UBUNTU

Teacher Education for Global Citizenship

Strategic Plan
2022–2027

UBUNTU

Teacher Education for Global Citizenship

Building a Community of Educators for Global Citizenship

Contents

Foreword

"The Ubuntu Network has always been shaped by the **goodwill, enthusiasm** and **motivation** of its members"

Since its establishment in 2006, the Ubuntu Network has been promoting development education, education for sustainable development (ESD), and global citizenship education (GCE) among post-primary teacher educators in Ireland. The term 'Ubuntu' itself is an African concept describing the essential bond of sharing which connects all humanity. In the Ubuntu Network, we try to manifest this concept in all that we do. We support high-quality teaching, learning, and assessment, through fostering collegiality, collaboration, and constructive professional relationships, through sharing learning and knowledge, through peer learning, dialogue and reflection, and through research-informed practice.

The global climate crisis is now recognised as the single greatest priority for humanity to address collectively. The COVID-19 pandemic has served to illustrate our collective vulnerability and interdependence. At a national level, a number of policy developments have particular significance for the Ubuntu Network. The Irish Aid Global Citizenship Education Strategy 2021–2025 makes specific reference to Ubuntu and the establishment of a strategic partnership for post-primary initial teacher education (ITE). We in the Ubuntu Network have been addressing this over the past 12 months in preparing our strategic plan. The Teaching Council's Céim: Standards for Initial Teacher Education (2020) requires all ITE programmes to include GCE as a core element underpinning all aspects of the programme. This is a hugely important and welcome development. It validates the work of the Ubuntu Network and recognises the quality of work of Network members in their various colleges. All these factors bring us now to an important moment in our own evolution.

This strategic plan maintains, develops, and refines the ways of working that we have established over the past 15 years. We will continue to facilitate teacher educators in their work by providing support funding for GCE projects and by bringing teacher educators together in professional development sessions through assembly meetings and dialogue days. Drawing on the experience gained through our most recent work programme, 2016–2020, we will consolidate our work within

Four core areas:

- Curriculum *(teaching, learning, and assessment);*
- Educators *(capacity building for teacher educators);*
- Research *(theoretical and applied);* and
- Outreach *(communications, dissemination and advocacy)*

Most significantly, we set out in this plan some major changes in how we operate. The crucial element here is the establishment of formal partnerships. Chief among these is our plan to formalise a strategic partnership with Irish Aid, the designated agency of the Department of Foreign Affairs, which has funded the Network for almost 20 years. This strategic partnership will enable us to undertake more ambitious initiatives and projects and will help bring coherence into the wider policy environment.

We will establish formal partnerships at a senior level with schools and departments of teacher education in all the relevant higher education institutions. In the new landscape of teacher education, there is a need to establish structural continuity with colleges that provide ITE programmes as well as continue our professional relationships with teacher educators. The Ubuntu Network looks forward to the challenges and opportunities presented not only by the Céim standards but also by the high level focus on GCE and ESD across the higher education sector. Building on our existing working relationships, we will also establish strategic connections with sister organisations, including World Wise Global Schools (WWGS), which promotes GCE at second level, and with the DICE Network which works in ITE at primary level.

This strategic plan has emerged from a wide-ranging review process involving deliberations within the Ubuntu Network management committee, consultation with members of the Ubuntu Network, and discussions with external consultants and advisers. The external evaluation report submitted in 2019 by Kevin McCarthy, former senior inspector in the Department of Education, was extremely insightful in its commentary and helpful to us in positioning ourselves for the future. As a network, we have always depended on Irish Aid for funding and support; in exploring our options for the future, Irish Aid has been highly constructive in giving guidance and advice as to the implications of establishing a strategic partnership with them.

The Ubuntu Network has always been shaped by the goodwill, enthusiasm, and motivation of its members, all of whom share a commitment to education for social justice, equality, and sustainability. As concerned citizens and professional educators, we are united by a common bond of collegiality and a mission to think globally while acting locally in a manner appropriate to achieving positive change in and for society.

While the Ubuntu Network belongs to all its constituent institutional membership, the administrative hub is located at the University of Limerick (UL). The UL School of Education has been most supportive, and I wish to thank, in particular, Dr Joanne O'Flaherty, senior lecturer, for her invaluable work as academic coordinator. On behalf of the management committee and membership of the Ubuntu Network, I wish to acknowledge the work of our Network coordinator Deirdre Hogan for her consistently high-quality leadership of the professional and administrative functions of the Network, and specifically her management of the review process leading to this strategic plan.

