

The logo for UBTEU Network, featuring the acronym 'UBTEU' in a stylized, rounded font above the word 'network' in a lowercase, rounded font. The background is a vibrant green with a dense pattern of faint, white line-art icons representing various educational fields like science, art, and technology.

UBTEU network

Guidelines for Development Education on School Placement

A Guide for Student Teachers on the Inclusion of
Development Education in School Placement

Ubuntu Network, January 2019

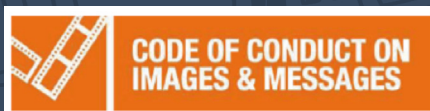
Ubuntu Network
c/o School of Education
University of Limerick
Limerick
Republic of Ireland

Telephone: +353 61 233289

Email: info@ubuntu.ie

Website: www.ubuntu.ie

Twitter: [@Ubuntu_Network](https://twitter.com/Ubuntu_Network)



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Guidelines for Development Education on School Placement

A Guide for Student Teachers on the Inclusion of
Development Education in School Placement

This document was compiled by a working group of the Ubuntu Network, comprising:

Ms. Fiona Crowe, Education Department, St. Angela's College, Sligo
Ms. Deirdre Hogan, Ubuntu Network Project Coordinator
Dr. Jennifer Liston, School of Education, Trinity College Dublin
Dr. Mags Liddy, Gentian Research
Dr. Ciarán Ó Gallchoir, School of Education, University of Limerick.

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**“Education is the
most powerful weapon
which you can use to
change the world”**

Nelson Mandela

introduction

SCHOOL PLACEMENT is an integral element of Initial Teacher Education and a key site of learning and professional development for student teachers. The Ubuntu Network believes that Development Education is central to good teaching, and that all teachers play a role in educating for a more equal, just and sustainable world. Development Education emphasises active learning, where young people have the opportunity to learn about the world at local and global levels.



These guidelines have been developed to support you as a student teacher to engage with Development Education during School Placement. As part of your Initial Teacher Education programme you may have experienced Development Education in lectures and tutorials. You may have undertaken a dedicated Development Education elective or module. You may have explored development themes in a micro-teaching environment or completed an assignment or project with a Development Education focus. You may have prior experience of Development Education from your own time in school, or perhaps it is a relatively new area for you.

Whatever the case, this guide is designed to help you to see links between Development Education and your School Placement, to enable you to identify and engage with ongoing Development Education activities in your Placement School, and to support you to teach Development Education as part of your placement experience.

Advice to Student Teachers



As emerging teachers, you have tremendous potential to shape how young people think. Through your teaching, you can support them to see and critique the world and to imagine a better, fairer and more sustainable future.

While on School Placement, we encourage you to engage with Development Education through your teaching and professional practice. Avail of opportunities to be involved in projects and initiatives with Development Education perspectives. Think about Development Education right through your planning for teaching, implementation and reflection.

1

overview

an overview of
development education

What is Development Education?

Development Education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels (Irish Aid, 2006:9).

The Ubuntu Network (2016) views Development Education as an active and participatory educational endeavour that supports the learner to:

- **Build critical consciousness and an awareness of issues relating to equality, justice and sustainability, both locally and globally.**
- **Develop the skills necessary to explore development issues – skills such as critical thinking, critical media literacy, information processing, and communication.**
- **Feel a sense of responsibility and agency to be active citizens who can work towards positive change.**

The issues central to Development Education are encapsulated in the United Nations Sustainable Development Goals 2015–2030.



