



Teacher Education for Global Citizenship

Dialogue Day 2022

**Building a
community of
educators for
global citizenship.**



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Teacher Education for Global Citizenship

Dialogue Day 2022

Building a community of educators for Global Citizenship

Schedule

09:30am | Tea and Coffee...

10:00am | Welcome and launch of the Ubuntu Network Strategic Plan 2022-2027

Deirdre Hogan (Ubuntu Network); Paul Conway (UL)

10:30am | **Exploring Ubuntu projects: Moving from a project to a partnership approach for GCE in ITE**

PANEL: Niekie Blom (UL); Brenda Gallagher (NUIG); Patricia Nunan (Hibernia College); Steve O'Brien (UCC)

11:30am | *Group photograph...*

11:40am | Brief break...

12:00pm | **Exploring Ubuntu supported projects: outreach, research**

Approaches to making research central to our GCE work

CONTRIBUTORS: Zerrin Doganca Kucuk (MU); Maria Campbell (SAC)

Building relationships with stakeholders to enhance GCE provision in formal education

CONTRIBUTORS: Rachel Farrell (UCD); Nigel Quirke Bolt (MIC); Peter Gaynor (Fair Trade Ireland); Kathryn McSweeney (SAC)

1:00pm | Lunch...

2:00pm | **GCE and leadership in ITE**

Leadership as a 'pinch-point' for the advancement of Global Citizenship Education: Who leads and for what purpose?.

CONTRIBUTORS: Ciaran O'Gallachoir (MU); Joanne O'Flaherty (UL); Orla McCormack (UL); Deirdre Hogan (Ubuntu Network)

3:00pm | Close...

Exploring Ubuntu projects: Moving from a project to a partnership approach for GCE in ITE (10:30am session)

PANEL: Nicolass Blom (UL); Brenda Gallagher (NUIG); Steve O'Brien (UCC); Patricia Nunan (Hibernia College);

This session will explore what is required to make the leap from an individual GCE project to a more holistic School/Department wide work plan that promotes a culture of engagement with GCE across leadership, faculty, curriculum and policy. It will tease out the challenges and critical success factors in the context of Céim and ITE.

Background:

Goal 1	The Ubuntu Network will embed GCE into teaching, learning, and assessment in post-primary ITE programmes in a manner that reflects our core values and principles and in keeping with the Teaching Council Céim standards
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The Ubuntu Network Strategic Plan 2022-2027 sees the introduction of partnerships with Schools/ Departments of Education in member HEIs.

Partnerships will be built upon existing relationships with HEI members that have a proven record of accomplishment in GCE. They will be driven by our existing teacher educator members in association with school/ department leadership (e.g., heads of school/ department, heads of faculty and centre directors) and involve additional faculty members. They will be strategic in nature with a view to deepening engagement with GCE in the school/department and institution and will build upon prior Ubuntu supported projects. Multiannual onward funding will be awarded to support institutional partnerships.

The work of partnerships may also inform university-wide missions relating to the SDGs as well as interdisciplinary GCE initiatives across campus. Partnership work plans will span curricular interventions, capacity building of staff, research activities, and dissemination of work to relevant stakeholders. They will also include support for the re-accreditation of ITE programmes in line with the Céim standards, ensuring that GCE is planned in a meaningful, incremental, and evidenced manner.

Partnership Workplans		Member Projects
Funding	Muti -annual	Annual
Contractual arrangement	Memorandum of Understanding	Letter of Agreement
HEI personnel involved	<ul style="list-style-type: none"> • Ubuntu project leaders • Heads of School • Heads of Faculty • Centre directors • Faculty involved in teacher education 	One or more teacher educator faculty member(s)
Description	<p>A school/department wide workplan with a focus on curriculum, capacity building, advocacy and outreach for GCE in line with the Céim standards and other practice and policy contexts.</p> <p>In such arrangements, GCE is core to the values, culture and discourse in the school/ department of education.</p> <p>It may also seek to inform institution-wide GCE/SDG initiatives.</p>	A project focused on a GCE curriculum intervention, which may involve parallel supporting activities, particularly a capacity building element

Exploring Ubuntu supported projects: outreach, research (12:00pm session)

Approaches to making research central to our GCE work

This session will consider how research can enhance our work in GCE within ITE. It will touch upon such topics as approaches to conducting research, topics for research, publishing research and disseminating outputs efficiently.