Gary Granville

Dr. Gary Granville
Chair, Ubuntu Network Management Committee,
April 2022
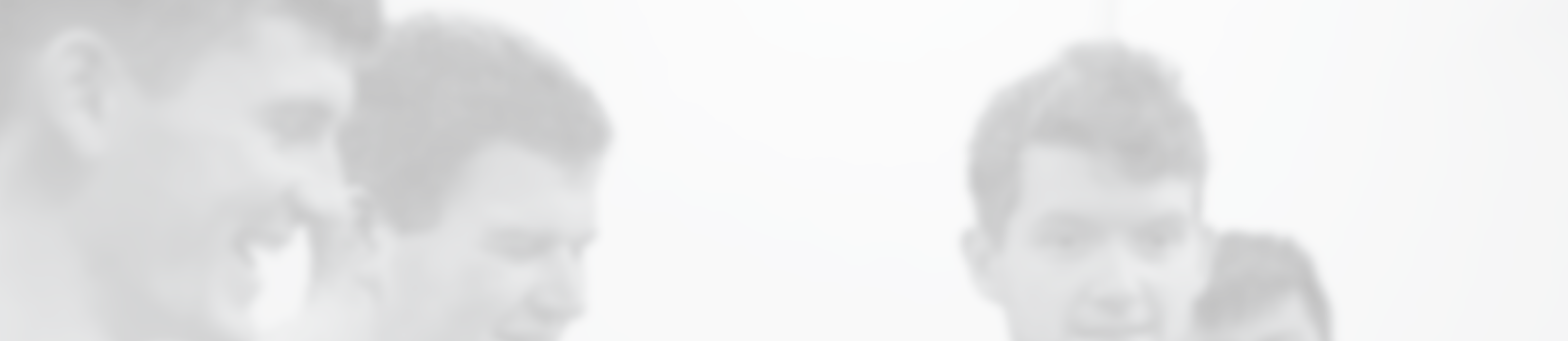
Section 1

Our Character and Ethos

Our Character and Ethos

Vision

Mission

Values

Operating Principles

A just, equitable and sustainable world

To be leaders in GCE in post-primary ITE

Social Justice, Inclusion, Sustainability & Responsibility

Community, Care & Excellence

Vision

Through GCE, the Ubuntu Network contributes to building a world based on respect for human dignity and the environment and is informed by values of social justice, inclusion, sustainability, and social responsibility.

Mission

To be leaders in GCE in post-primary ITE, leading the way through creative and transformative pedagogical approaches, evidence-based practice and peer professional learning.

Values:

Social Justice: A society where people share a common humanity, have a right to equitable treatment, support for their human rights, and a fair allocation of community resources.

Sustainability: A society concerned with the stewardship of the natural environment and aware of the Earth's limited carrying capacity, focusing on intergenerational responsibilities.

Inclusion: A society where people are valued, where diversity is considered a strength, and where everyone's contribution is welcomed and respected, without prejudice or discrimination.

Responsibility: A society where people act with agency for transformation at local, community, national, and international levels.

Operating Principles

The Ubuntu Network's operations are characterised by the following principles:

We work as a community of educators

We foster a supportive and collegial network of educators with a shared passion for embedding GCE in ITE. Its strength is its community of members from higher education institutions (HEIs), non-governmental organisations (NGOs), and other organisations providing a variety of experience, perspectives, and specialist disciplinary knowledge. It invites participation, dialogue, and sharing of knowledge with members as fundamental to enhancing the collective capacity of its community. In line with the African Ubuntu philosophy, it emphasises cooperation, collegiality, collaboration, and a concern for the interests of all.

We care about people and the planet

The work of the Ubuntu Network is motivated by our collective sense of care for people and the planet. We stand in solidarity with victims of inequality and injustice and are committed to educating for transformation in recognition of shortfalls in human rights and responsibilities. We recognise the fragility of ecological systems and the urgency of action for environmental conservation.
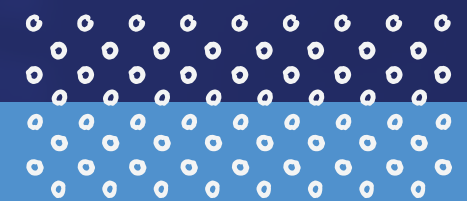
We strive for excellence

The Ubuntu Network is a Centre of Excellence in GCE, drawing on experience and evidence to inform pedagogy and practice that is effective and transformative. We acknowledge the challenges of teaching for global citizenship and the need to continually adapt and critically reflect to enhance our work.
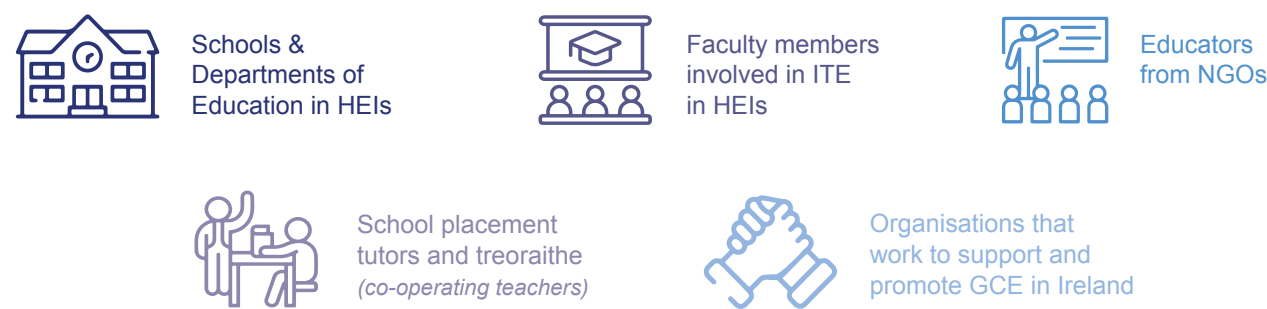
Section 2

Our Strategy

2022-2027

Our Strategy
2022-2027

Who we work with:

The Ubuntu Network is a centre of excellence in GCE, working to integrate the concepts of justice, equality and sustainability into post-primary ITE. Its members are teacher educators and include:

Schools & Departments of Education in HEIs

Faculty members involved in ITE in HEIs

Educators from NGOs

School placement tutors and treoraithe *(co-operating teachers)*

Organisations that work to support and promote GCE in Ireland

What we want to achieve:

We want to maximise the provision of high-quality, evidence-based GCE in HEI schools and departments of education in the context of re-accreditation of ITE programmes in line with the Teaching Council of Ireland's 2020 Céim: Standards for Initial Teacher Education and other relevant national and international policy developments. In doing this, we want to support teacher educators to embed into their work a living understanding of and commitment to education for global citizenship, sustainable development and social justice. Arising from this, we want graduates of post-primary teacher education programmes to enter the profession as active global citizens who seek to integrate into their teaching and the schools where they work, perspectives that encourage engagement to build a more just and sustainable world.

How we will achieve it:

We will achieve this by engaging our members in four core areas of work within the post-primary ITE space:

☑ **Curriculum:** We will support teaching, learning, and assessment initiatives that focus on developing GCE knowledge, skills, and attitudes.

☑ **Educators:** We will build the capacity of teacher educators to engage in GCE.

☑ **Research:** We will be informed by and contribute to the evidence base on GCE in ITE.

☑ **Outreach:** We will engage key educational stakeholders in discourse and knowledge exchange pertaining to GCE in formal education.

We will adopt a three-tiered strategy to achieve our goals in these core areas. First, we will work in partnership with member schools/departments of education in HEIs to build a deep commitment to GCE across leadership and faculty that will impact curriculum and policy. We will work with WWGS to enhance GCE across the school university divide. Second, we will work our Assembly members and with an increasing number of faculty-based members to engage in evidence-based and effective GCE through curricular projects. We will enhance the capacity of all members through a range of events and initiatives and provide opportunities for action research that translates into transferable learning within and beyond the Network. Third, we will engage with other stakeholders in other educational settings to communicate and disseminate outputs from the Network, encourage collaborative endeavours for GCE, and advocate for the prominence of GCE in their work.

Curriculum

Educators

Research

Outreach

Working with

Partners
- Irish Aid
- Schools / Departments of Education in HEIS
- World Wise Global Schools

Assembly Members
- Teacher Educators
- School placement tutors & Treoraithe
- NGOs and GCE Organisations
- Student Teachers

Other Stakeholders
- The DICE network
- Post-Primary schools
- Teacher Groups & Associations
- Government Departments
- Teaching Council, NCCA, JCT, PDST & SEC
- Teacher Educator Networks
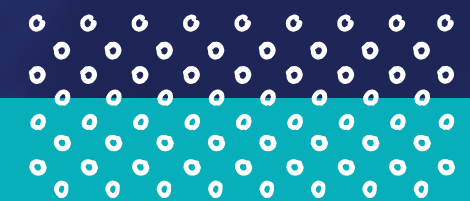- Faculties in HEIs (outside of ITE)

New in the strategy:

- Formal partnerships with HEIs to enhance GCE in schools/departments of education.

- A revised model of onward funding that facilitates strategic multi-annual partnerships with HEI institutions as well as annual projects led by HEI teacher education members.

- A focus on the development of multimedia artefacts of learning (AoL) as well as text-based publications with particular attention drawn to capturing subject-specific practice and pedagogies for GCE.

- New capacity-building opportunities for teacher educators including communities of practice, 'research share' events, and 'GCE in schools' seminars.

- An online research repository for new and emerging research on GCE to be used to inform actions relating to curriculum development, capacity building, and outreach.

- A targeted research project to explore GCE implementation as per the Céim standards with a consideration for its application, integration, and effectiveness.

- Enhanced outreach activities to disseminate the work of the Network and increase the engagement and participation of teacher educators and other key stakeholders.

- A partnership arrangement with WWGS to develop mutually beneficial projects spanning ITE and post-primary settings.

- Enhanced internationalisation through involvement in European research initiatives and networks.

Section 3

**Building upon
Strategic Plan**
2016-2020

Building upon Strategic Plan

2016-2020

Delivery	**Delivered:** • **1,566** hours of GCE in **13** HEI institutions • Involving **10,089** pre-service teachers and **78** faculty based teacher educators
Capacity Building	• **10** Ubunty events with **330** registered attendances • **28** HEI member hosted events with **494** registered attendances • **4** working groups with **24** teacher educator participants
Curriculum	• Integrated GCE across foundation and professional studies, subject pedagogies, school placement, research, refection. • Contributed to **11** Junior cycle subject specification consultations to situate GCE in formal curriculum
Policy	• Contributed to shaping GCE as a mandatory curricular area in ITE through the Teaching Council Céim standards consultation **(2017-2020)** • Contributed to consultations on the Irish Aid GCE strategy **2022-2025** and the National ESD strategy to **2030**
Research	• Published the Ubuntu Network Impact Report **2018-2019** based on data from quantitative surveys (n=269) and focus groups with pre-service teachers (n=26) in **6 HEIs** • Conducted external evaluation in **2019**
Solidarity	Brought together **80** Ubuntu Assembly members as a supportive and collegial community with a shared passion to educate for justice and sustainability

Lessons Learned

The following are lessons learned from an external evaluation conducted in 2019, project reports from project leaders, consultations with members and external consultants during the strategic planning process, and deliberations of the management committee:

Maximise knowledge exchange

The Network generates and holds a wealth of learning and knowledge on GCE across a range of programmes in a variety of different learning contexts. A challenge for the Network is to capture this, share it, and provide spaces for reflection and discussion on it.