Figure 1: The United Nations Sustainable Development Goals 2015–2030

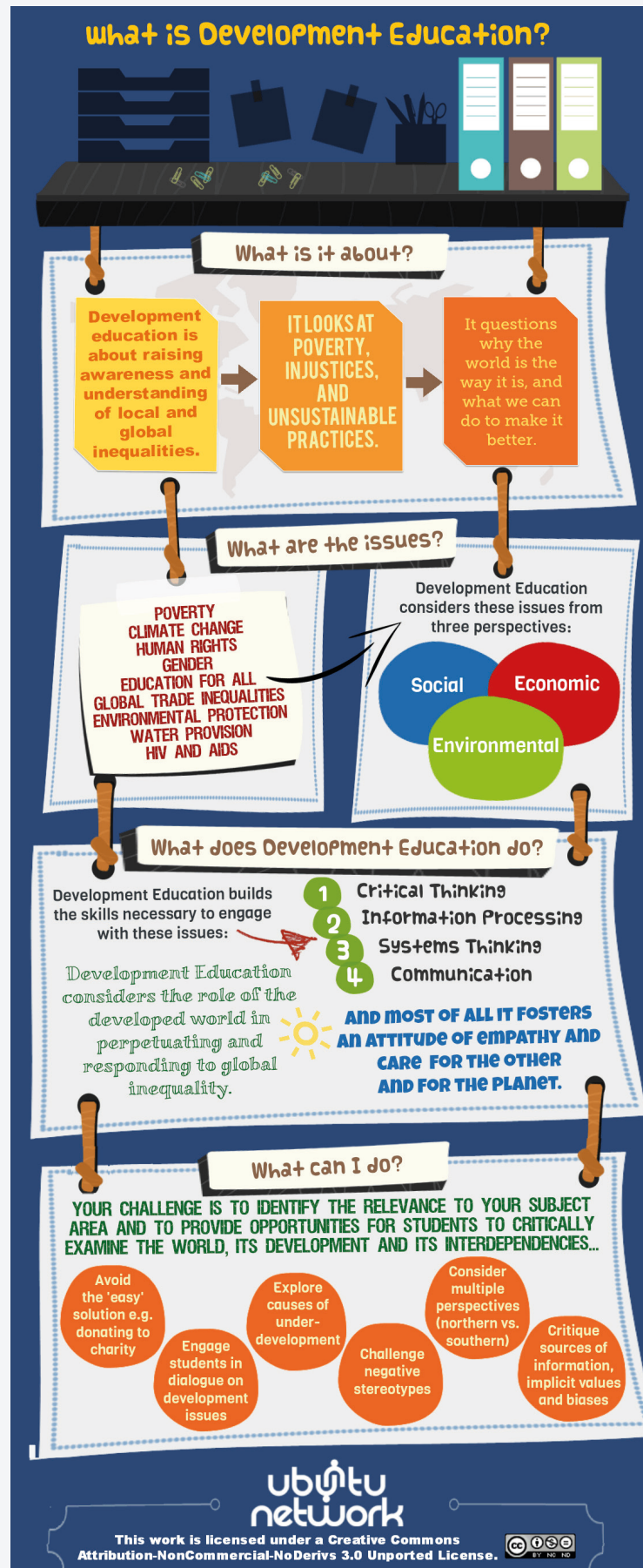


Figure 2: Revisiting Development Education

Why Teach Development Education?



Development Education is central to becoming a teacher. It supports the learners to build critical awareness of the world, enabling them to reflect and interrogate interdependent and interrelated issues that shape our society today – issues such as inequality, migration, climate change and poverty.

Policy and curriculum support a values-based education that emphasises sustainable development, social justice and equality at local and global levels.

Curriculum developments to support Development Education include:

- The Teaching Council of Ireland *Code of Professional Conduct for Teachers (2016)*, which names “respect” as a key ethical value that underpins the standards of teaching, knowledge, skill, competence and conduct.
- The *Framework for Junior Cycle 2015*, which includes Statements of Learning that reflect social justice and sustainability. Statements 5, 7, 9, 10 and 19 state that the student:

Respect

Teachers uphold human dignity and promote equality and emotional and cognitive development. In their professional practice, teachers demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

05	has an awareness of personal values and an understanding of the process of moral decision making
07	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
09	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
19	values the role and contribution of science and technology to society, and their personal, social and global importance

Table 1: Sample Junior Cycle Statements of Learning that align with Development Education

- **Current and emerging Junior Cycle Subject Specifications strongly reflect Development Education principles and themes, as illustrated in Table 2 below.**