CONTRIBUTORS: Zerrin Doganca Kucuk (MU); Maria Campbell (SAC)

Goal 3	The Ubuntu Network will ensure that GCE provision is informed by and contributes to the research evidence base on GCE in ITE.
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Ubuntu work will draw from and contribute to the research knowledge base. The network will gather data to provide evidence of change arising from Ubuntu supported partnerships and projects. This will be communicated through high impact case studies, qualitative critical reflections and quantitative data analytics. The Network will conduct a targeted research project to explore GCE implementation as per the Céim standards with consideration for its application, integration, and effectiveness. It will provide support and mentorship for members to carry out practice-based research, identify appropriate funding streams to support such work and disseminate outputs to relevant target audiences. The Ubuntu Network will also provide an online research repository to guide members to relevant background reading in the area of GCE, to aid with for example, conceptualising GCE and monitoring and evaluating GCE.

Output 3: Research

- A monitoring and evaluation strategy for determining the impact of GCE projects/ partnerships.
- Develop an online research repository to provide access to Ubuntu research outputs as well as national and international research on GCE.
- Identify research funding opportunities, e.g., T-Rex and IRC, and appropriate publication avenues for members. Consider the production of an online journal.
- Conduct targeted research to explore GCE in ITE in accordance with the Céim standards in line with its application, integration approaches, and effectiveness.
- Bring members together to write and publish GCE related work within specific contexts, e.g., climate change education and social justice education.
- Develop strategic relationships with international networks and research agencies with a view to conducting collaborative work.



Exploring Ubuntu supported projects: outreach, research (12:00pm session)

Building relationships with stakeholders to enhance GCE provision in formal education

This session will reflect on how we can work with a range of stakeholders in a meaningful way to enhance GCE provision in ITE and to contribute to national discourse on GCE.

CONTRIBUTORS: Kathryn McSweeney (SAC); Rachel Farrell (UCD); Nigel Quirke Bolt (MIC); Peter Gaynor, Fair Trade Ireland

Goal 4	The Ubuntu Network will enhance its communication, dissemination, and advocacy roles in order to maximise the engagement and involvement of stakeholders in its work.
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If we are to reorient education systems, policies, and practices, to contribute to a world where justice and sustainability are the norm, then we must ensure that GCE is central to discourse in all education settings and all aspects of curriculum and policy, teacher professional development, research studies, and cross government department initiatives to address the SDGs. The Ubuntu Network will invite stakeholders to engage in its work; equally, it will reach out to stakeholders to share their insights, reflections, and findings and contribute to policy and curriculum formation. As such, it will seek to expand its associate membership to include a variety of stakeholders (see pg 28) to broaden the diverse nature of dialogue within the centre and disseminate its work. It will promote GCE principles and practices in national education policy formulation and curriculum development by engaging in NCCA consultations to reform the senior cycle.

Output 4: Outreach

- Share learning and reflections from Ubuntu Network core work with all key stakeholders.
- Work with teacher groups and associations as well as support services for teachers to contribute to the professional development of teachers in the area of GCE.
- Engage with WWGS to develop joint projects, advocacy initiatives, and knowledge exchanges, focusing on the PDST/JCT and subject associations.
- Engage with the Teaching Council on the implementation and assessment of GCE in ITE (in association with DICE).
- Advocate for GCE in NCCA consultations on curriculum, with a particular focus on senior cycle reform.
- Engage in knowledge exchange with national and international networks and projects pertaining to GCE.
- Expand the assembly and associate membership of the Network.
- Share expertise with relevant government departments involved in ESD/GCE related initiatives.
- Engage with academic departments outside of ITE to build interdisciplinary strength and institutional commitment to GCE.



GCE and leadership in ITE (2:00pm session)

Leadership as a 'pinch-point' for the advancement of Global Citizenship Education: Who leads and for what purpose?

CONTRIBUTORS: Ciaran O'Gallachoir (MU); Joanne O'Flaherty (UL); Orla McCormack, (UL); Deirdre Hogan (Ubuntu Network)

Recently presented at the ATEE conference in Italy, this paper entitled, *Leadership as a 'pinch-point' for the advancement of Global Citizenship Education: Who leads and for what purpose?*, explores and problematizes the integration of global citizenship education (GCE) in initial teacher education (ITE) from a leadership perspective.

It asks the critical question, is our response to GCE in the Céim standards an exercise of optics or an enactment of a paradigm shift towards education for sustainability?