Deepen and broaden members

There are approximately 490 HEI-based teacher educators in post-primary ITE. Beyond this, there are circa 525 school placement supervisors. To enhance engagement in GCE, we need to increase our membership and provide support that is fitting to a range of levels of experience and interest.

Incorporate research into practice

We should draw from and engage with research to inform practice and policy briefings. This is fundamental to ensuring high quality and effective approaches.

Engage leadership

The Ubuntu Network has thrived on its members' goodwill, enthusiasm, and motivation. As committed citizens and professional educators, they are united by a common bond of collegiality and a mission to think globally while acting locally in a manner geared to making a difference for society. At this juncture, with the successes of the Network to date and the introduction of the Céim standards, we feel that we are in a position to develop partnerships with selected HEIs to develop comprehensive work plans for holistic school-/department-wide integration of GCE.

Support subject-specific GCE

By addressing GCE through their disciplinary areas, student teachers and graduates can collective impact the learner as well as the culture of their school in leading by example to make justice and sustainability central to their teaching.

Address the complexities of integrating GCE into ITE in line with the Céim standards

We must work to explore GCE in its totality in the context of ITE, in particular focusing on conceptualising GCE, providing a framework for self-reflection in relation to the principles and values of GCE, and exploring practical applications of GCE in ITE.
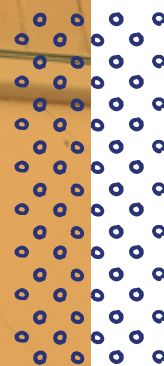
Our Policy and Practice Context

Global citizenship and its associated concepts are increasingly visible in education policy and practice relating to curriculum in Ireland. Most notably, the inclusion of GCE as a core element of the Céim: Standards for Initial Teacher Education (2020) marks its move from the periphery of teacher education to the mainstream and in doing so, increases the need for academic rigour and criticality in its implementation. The re-accreditation process for ITE programmes, which is scheduled to run until 2024, opens a window of opportunity to support curriculum development for GCE in ITE.

More broadly, HEIs are implementing sustainability strategies that reflect the United Nation's Sustainable Development Goals (SDGs) in curriculum, administration, and leadership on campus. This has given rise to numerous innovative cross-campus and interdisciplinary initiatives that address citizenship and sustainability. The Times Higher Education Impact Rankings have served as a catalyst for HEIs to address the goals and an opportunity for them to highlight the work that they are doing in this area.

In post-primary schools, sustainability, moral decision-making, and civic responsibilities are evident in the junior cycle framework. In parallel, WWGS continues to support GCE projects, whole-school GCE approaches, and GCE capacity building of teachers in schools. The Irish Aid GCE strategy 2021–2025 seeks to increase the public's understanding of global issues within both the formal and non-formal education sectors. Ireland's Education for Sustainable Development Strategy to 2030 outlines measures to transform learning environments for ESD. Apart from education, many new and emerging national policies reflect social, economic, and environmental considerations relating to global citizenship and sustainable development. They include the Climate Action Plan (2020), the National Action Plan against Racism (2021), the National Policy Framework for Children and Young People (2021), and A Better World: Ireland's Policy for International Development (2019).

Internationally, UNESCO continues to promote GCE and ESD through its Global Action Programme as nations strive to address SGD Goal 4.7. The ESD for 2030 Roadmap explores actions that nations may take to address shortfalls in education structures across a number of priority action areas, including whole-institution approaches to ESD and building the capacity of educators. Of continued interest is the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment global competence measurement (OECD, 2018), which shines the spotlight on learners' capacity to critically analyse global and inter-cultural issues and to interact with others from different backgrounds (OECD, 2018).

> "
> **The re-accreditation process for ITE programmes, which is scheduled to run until 2024, opens a window of opportunity to support curriculum development for GCE in ITE.**
> "

The Council of Europe (2010) promotes both education for democratic citizenship, which focuses on democratic rights and responsibilities and active participation in relation to the civic, political, social, economic, legal, and cultural spheres of society, and human rights education, which is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

The Ubuntu Network favours the use of the term 'GCE', in line with the inclusion of GCE in the Céim standards and the Irish Aid GCE strategy. Notwithstanding this, the Network continues to align with development education, ESD, and other educational endeavours that place justice, equality, and sustainability at core.

> "
> **The Times Higher Education Impact Rankings have served as a catalyst for HEIs to address the goals and an opportunity for them to highlight the work that they are doing in this area.**
> "

Teacher Education for Global Citizenship

As a global population, we face urgent and interconnected problems on social, economic, and environmental fronts. Climate change poses an existential threat with catastrophic consequences that disproportionately affect those who have contributed least to the problem. At the time of writing, the outbreak of war in Ukraine has highlighted the fragility of democracy, the impact of conflict on the human rights of citizens, and the challenges posed by yet another refugee crisis. Addressing these and other issues requires new ways of thinking and an acceptance that we must critically explore how our lives and actions contribute to the challenges or counteract them. It suggests a need for action at individual, community, national, and international levels and calls for the transformation of social, economic, and political systems to prioritise justice and sustainability.