Junior Cycle Subject Specification	Learning Outcomes
Business Studies	3.6 – Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development
Science	2.7 – Illustrate how earth processes and human factors influence Earth’s climate, evaluate effects of climate change and initiatives that attempt to address those effects
English	OL1 – Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating
Home Economics	2.8 – Describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation
Geography	3.7 – Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country
Modern Foreign Languages	3.5 – Identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/ countries is evolving

Table 2: Examples of Learning Outcomes from Junior Cycle Subject Specifications that Reflect Development Education

- Senior Cycle education is underpinned by five key skills identified as central to teaching and learning: information processing, being personally effective, communicating, critical and creative thinking, and working with others. Many Senior Cycle subject areas provide opportunity for Development Education to be embedded in their teaching (NCCA, 2008). Some examples are below in Table 3.

Subject	Aims/Objectives
LC Economics	<p>Objectives:</p> <ul style="list-style-type: none"> • To appreciate the ethical, historical, social and environmental dimensions of economics, and reflect on how economics contributes to the social and political development of society • To develop skills in critical and creative thinking around contemporary economic, political and social issues, while appreciating different perspectives, and providing informed solutions to a problem.
LC Geography	<p>Aims:</p> <ul style="list-style-type: none"> • To understand the opportunities for, and challenges of, global interdependence • To promote the conservation and sustained management of the Earth's resources for the welfare and happiness of its inhabitants and for future generations • To develop and promote active citizenship and to encourage informed participation, through lifelong learning, in society at local, national, European and global level.

LC History	<p>Aims:</p> <ul style="list-style-type: none"> • To develop the ability to think critically • To provide students with a perspective of change in a world of change • To develop in students an appreciation of the society in which they live and of other societies, past and present.
LC Home Economics	<p>Objectives:</p> <ul style="list-style-type: none"> • To have knowledge of sociological factors affecting the individual and families • To understand the relationship that exists between the individual or family and the environment • To appreciate the effects that the decisions of individuals have on wider national and global issues.
LC Politics and Society	<p>Objectives:</p> <ul style="list-style-type: none"> • To develop an understanding of the social systems within which people act: locally, nationally and more widely • To develop an understanding of and a respect for human rights and responsibilities, for human dignity and for democratic modes of governance • To develop an understanding of and a respect for sustainable development.

Table 3: Examples of Aims and Objectives from Senior Cycle Subject Syllabi that Reflect Development Education

- **The National Strategy on Education for Sustainable Development 2014–2020, promoted by the Department of Education and Skills, provides “a framework to support the contribution that the education sector is making and will continue to make towards a more sustainable future at a number of levels: individual, community, local, national**

and international”. (Department of Education and Skills, 2014:3). Arising from a recommendation of the Strategy, the NCCA (2018) has recently published a study of linkages and opportunities for Education for Sustainable Development in primary and post-primary curricula.

- **Our international commitments to the United Nations Sustainable Development Goals imply that by 2030 we must ensure that all learners:** “acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (Sustainable Development Goal 4.7).

World Wise Global Schools: Supporting Development Education in Irish post- primary schools



WorldWise Global Schools (WWGS) is the national programme for Development Education at post-primary level. It is funded by Irish Aid, as part of the Irish Government’s Development Education Strategy.

WWGS provides a range of supports to enable schools to embed Development Education into all aspects of the school community, including:

- **Grant Funding for post-primary schools through the programme’s annual grant call**
- **An annual programme of events and training, including teacher capacity building events, a Symposium for School Management and a national Annual Student Conference**



Students participating in the WorldWise Global Schools Annual Student Conference in Galway April 2018

- **A Global Passport Guide which provides a framework for schools to demonstrate how Development Education is whole-school appropriate, with step-by-step guidance on how to integrate Development Education**
- **The Global Passport Award which recognises and validates Development Education work undertaken in schools**
- **Tailored resources for integrating Development Education into Junior and Senior Cycle subject specifications. Note that new subject guides become available with each school year. The next guides to be produced will be JC Geography, JC History and JC Home Economics (2019/20). These resources are available in print and on the website for download.**

