Aid:

- Currently completing Yr 1 of a 2-year funded project.
- In June 2020, Irish Aid indicated that they would be interested in exploring the potential to make the Network a **strategic partner** (opportunity 1).
- Applying for Strategic Partnership would imply a “**stepping up of the game**”

Spotlight on the Network

Céim Standards and Reaccreditation:

- Reconceptualising and reaccreditation of ITE programmes
- GCE as a core mandatory component
- Integrated approach to adopting the 7 mandatory components

Inclusive education

Global Citizenship Ed

Professional
Relationships

Professional
Identity & Agency

Creative and Reflective
Practice

Literacy and Numeracy

Digital Skills

Accreditation of existing programmes 2021-2023: Indicative plan

Opportunity 3

Year	Quarter	Higher Education Institution
2021	Q4	<ul style="list-style-type: none">• St. Angela's College, Sligo• Hibernia College• University of Limerick (UL)
2022	Q2	<ul style="list-style-type: none">• University College Cork (UCC)• National University of Ireland, Galway (NUIG)• Mary Immaculate College (MIC)
2022	Q4	<ul style="list-style-type: none">• Dublin City University (DCU)• Maynooth University (MU)• University College Dublin (UCD)
2023	Q2	<ul style="list-style-type: none">• Limerick Institute of Technology (LIT)• Galway Mayo Institute of Technology (GMIT)• National College of Art & Design (NCAD)• Trinity College Dublin (TCD)• Marino Institute of Education (MIE)

Spotlight on the Network

- Proforma

Toolkit B - Core elements of ITE

Global Citizenship Education

To include Education for Sustainable Development; Wellbeing (personal and community); Social Justice, Interculturalism. There should be demonstrable integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others.

Please demonstrate how the programme incorporates these areas of study. Word count 500 per element.

Toolkit B

Core elements of ITE

All ITE programmes shall include the specific elements set out hereunder on an equitable basis.

Inclusive Education

With reference to Inclusive Education as outlined in *Céim*, this includes the fostering of appropriate learning environments, including digital ones, that support the development of student teachers' ability to provide for the learning needs of all pupils by utilising, for example, a universal design for learning framework.

Please demonstrate how the programme incorporates these areas of study. Word count 500 per element

Spotlight on the Network

In summary, should we strive to...?

- **Scale up ..?**
- **Enhance status & profile..?**
- **Incorporate research ..?**
- **Involve more teacher educators, across more disciplines ..?**
- **Enhance our outputs and their dissemination..?**
- **Communications & dissemination strategy..?**

Spotlight on the Network - dialogue

Ubuntu: A Centre of Excellence in GCE?

What are your thoughts?

What would this look like?

What are the pros and the cons to progressing this way?

Or is there an alternative?



Reminder – record breakouts!

Spotlight on the Network - dialogue

- https://padlet.com/deirdre_hogan/zotxo6lmlmqzkak9

The screenshot shows a Padlet board with a purple background. At the top left, it says 'padlet' and 'Deirdre Hogan · 3m'. The title is 'Ubuntu Centre of Excellence in GCE?' with a subtitle 'What it might look like, pros and cons...?'. The board is organized into three columns: 'Group 1 - Sean's Group', 'Group 2 - Karen's Group', and 'Group 3 - Joanne's Grou'. Each column has four sticky notes: 'What it might look like...', 'Pros', 'Cons', and 'Any other comments'. Each sticky note contains the text 'Text here'. There are three plus signs at the bottom of the board and an 'ADD COLUMN' button on the right.

Group 1 - Sean's Group	Group 2 - Karen's Group	Group 3 - Joanne's Grou	ADD COLUMN
What it might look like.... Text here	What it might look like... Text here	What it might look like? Text here	
Pros Text here	Pros Text here	Pros Text here	
Cons Text here	Cons Text here	Cons Text here	
Any other comments Text here	Any other comments Text here	Any other comments Text here	

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Dialogue

Considering our support of GCE/DE in the 3 Pillars of HEI:

- **Teaching and Learning**
- **Research**
- **Outreach/advocacy**

What else should we be doing in this area?

What are our gaps here? Can we fill and how?

Who else should we be linking with?

What are the professional needs of members in this area to enhance their capacity?

DIALOGUE DAY

15th June 2021

Pillar 1 – Teaching and Learning

- **Looking at our Strategic Plan 2014-2020, what have we achieved in this area?**
 - Biannual Calls for Development Education Projects & onward awarding of funding
 - Initiatives aligned with the Ubuntu Framework for Integration of DE into ITE
 - Circa €60,000 per annum (33% of funding)
 - In 2019-2020, a total of **243 hours** of Development Education to **2,251 post primary student teachers** on **25 ITE programmes** across **11 ITE institutions**. This involved **58 teacher educators** and a number of post primary schools and NGOs
 - Artefacts of Learning to show students' engagement (e.g. videos, posters, lesson plans, units of learning).
 - Qualitative (focus groups, interviews, observations) and quantitative data (questionnaires) from individual project leaders and Ubuntu to show impact.
 - A growing culture of engagement? **Capacity Building through dialogue?**
- **Where do we want to go? What with T&L look like in a Centre of Excellence (or alternative) in the context of our changing landscape?**



Reminder – record breakouts!

5 Components

Ubuntu Network Framework for the Integration of DE into ITE

1. Introduction to DE

Students are introduced to DE: theoretical underpinning, ideologies, relevant issues, challenges, perspectives, debates.

2. Subject-specific DE

Students explore how DE relates to their subject areas: curriculum, pedagogy, practice.

3. DE aligned with core ITE components (as stipulated by the Teaching Council)

Students experience DE through other core components in the programme, e.g. Philosophy of Ed, Teaching for Diversity, ICT & Education, Education Policy.

4. DE & school placement

Students teach DE in the classroom, observe DE in their school, engage in World Wise Global Schools project.

5. Student teacher research & reflection incorporates DE perspectives

DE entries in the Professional Portfolio

DE in Inquiry-based projects (theses)

DE-related volunteering/ study trips

Underpinned by...

Partnerships

Research on DE in ITE

Capacity Building for Teacher Educators

Pillar 2: Research

- **Looking at our Strategic Plan 2014-2020, what have we achieved in this area?**
 - Internal Reports on monitoring and evaluation of projects (e.g. Ubuntu Impact Report 2017; annual reports to Irish Aid)
 - Publications for example in Academic Journals (e.g. Policy and Practice; Environmental Education Research; Irish Education Studies and book chapters (e.g. impending climate change publication); conference presentations.
 - Research conducted by PME students
 - *Challenge – research not supported under project funding*
- **Where do we want to go? What with Research look like in a Centre of Excellence (or alternative) in the context of our changing landscape?**



Reminder – record breakouts!

Pillar 3: Outreach, Knowledge Exchange, Advocacy

- **Looking at our Strategic Plan 2014-2020, what have we achieved in this area already?**

Contributing to visibility and valuing of DE/GCE as a result of,

- Curriculum submissions (e.g. NCCA Junior Cycle Specifications)
 - Policy and Strategy submissions (e.g. Teaching Council Standards for ITE, Irish Aid DE Strategy, Dept. of Education ESD Strategy, HEA consultation on ESD)
 - Advocacy for GCE/ESD in our Schools of Education
 - Advocacy for GCE/ESD in HE institutions e.g. sustainability strategies
 - Sharing of our work and outputs
-
- **Where do we want to go? What with Outreach/Knowledge Exchange/Advocacy look like in a Centre of Excellence (or alternative) in the context of our changing landscape?**