Education systems and institutions are vehicles for prompting societal transformation and have the potential to provide learners with opportunities to consider and explore alternative ways of living and working. A re-purposing of education away from a focus on markets, economic growth, and competitive individualism and a move towards a philosophy of care for people and the planet can bring about the mindset shift necessary for positive change. Enacting such a transformation in thinking would support learners to become responsible citizens who strive to lead sustainable lives in a just society.

The Ubuntu Network is a centre of excellence in GCE with a focus on teacher education for global citizenship. It aligns with the principles of the Irish Development Education Association (IDEA) Code of Good Practice for Development Education. Our approaches to GCE are based on the values of care and respect, and the nurturing of a democratic culture that fosters social inclusion and equity for all within the global community. They support the learner to develop critical consciousness about issues pertaining to social justice and sustainability as represented in the SDGs, an active appreciation of the importance of interrogating these issues, and the capacity and commitment to engage in discourse for transformation at personal, community, national, and global levels. They support critical thinking and critical perspectives that move the learner away from simple fixes and use higher-order thinking competencies (UNESCO, 2018) to imagine alternative futures and ways of being that embody justice, equality, and sustainability.

For the Ubuntu Network, GCE pedagogies are creative, transformative, and evidence-based. Within education, we acknowledge the complexities and intricacies of teaching and learning for global citizenship, for example, the tyranny of knowledge and the emotive nature of development issues.

As such, the Network encourages teacher educators and student teachers to work together and, through democratic deliberation, participate in an explorative learning journey that is cognisant of both the value and limitations of individually situated political and cultural positions. While drawing upon personal experiences and perceptions, it also recognises the importance of multiple other perspectives and conflicting ideologies to identify, advocate for, test, and evaluate appropriate actions for change.

For educators, GCE requires critical self-reflection on their positionality and view of education. It may ask questions such as: what are my values and attitudes as an individual? What do I see as the role of education? How do my values affect my perception of problems, analysis of underlying causes, and engagement in action for change?

It also requires us to consider our subject disciplines and the role it can play in interrogating development issues. This may prompt us to consider: How does the nature/culture/technical content of my subject discipline align with ideas of sustainable development? How does my subject discipline or educational area align with the principles of GCE? How does it represent globalisation, consumption, diversity, culture, and the environment?

> **GCE seeks to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.** (UNESCO, 2017).

The Ubuntu Network advocates that GCE should prompt a paradigm shift in education that places justice, equality, and sustainability at the heart of education. GCE is relevant to all disciplinary areas and can permeate all aspects of ITE, from foundation and professional studies to school placement, reflective practice, and research.

The Network believes in the importance of disciplinary approaches to GCE but also interdisciplinary initiatives where students benefit from the multiple perspectives, cultures, and ways of working that are specific to subject areas. Crucially, we seek and promote creative educational approaches and practices, fostering diverse and innovative experiences both for teacher educators and for student teachers. This also reflects and complements another Céim Standards requirement to foster 'creativity and reflective practice'.

Section 4

Working with
Stakeholders
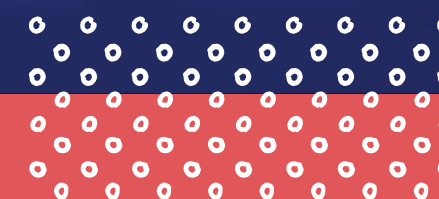
Working with Stakeholders

The Ubuntu Network will work with stakeholders to support the integration of GCE in ITE.

Working with Partners

We will establish formal partnerships with schools/departments of education in HEIs to holistically embed GCE, thereby building a culture of engagement across leadership, faculty, curriculum and policy.

Such work 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.

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 members *(who currently lead GCE projects)* 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 that school of education and institution. Multi-annual onward funding will be awarded to support institutional partnerships.

A partnership arrangement will be established with the WWGS programme to facilitate targeted collaboration *(e.g. enhancing student-teacher experience of GCE on school placement),* advocacy *(e.g. submissions in relation to senior cycle reform)*, and knowledge exchange *(e.g. working with the Professional Development Services for Teachers; PDST)* across post-primary and ITE sectors.

Working with Members

We will work with an increasing number of members to build their capacity to engage in GCE in their practice. A range of professional development initiatives will be provided, including sharing events, peer working groups, and action research opportunities. NGO members will contribute to this work bringing a rich body of expertise to the work of Ubuntu and the dialogue that takes place within.

Where partnership arrangements are not in place, the Ubuntu Network will support teacher educators to develop GCE projects pertaining to curriculum development. These projects will seek to embed GCE in teaching, learning, and assessment and will draw on the expertise of educators in post-primary schools, NGOs, and GCE organisations. Curricular projects will also include an in-house capacity-building initiative to enhance understanding and expand membership. Projects will be evidence informed and contribute to an expanding knowledge base on GCE in ITE. They will be enabled by annual onward funding.

	Partnership Workplans	Member Projects
Funding	Multi-annual	Annual
Contractual arrangement	Memorandum of Understanding	Letter of Agreement
HEI personnel involved	• 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	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. In such arrangements, GCE is core to the values, culture and discourse in the school/department of education. It may also seek to inform institution-wide GCE/SDG initiatives.	A project focused on a GCE curriculum intervention, which may involve parellel supporting activities, particularly a capacity building element.