For more information, see www.worldwiseschools.ie

2

teaching

teaching development
education on school placement

Stage 1: Recognising Development Education in your Placement School

Initial Observations on Development Education in your Placement School



School Placement is a valuable learning experience, enabling you to learn about teaching and learning in a variety of school contexts and participate in school life in a structured and supported way. It provides you with an opportunity to consider Development Education as part of your teaching and to integrate perspectives into your classroom, as well as considering and observing how justice, equality and sustainability are addressed in the post-primary setting.

Considerable work on Development Education is already taking place in schools in Ireland. While on School Placement, you may come across some of the following global development initiatives:

WorldWise Global Schools Projects, Fairtrade, Green Schools, Trócaire Better World Awards, Concern Debates, Eco-UNESCO Young Environmentalist Awards, Young Social Innovators, Yellow Flag.

Development Education and global links may be visible around the school – look out for Fairtrade symbols and posters, campaigns on justice or trade, fundraising work, school exchanges or linkages, the text of the UN Declaration of Human Rights, environmental projects, community links projects, etc. Observe also events to mark days such as World Water Day, World AIDS Day or International Migrants Day.

You may also notice informal aspects of school life that model sustainable ways of living, such as recycling initiatives, waste control and reusable cups in the staffroom.

Your Placement School may have a particular policy or characteristic spirit that highlights global connections, or it may be involved in work relating to Fair Trade, Education for All or Human Rights. This may be visible on posters or artwork on the school walls.

There may be staff and school links or partnerships with the developing world, for example staff exchanges with partner schools from Kenya or other countries, student volunteer programmes or fundraising and awareness-raising activities for issues facing people in the developing world.

Some of these might reflect formal curriculum areas, such as the Science for Development Award (at the Young Scientist & Technology Exhibition) and others might be extracurricular activities.

YOUR IDEAS 1: During your initial visits to your Placement School, consider

Visibility of development education in the school, e.g. mission statement, ethos, discourse, posters, campaigns	Ongoing development education initiatives, e.g. WorldWise Global Schools projects, student/staff exchanges, Transition Year initiatives

Further notes

Stage 2: Engaging in Development Education during School Placement

There are many ways in which you can engage in Development Education during your School Placement experience. These include:



Figure 3 – Ways of Engaging in Development Education during School Placement

A. Teaching Development Education through Your Subject Area(s)

Central to teaching Development Education is recognising links between your subject area and issues relating to justice, equality and sustainability. The Sustainable Development Goals provide a useful framework with which to do this.

The following is a suggested approach:

	As you plan for teaching...	Consider
	Look at the SDGs	What are they? Why are they important? How did they come about?
	Identify a goal(s) of interest that aligns with your subject	What issue is reflected in the goal? Is it a local and/or global issue? What are the impacts on people, economy and environment? What do you want pupils to consider/appreciate? What learning outcomes might you include in your planning for teaching?
	Look at root causes or contributing factors	Why is the world the way it is? What are the root causes of the issue?
	Make connections	In relation to this issue, how are we connected to the rest of the world? How do our choices and actions (as individuals/society/nation) contribute to it? How do our choices and actions affect others? What can we do to address this issue?
	Explore the issue through the media	What do we hear about the issue in the news? What do we hear in political/public discourse? What do we see on social media?
	Planning for Teaching & Associated Actions	How does this issue relate to your subject area and spec? How might you teach it? How might you assess learning? What pupil actions might arise from this? Does it relate to other subjects or whole-school initiatives?
		
		
		
		
		
		
		
		
		
		

Table 4: A Suggested Approach to Exploring the SDGs in Your Teaching

A wide range of supporting resources are available from organisations and websites such as www.developmenteducation.ie and www.ubuntu.ie. See **Section 3** in this document for more information.