Some Ubuntu Supported Project

2021-2022

UBUNTU

07.06.22



Dialogue Day 2022: Building a community of educators for global citizenship

Maynooth University: Dr. Zerrin Doganca Kucuk (MU); Angela Rickard, Juliette Bertoldo, Conor Harrison, Brenda Carroll

We worked with BSc Ed Year 3, PME 1, and PME 2 students in the Education Department and we collaborated with the Geography Department and a number of external partners such as Self Help Africa and Young Social Innovators. Overall, the project went well with several outcomes for our student teachers.

Our Year 3 students got six hour-training on using ArcGIS by Dr Sasha Brown from the Geography Department. ArcGIS is a software to use satellite data for making interactive maps and analyse data. The student teachers designed teaching materials on ArcGIS to teach issues such as pollution, ecology, conservation.

The PME 1 cohort participated in a semester-long module exploring social and ecological justice issues while learning how to integrate these timely challenges across multiple subject areas. Five highly creative workshops led by a pool of external partners and lecturers from Maynooth University were offered to students to choose from. The workshops ranged from development education, theatre-based methods, social innovation education, Game-Based Learning approach, and intercultural competencies in non-formal and formal educational contexts. Creativity, critical thinking, and collaboration were some of the skills developed by students amongst a much broader palette of competencies.



Twenty student teachers from PME 2 cohort opted for the module focusing on film pedagogy. Students learned to devise activities and resources using documentary films to teach relevant, topical, and sometimes controversial themes of social justice in the classroom.

Another highlight of this year was the launch of the "Social Justice Doc Days" proposed to PME 1 and Applied Social Studies students, set up in partnership with the Guth Gafa Film Festival. A selection of high-quality documentaries touching upon various key social and educational topics was showcased (live and online), followed by two discussion panels in the Maynooth Campus. The event gave students a unique space to incite new pedagogical ideas and generate conversations around timely topics amongst peers, scholars, and professionals from the film industry.

PME Programme: GCE Component

PME1 Student Activities	PME1, PME2 & Staff Joint Activities (these activities are voluntary)	PME2 Student Activities	Planned Additions
Introductory GCE Lectures	GCE Committee Membership	GCE Workshop - The Why of GCE (role & value)	Completion of Global Teacher Award (GTA) (compulsory for all students)
GCE Day Workshops & Keynote Address - The How of GCE	Staff/Student Dialogue Day	Facilitation of GCE Day Workshop (voluntary)	Expanding joint staff/student developmental activities
GCE Methodology Workshops facilitated by GCE experts	GCE Artefact Design and Development	GCE focused Action Research Project (voluntary)	Expanding student peer-to-peer GCE teaching & learning activities
Evidencing GCE (theory & practice): Collaborative Project Lesson Plans Lesson Evaluations Schemes of Work	GCE in Practice (working with TY students)	Evidencing GCE (theory & practice): Lesson Plans Lesson Evaluations Schemes of Work Subject Methodologies	Expanding staff GCE professional development
Delivering GCE in the classroom	Engagement with External GCE Organisations & University/National Policy Development	Delivering GCE in the classroom	Further alignment of GCE within the PME, MGO and BME programmes

University of Limerick: Dr. Niekie Blom

Overview of project: In South Africa, children with disabilities are often denied services that most other non-disabled children enjoy. Often, children with disabilities are refused opportunities to learn, socialise and develop their potential and abilities due to limited service delivery that is offered in rural areas. To address the needs of children with disabilities from low-income households, the Light Centre was established in the community of Krugersdorp in South Africa. They are instrumental in addressing the needs of both children with disabilities and their parents by ensuring child protection and health and well-being. One of the most prominent needs for these centres is equipment that can provide children with disabilities with sensory development experiences. Unfortunately, there is limited funding or donors available to provide access to such equipment.

The module, Design and Communication Graphics (DCG) 4 at the University of Limerick requires students to design practical solutions to everyday problems that are experienced by individuals while considering social, natural and economic environments. To this end, our students were required to design and model equipment that could be used by the Light Centre in enhancing the sensory development of children with disabilities.

Key activities undertaken

- Student interview with the Director of the Light Centre
- Student interview with an Occupational Therapist that understands the resource constrained context of South Africa
- Research on i) children with severe disabilities in South Africa, ii) resource-constrained contexts in South Africa, iii) social injustices relating to children with disabilities in resource-constrained contexts.
- Design and development of conceptual ideas that could be manufactured to support children at the Light Centre

Student engagement and outcomes: Throughout the module, I experienced students as motivated and driven by a need to use their subject specific skills in Design and Communication Graphics to bring a positive change in a global context. To understand the socio-political context of children with disabilities in South Africa, the students in this module engaged in interviews with a range of health professionals. The information gathered from these interviews afforded them the opportunity to design devices that might support children with disabilities in resource-constrained contexts.