Higher Education Institution Members

Dublin City University	National College of Art & Design (NCAD)
Atlantic Technological University	National University of Ireland, Galway
Hibernia College	St. Angela's College, Sligo
Limerick School of Art & Design (LIT)	Trinity College Dublin
Mary Immaculate College (Thurles)	University College Cork
Maynooth University	University College Dublin
Crawford College of Art & Design (MTU)	University of Limerick

NGO Members

ECO-UNESCO	80:20 Educating & Acting for a better world
Trócaire	Waterford Sustainable Living Initiatives
Financial Justice Ireland	Galway One World Centre
Self Help Africa	World Wise Global Schools
Concern	Suas

> **We will strategically engage with stakeholders to communicate and disseminate outputs from the Network, encourage collaborative endeavours for GCE, and advocate for the prominence of GCE in their work.**
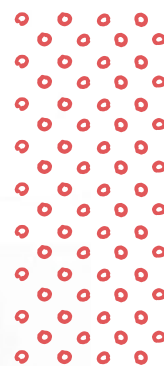
Working with Other Stakeholders

We will strategically engage with stakeholders in other educational settings to communicate and disseminate outputs from the Network, encourage collaborative endeavours for GCE, and advocate for the prominence of GCE in their work.

These stakeholders include:

- Teachers' groups and associations which provide continuing professional development and peer support to post-primary teachers;

- Post-primary schools and teachers;

- Bodies under the AEGIS of the Department of Education, including the Teaching Council of Ireland, the National Council for Curriculum and Assessment, the State Exams Commission, and Scoilnet *(for dissemination of AoL)*;
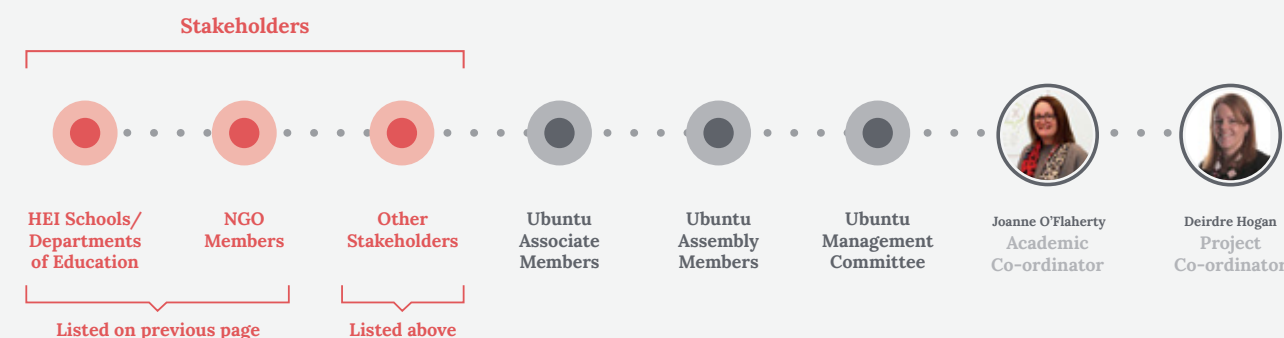
- Academic schools and departments in HEIs *(outside of ITE)*;

- National networks of teacher educators, e.g., National Teacher Education Forum, Heads of School Forum, the EPI-STEM National Centre for Excellence in STEM Education;

- Support services for teachers: the Professional Development Services for Teachers and the Junior Cycle for Teachers (JCT);

- Relevant government departments: Department of Education; Department of Further and Higher Education, Research, Innovation, and Science; and the Department of Climate Action and the Environment;

- International networks and projects, e.g. the Global Education Network of Europe, the Learning Teacher Network, the Angel Network, and TEESNet;

- Cross campus initiatives relating to the SDGs as well as teaching and learning enhancement units in HEIs, e.g., the Centre for Teaching and Learning in UL;

- Other existing and emerging strategic partners of Irish Aid;

- NGOs not currently engaged with the Network.

We will seek to engage these stakeholders as associate members of the Network. This will serve to communicate the work and outputs of the Network and deepen discourse and understanding of effective ways of addressing GCE in ITE and formal education more generally.

Organisational Structure

Stakeholders

| HEI Schools/ Departments of Education | NGO Members | Other Stakeholders | Ubuntu Associate Members | Ubuntu Assembly Members | Ubuntu Management Committee | Joanne O'Flaherty Academic Co-ordinator | Deirdre Hogan Project Co-ordinator |

Listed on previous page — *Listed above*

Section 5

**Strategic
Areas of Work**

Strategic Areas of Work

In line with our values and principles, our conceptualisation of GCE, and the current context of ITE, we will work in the following strategic areas:

Output 1	**Curriculum**	**Supporting teaching, learning & assessment for GCE in ITE**
Output 2	**Educators**	**Building capacity of teacher educators in GCE**
Output 3	**Research**	**Drawing from and contributing to research on GCE in ITE**
Output 4	**Outreach**	**Communicating, disseminating and advocating for GCE in formal education**

Strategic areas are interlinked and inter-related. They draw from and feed into each other. They play an important role in strengthening GCE within post-primary ITE but also in formal education more broadly.

Output 1:

Curriculum – Teaching, Learning and Assessment for GCE in ITE

Goal: 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.