You will also find the World Wise Global Schools, “Doing Development Education” guides useful for exploring the links between the Sustainable Development Goals and subject specifications. These are available at: <http://www.worldwiseschools.ie/tools/>



YOUR IDEAS 2: Development Education and your Subject

Identify development themes that relate to your subject specification(s)	What do you need in order to explore this in your teaching (resources, supports, knowledge)?	What teaching methods might you use?

B. Teaching Development Education in Transition Year

Transition Year is offered by approximately 622 schools in Ireland. Each school designs its own Transition Year programme, within set guidelines, to suit the needs and interests of its students. The opportunities for Development Education across the year are numerous (Jeffers, 2015) and are all more effective when forming part of a whole-school approach.

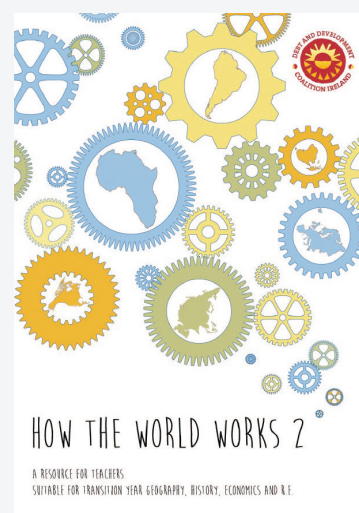
A number of generic Transition Units on Development Education themes have also been developed by Non-governmental Organisations (NGOs). The following is an example:

How the World Works 2: A Resource for Teachers – Suitable for Transition Year Geography, History, Economics and R.E. (Debt and Development Coalition Ireland).

This Transition Unit provides learners with the opportunity to explore how structures of poverty and inequality are maintained on a global level.

It aims to:

- **Promote awareness about the causes of global inequalities**
- **Create an understanding of how individuals and organisations can bring about change through their actions**
- **Cultivate empathy towards people in the Global South, linked to a sense of responsibility towards working to support justice in the world.**



Students will also consider the role they play in the world and how they can help to change the way the world works, by assuming their responsibility as global citizens. There is a strong emphasis on audiovisual resources, and active learning makes this unit fun and accessible learning.

The resource is available at:

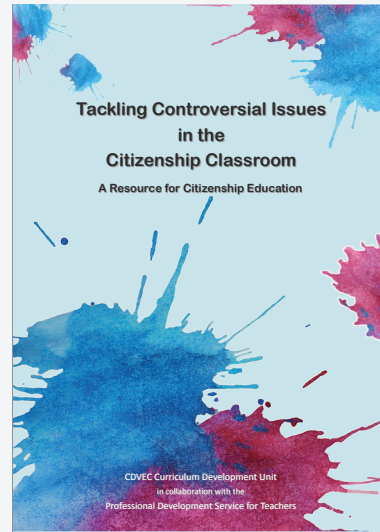
https://www.debtireland.org/download/pdf/how_the_world_works_2_.pdf

Teaching Controversial Issues

Sometimes development education issues and topics can be challenging for teachers to address. Maybe the issue affects the local community, maybe students in the classroom have strong views, or maybe it just feels like too difficult a conversation to have with students.

Tackling Controversial Issues in the Citizenship Classroom: A Resource for Citizenship Education (CDVEC Curriculum Development Unit) is a resource to help teachers to tackle controversial issues in the classroom in a safe and effective way. It is available to download at

<http://www.ubuntu.ie/media/controversial-issues.pdf>



YOUR IDEAS 3: Development Education in Transition Year

What is currently on offer?	Are there opportunities for Development Education?	What can I bring to Transition Year (now or in the future)?

C. Engaging in Development Education through Extracurricular Activities

From your observations, you might find that there are extracurricular activities relating to Development Education in your Placement School. These can include school clubs, for example environmental, human rights, volunteering. The school may be involved in:

- **Concern Debates** (<https://www.concern.net/get-involved/schools/debates/about>)
- **BT Young Science and Technology Exhibition** (<https://www.irishaid.ie/teaching-and-learning/postprimary/science-for-development/>)
- **Fairtrade Fortnight** (<https://www.fairtrade.ie/>)

Or, it might be involved in activities or initiatives that link to the local community, for example work with local asylum seekers or homework clubs. Consider getting involved in such initiatives. Look up the relevant websites and news outlets to see what else is happening in the school community.