Outcomes: During the duration of the module, the students developed design portfolios to document their learning. These portfolios contain *inter alia* evidence of learning through research, sketching and 3D modelling. Students also present their own solutions that could be manufactured to support the needs of children with disabilities at the Light Centre.

Personal reflections and way forward: Overall, I experienced this project as the starting point of something bigger. I am currently in discussions with a Secondary School to implement the same project for a Transition Year class. I hope to engage with stakeholders to manufacture some of the student ideas for the Light Centre. This will bring greater awareness to marginalised groups of people such as children with disabilities.

St Angela's College, Sligo: Dr. Maria Campbell (lead), Anna Callaghan, Dr. Louise Lehane, Dr. Louise Mylotte, Ursula O'Shea and Dr. Mary Shanahan

Programme: BA/PME all year groups with particular focus on Year 3 MT programme (n=150)

Aim of the project: Redefining the expert: Empowering the voice of the student teacher and enable agentic teachers going forward whose practices embody GCE.

Overview: The focus of this project is on supporting STs to develop and showcase pedagogical practices to promote the development of the critically aware global citizen, among the third-year cohort of student teachers as part of their micro-teaching programme, to be enacted on SP. They received subject specific input in relation to GCE in the disciplines of Home Economics, Biology and Education, and were asked that at least one of their two assessed micro-teaching sessions carried out in groups of 4/5, was underpinned by GCE. Students were invited to submit their MT and SP lesson plans and resources, and follow-up reflection for inclusion in a college publication (both electronic and hard-copy), which will be launched in October 2022.

The process: GCE inputs in lectures and workshops in September and October from subject specialists (the six team members) and guest speakers including members of the Traveller community, gardening specialists, local community members, environmentalists, local farmers, etc., prior to delivery of the micro-teaching brief for year three students. This culminated in a webinar for all students, staff and the wider community. Three keynotes, including a past student, Marie Lyons, Vicky Donnelly and Adedotun Adekeye from the One World Centre in Galway spoke for the first half an hour, followed by a presentation by 4th year STs, where they showcased, critiqued and discussed the lesson plan they used on MT, focusing on sustainability and how this influenced their teaching on SP. A Q&A session concluded the session. Over 80 attended the webinar. In parallel, a research project is in progress, led out by team member, Dr. Louise Lehane, and focusing on the perceptions of STs and MT tutors of the challenges and opportunities posed by ensuring GCE is embedded in all teaching.

Outcomes: The diverse nature of those attending the webinar was unexpected, including representatives from national bodies, teachers and individuals with an interest in GCE. The STs presenting engaged in a robust debate with the participants and the webinar ran 30 over the scheduled time, with only 4 leaving the session prior to the ending. Students and staff that attended and engaged were clearly passionate about GCE. 8 students/groups have submitted LPs and resources for inclusion in the publication. Finally, data has been gathered prior and post MT and the final gathering post SP will occur shortly following the examination process.

Reflections: Widening the pool of participants, and shining a light on 'experts' who are non-academics and who speak from their experience including the range of guest speakers, speakers at the webinar and in particular, the STs and past students, has empowered the STs' voice. This is evidenced through the greater frequency by which the STs volunteer to take part in related GCE initiatives, in showcasing their work to students in other years, and in the good response to the invitation to showcase their work in the publication. Finally, the email correspondence from the STs and past students who have engaged in the project is moving, as the sincerity and passion expressed for GCE and their determination to embody it in their teaching going forward, makes all we do worth while.

Dublin City University : Dr. Maria Barry, Mella Cusack, Dr. Majella McSharry & Dr. Ben Mallon

Project Activities:

Activity 1: an Introduction to Development Education (DE) for student teachers. The student teacher intervention comprised two online seminars as part of PME students compulsory Sociology of Education module. Each seminar was designed and led by an expert in GCE and was 2-hours in duration. Key themes explored included; an overview of the Sustainable Developments Goals (SDGs) (specifically Goal 4.7), opportunities for DE integration across junior cycle subject specifications and school activities and case studies of GCE classroom practice. The seminars aimed to develop post primary student teacher's knowledge base on key opportunities and challenges within GCE and enable them to explore ways in which they can meaningfully address GCE issues within curricula and classroom practices. 133 students were in attendance online.