The Teaching Council Céim Standards stipulate that GCE should underpin all aspects of ITE programmes. Aligning GCE with ESD, inter-cultural education, social justice, and wellbeing, they acknowledge the importance of education as a means to empower learners to assume active roles in building more peaceful, tolerant, inclusive, and secure societies. As HEI institutions work towards re-accreditation of programmes in line with the standards, they must plan for constructive and coherent GCE provision across overlapping curricular areas particularly foundation and professional studies, disciplinary areas, and school placement.

This may involve a review of existing GCE provision within programmes, an exploration of GCE theory and practice, and mapping of planned provision throughout programmes. This in-house process will benefit greatly from the input of experienced Ubuntu members within ITE schools and departments of education, many of whom are taking a lead role in this area. Through onward funding, the Ubuntu Network will support partnerships' approaches to GCE integration (multi-annual funding) and curriculum based GCE projects (annual funding).

Both support mechanisms will contribute to the HEI's work to plan and deliver ITE programmes with a strong and coherent GCE element. Partnerships will involve the planning and development of a holistic approach to GCE within the school/department of education. These will include curriculum interventions but also embody professional development of staff, whole-school/department dialogue, research activities, and advocacy for GCE. Curriculum projects will focus particularly on GCE interventions in ITE programmes while also featuring an in-house staff capacity-building event to share learning.

Projects and partnerships to support GCE in curriculum will:

- Provide high-quality, evidence-based GCE that aligns with Ubuntu goals and principles;
- Reflect national and international research, policy and practice on GCE in ITE;
- Capture student engagement and teacher educator insights and reflections from projects through multimedia AoL and written forms;
- Monitor and evaluate the impact of GCE teaching, learning, and assessment interventions.

Projects and partnerships will be encouraged to:

- Work collaboratively with NGO practitioners and other stakeholders, including teachers and pupils in post-primary schools, WWGS, and the DICE network;
- Adopt interdisciplinary and/or inter-institutional approaches;
- Develop subject-specific (disciplinary) GCE with a focus on appropriate pedagogical approaches and how these translate to the classroom;
- Share learning from projects through capacity-building events.
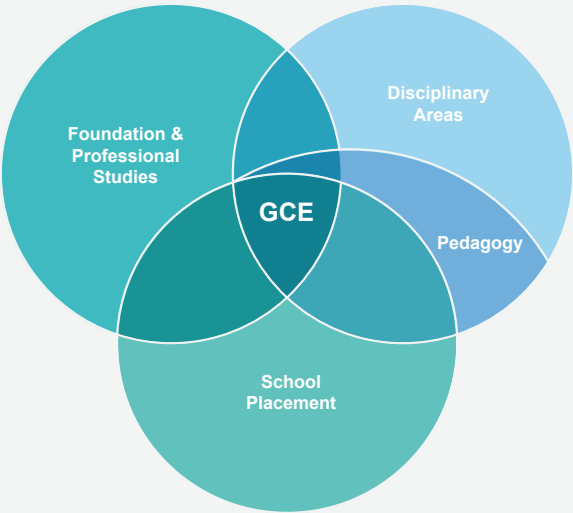
In the context of this core area of work, we describe 'curriculum' as reflecting the totality of student teacher experiences that occur in the educational process, including course content, and approaches to teaching, learning, and assessment.

Output 2:

Educators – Building Capacity of Teacher Educators in GCE

Goal: The Ubuntu Network will enhance the capacity of teacher educators to engage in the provision of high-quality GCE in ITE. GCE is a complex and contested concept. Its integration into ITE must be informed and guided by research and practice in this area and will benefit from teacher educator capacity-building initiatives that facilitate the sharing of learning and experiences in GCE within and beyond ITE.

The Ubuntu Network will conduct an assessment of the professional learning and development needs of teacher educators in this area. Based upon the outcomes of this, it will offer a range of capacity-building initiatives *(reflective of Céim requirements but not limited by them)*. Capacity-building events will focus on peer collaborative learning and dialogue that draw on the experience and learning of members and the expertise of national and international practitioners and networks.

The Network will run the following events:

Dialogue Days
To bring together Network members and non-members to explore topics relating to GCE that are timely and of interest, drawing upon research and the knowledge base and from national and international keynote speakers.

Assembly Gatherings
To share practice, experiences, and reflections relating to GCE in ITE, with a focus on the dissemination of outputs from funded projects and partnerships, as well as a space for dialogue on relevant policy, curriculum and standards.

Research Meets
To share GCE research conducted through projects, partnerships and other activities with the potential for a selection of papers arising to be published.

GCE in Schools Seminars
With a focus on highlighting good practice GCE in schools. This will be run in association with WWGS and led by practising teachers.

It will also offer teacher educators the opportunity to engage in collaborative group work in:

Communities of Practice
To explore particular niche areas within GCE in ITE. CoPs are built on the premise of collective intelligence and shared knowledge and experience, that when synthesised, inform practice. The focus will be on sharing perspectives, practice, and research in these areas.

Working Groups
To generate targeted GCE related outputs, e.g., resources, guidelines, or events. Participant experiences as well as research and publications feed into working groups and shape outputs.

Output 3:

Research for GCE

Goal: The Ubuntu Network will ensure that GCE provision is informed by and contributes to the research evidence base on GCE in ITE.