YOUR IDEAS 4: Development Education in Extracurricular Activities

Identify extracurricular activities that relate to Development Education in your school	What could I offer to support this work?	Reflections

D. Getting Involved in a WorldWise Global Schools Project

In 2017–2018, a total of 158 post-primary schools in Ireland were funded by WorldWise Global Schools (WWGS) to conduct Development Education projects in their schools.

Ask your cooperating teacher or principal if they are in receipt of funding and if so, who the lead teacher is. There may be opportunity for you to get involved in the work.

You may also be in a position to attend the annual World Wise Global Schools Conference (April) with your placement school. If you are interested in facilitating a session or acting as an assistant at the event, please contact the WWGS education officer in your region at <http://www.worldwiseschools.ie/contact/>.

If your school is not in receipt of funding, but might be interested, you could suggest this to your cooperating teacher. The annual call for funding takes place in March/April each year.

YOUR IDEAS 5: Development Education through a WorldWise Global Schools Project

Is your school involved in a WorldWise Global Schools Project?	If so, who is responsible? What work is ongoing? If not, is there potential to apply?	How can you get involved?

E. Observations and Conversations on Development Education

The full benefits of Development Education are felt when the school’s approach is progressive and holistic, enabling pupils to make linkages across subject and topic boundaries in a seamless and natural manner. A whole-school approach to Development Education means that it is reflected in both the prescribed and hidden curriculum, as well as in extracurricular activities and governance of the school. The illustration below shows some of the lenses through which Development Education can be reflected.

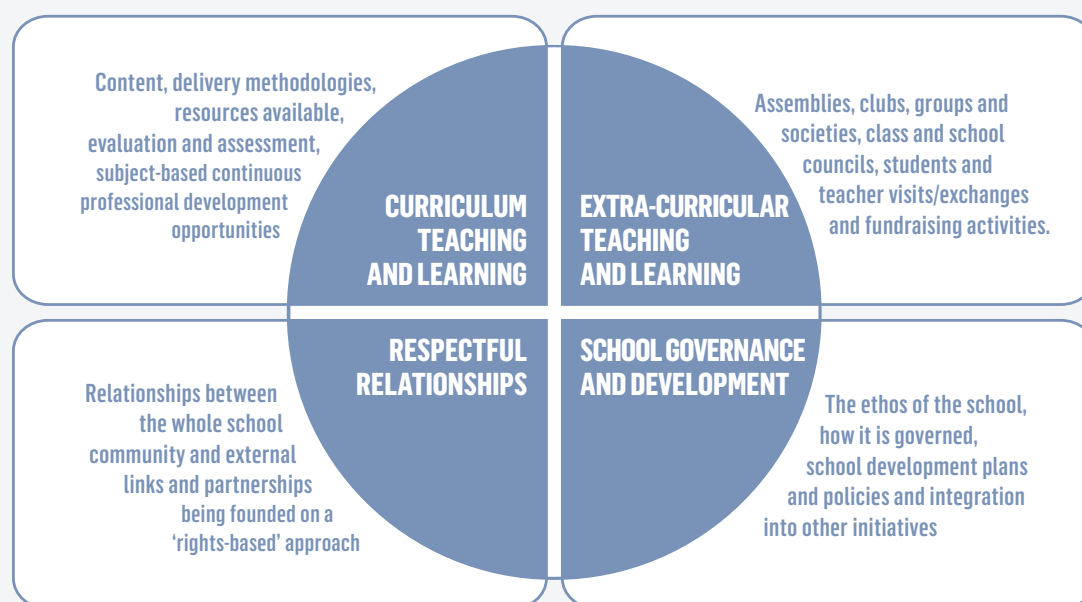


Figure 4: Lenses for Exploring Development Education in Schools, extracted from *Good Practice Guidelines for Development Education in Schools* (IDEA, 2013)

During your time in schools, you will spend time teaching, attending meetings and professional development activities, as well as sitting in the staffroom talking with colleagues. This non-direct teaching time provides you with an opportunity to experience all aspects of school life and to immerse yourself in the wider school community.