Activity 2: Critical conversations in Global Citizenship Education Series: An Introduction with Dr Karen Pashby. This was a Continuing Professional Development online seminar for teacher educators in DCU who are interested in developing their knowledge and expertise in this multidisciplinary and dynamic area of education. 23 DCU teacher educators/subject specialists registered for the event and 19 attended on the day.

Reflections/ Lessons learned: 54 students and 8 teacher educators who participated in the activities completed an online survey, administered via Google Forms after their final session. There is a strong interest in and potential for a substantial Ubuntu network in DCU's IoE. The two activities planned in 2020/21 were well pitched and attracted strong interest amongst staff and students. Feedback in the evaluations identify interest and appetite for increased engagement and opportunity for development. However, there remains ongoing tensions between this interest and current workload and programme allocations.

Regarding DE interventions for students, the level and range of interest varied. We observed that student teachers need to be supported to understand the scope for integrating GCE in their 'own' subject areas before they can begin to think about cross-curricular opportunities beyond their own subjects. Students with subjects that are not traditionally associated with GCE (Maths, MFL, Gaelige) are particularly in need of support in this regard. It was particularly noticeable that although languages do not seem to be perceived by PME students as having an obvious role or contribution to make where GCE is concerned, a sizable proportion of the teacher educators who attended the GCE event were those involved in the delivery of the Bachelor of Education: Languages programme. There seemed to be a high level of interest and some interesting initiatives within this programme that could be labelled as GCE in nature.

The 2 online GCE inputs were very introductory in nature and some of the feedback highlighted the challenges involved in moving beyond introductory interventions. Regarding the CPD activity, the project team was very pleased with the level of interest. Whilst the online medium allowed us to draw in international expertise, it was felt that more face-to-face opportunities for the teacher educators would be beneficial in developing and strengthening connections and collaboration amongst staff.

St Angela's College, Sligo: Dr. Kayhryn McSweeney

Investigating approaches to teaching GCE in the Home Economics classroom with a PME case study group

Overview

The project's overarching goal was to inspire home economics PME students to develop effective GCE pedagogy and teaching materials. The project supported exploration, experimentation, and the development of ideas for addressing GCE in the home economics classroom. This was achieved using a Lesson Study (LS) approach. Activities were conducted during *Professional Preparation and Development Home Economics* lecture and directed study time.

Activities

Several online guest lectures were arranged, and the students were inspired to test new ideas in practice. The students engaged with GCE and pedagogy literature and resources. For example, students researched *Green Pedagogy*, which focuses on developing a sustainability mindset. They examined how this approach can potentially change attitudes and develop a conscious awareness of how actions can support or contradict existing values. In addition, they explored the use of *Narrative Pedagogy*, the *Belief Circles Experimental Strategy*, and the *Socratic Questioning Technique* and explicated their relevance to home economics education.

Lecture and directed study activities required students' engagement in iterative cycles of LS. Groups of student teachers collaborated on designing and planning GCE lesson segments. The lesson segments incorporated a new strategy or approach explored in lectures and addressed a GCE home economics content area. One teacher from each group taught the lesson segment to a small group of peers. After lesson implementation, the students met to deconstruct the lesson plans and discuss insights and learning, which informed the redesign of lesson segments.

Outcomes and Reflection

- The project advanced PME students' GCE knowledge and understanding. In addition, the students identified social and climate justice curriculum themes in home economics education, thereby increasing their knowledge and awareness of GCE home economics curriculum linkages.
- By engaging in iterative cycles of LS, all student teachers were facilitated to develop their home economics pedagogical content knowledge (PCK). As a result, there were noticeable gains in students' pedagogical knowledge (PK) and home economics PCK.
- The lesson tasks yielded different representations of content knowledge. They generated a dialogue about the use of pedagogical approaches. Furthermore, the activities required students to test different methods and evaluate their usefulness.
- Many PME students implemented various approaches and strategies on SP and reported on their overall experiences and learning. For example, one PME student created a TY module on GCE and narrative pedagogy. Her learners narrated the story of climate change using the medium of textiles and stitch. Different viewpoints and interpretations of experiences were recorded, and high-quality learning was evidenced using a practical and creative medium.
- Project 2022-2023 aims to further the experimental work completed in this project, mainly the use of 'green' and 'narrative' pedagogy in the home economics classroom.