Non-teaching hours in schools are structured to facilitate greater emphasis on classroom observation, collaborative work with experienced staff, and engagement with the day-to-day life of the school (Teaching Council of Ireland, 2013a).

Table 5 below provides some pointers on how you might incorporate Development Education perspectives into your structured observations.

School-based Activities	Consider
Structured observation of classroom practice (e.g. a cooperating teacher)	To what extent are Development Education concepts and themes included in teachers' planning and delivery of the curriculum? Does the teacher provide pupils with opportunities to engage in critical, creative and collaborative thinking and learning?
Professional conversations with experienced teachers	Did you discuss global issues with your cooperating teacher/colleagues?
Critical reflection on practice, both individually and with colleagues	Are cross-curricular approaches used to explore Development Education themes? Are school activities or curriculum related to issues relevant to the local community? In your experience of teaching Development Education, how did the students react? What have you learned from this?
Becoming involved in a school committee or group or an extracurricular club	Are there opportunities for pupils to undertake campaigns about issues that affect them in school, locally or globally?
School ethos	Are issues of social justice and sustainability evident in the school environment? Are human rights respected within the school? How are school assemblies used to develop global citizenship? Are diverse views and perspectives welcomed in the school?

Table 4: Sample Development Education Questions to Include in Your Observations

YOUR IDEAS 6: Observations and Conversations on Development Education

List some of the key observations you have made in relation to Development Education in your school	What readings/ research might inform these observations?	How might you incorporate these points into your reflections?

F. Your Research and Development Education

You may have decided on your research topic for your master's or undergraduate research project and may be collecting data while on School Placement. Consider connections between your research topic and Development Education. Is there a global citizenship dimension to your research?

YOUR IDEAS 7: Your Research and Development Education

Is there a Development Education dimension to your research?	What data might inform your research? How might you collect this?

Further notes

Stage 3: Reflection on Development Education and your School Placement

Here is an opportunity to reflect on your School Placement. If you are a Professional Master of Education student, you might consider reflecting some of these ideas in your professional portfolio.

YOUR IDEAS 8: Prompting Reflection

Identify a significant moment for reflection

What were you trying to achieve?

What were you thinking during the moment?

What were you feeling?

How did the students respond?

Was it what you expected?

What were the successes?

If doing this again, what would you change?

What questions do you have arising from the experience?

How did pupil involvement shape your thinking?

Can you link this to educational theory or readings?

Thoughts on Development Education and Teaching

Recall that the *Code of Professional Conduct for Teachers* states that, in their professional practice, teachers must:

**“demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment”
(Teaching Council of Ireland, 2016: 6).**

Respect

Teachers uphold human dignity and promote equality and emotional and cognitive development. In their professional practice, teachers demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

Looking back at the whole experience of School Placement, describe how you fulfilled this expectation:

Further Notes

3

resources

supports and resources
for development education

Useful Websites

80:20 Educating and Acting for a Better World: www.8020.ie promotes education on human development and human rights; includes free extracts from the book *80:20 Development in an Unequal World*, 6th Edition (2016).

Development Education Resources: www.developmenteducation.ie is a dedicated website with cartoons, images, articles, icebreakers, stimulus sheets and a range of other resources relating to Development Education/ Education for Sustainable Development issues.

Global Dimension: www.globaldimension.org.uk includes case studies of how teachers have incorporated a global dimension into their work, as well as a substantial database of resources searchable by topic, subject and age.

Irish Development Education Association (IDEA): www.ideaonline.ie

Ubuntu Network: www.ubuntu.ie provides both generic and specific Development Education teaching resources.

WorldWide Global Schools: www.worldwiseschools.ie provides a comprehensive range of supports and interventions for schools including grant funding, training, events, resources and personalised support from a dedicated staff team.

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