All Ubuntu work will draw from and contribute to the research knowledge base. The Ubuntu Network embraces a broad definition of research to include not only dedicated discovery activities, but also teaching *(providing insights into pedagogical processes)*, application *(applying expertise to resolve real-world problems)*, and integration *(learning from interdisciplinary work)* in line with Boyer's model of scholarship.

With this broad perspective on research, the Network will:

Establish a monitoring and evaluation strategy. This will determine the impact of GCE projects/partnerships on student teachers' capacity to engage in GCE and translate this learning to the classroom. This will most likely comprise a range of quantitative and qualitative data collection methods to inform thinking.

Support action research projects. The Network will support and mentor members to frame GCE related research projects and engage in practice-/praxis-based research on GCE. This may be done in partnership with schools, NGOs, and other stakeholders. Where appropriate, the Network will guide members to apply for funding through existing research funding streams, e.g., the Teachers' Research Exchange (T-Rex), the Irish Research Council (IRC), the Teaching Council Researchers in Residence Scheme for Schools, the John Coolahan Research Support Framework, or the National Forum for the Enhancement of Teaching and Learning. The Network will identify publishing avenues for teacher educators and student teachers and will consider the prospect of developing an online journal.

Conduct targeted research. 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. This will provide an insight into various models of integration planned by HEIs as part of the re-accreditation process and draw on student teacher voices to represent their experiences. Such research outputs will be presented to the Teaching Council and other relevant stakeholders.

Develop a repository of research. This will include links to Ubuntu research outputs including knowledge products from partnerships and projects, project evaluations, capacity-building materials, student teachers' research and dissertations, and related publications and conference presentations. It will also point to relevant existing and emerging national and international research and policy documents pertaining to GCE in ITE.

Output 4:

Outreach for GCE

Goal: The Ubuntu Network will enhance its communication, dissemination, and advocacy roles in order to maximise the engagement and involvement of stakeholders in its work.

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.

In terms of deepening stakeholder involvement, the Ubuntu Network will work with leadership in schools and departments of education in HEIs to engage in GCE in a holistic manner that contributes to a culture of care for people and the planet. It will seek to increase teacher educators' involvement in its work through targeted communications and links with the national teacher education networks. Work within member HEI institutions may also contribute to university-wide missions relating to the SDGs where education can inform practice. This may be facilitated through teaching and learning enhancement units, such as the Centre for Teaching and Learning in UL.

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 Working With Stakeholders) 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.

It will engage with the Teaching Council around strategies to measure the impact of GCE in ITE in line with the implementation of the Céim standards and subsequent evaluations of ITE programmes – this will be done in association with the DICE network.

It will work in partnership with WWGS to maximise student-teacher engagement with GCE while on school placement and disseminate good practice to stakeholders who engage in teachers' continual professional development. It will avail of opportunities for capacity building offered by IDEA. It will engage with the DoE and DFHRIS in matters relating to the national ESD advisory committee and all matters relating to the national strategy on ESD. It will develop strategic relationships with national and international agencies and networks in GCE to share learning, e.g., the Angel Network, and explore opportunities to engage in international projects.

These outreach activities will lead to a wider and more varied membership, enriching dialogue while also expanding GCE into discourse in a variety of educational settings and contexts.

For more information on abbreviations used in this section, please refer to page 41.

> **"**
> The Ubuntu Network will work with leadership in schools and departments of education in HEIs to engage in GCE in a holistic manner that contributes to a culture of care for people and the planet.
> **"**

Section 6

Summary
of Activities

Summary of Activities

Output 1: Curriculum

- Establish formal partnerships with schools and departments of education in HEIs with work plans that focus on curriculum development but also involve capacity building, research and outreach initiatives.

- Develop a partnership with the WWGS programme to enhance student teachers' GCE experience and facilitate and enable knowledge exchange for mutual benefit.

- Support individual projects in member HEIs with a focus on quality teaching, learning, and assessment of GCE in ITE.

- Develop AoLs, i.e., multimedia and written outputs from projects that inform pedagogy and practice in GCE *(e.g. videos, blogs, case studies, books, academic papers).*

- Evaluate the impact of individual projects on student teachers' capacity to engage with GCE.

Output 2: Educators

- Conduct a review of teacher educators' professional learning and development needs in GCE.

- Run open capacity-building events, including dialogue days, assembly gatherings, research sharing meets, and GCE in schools seminars.

- Facilitate peer capacity-building activities, including working groups and communities of practice.

- Support CPD in-house events run by partner institutions or Ubuntu project leaders.

- Share capacity-building opportunities offered by IDEA and encourage participation.

- Explore opportunities to accredit teachers' engagement in CPD on 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.

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.

Useful information
Abbreviations

AoL:	Artefacts of learning
CPD:	Continuing professional development
DoE:	Department of Education
DFHRIS:	Department of Further and Higher Education, Research, Innovation & Science
DICE:	Development & Inter-cultural Education
ESD:	Education for sustainable development
GAP:	Global Action Programme
GCE:	Global citizenship education
HEI:	Higher education institutions
IDEA:	Irish Development Education Association
ITE:	Initial teacher education
JCT:	Junior Cycle for Teachers
LTN:	Learning Teacher Network
NCCA:	National Council for Curriculum & Assessment
NGO:	Non-governmental organisation
OECD:	Organisation for Economic Co-operation & Development
PDST:	Professional Development Services for Teachers
PMF:	Performance Measurement Framework
SDGs:	Sustainable Development Goals
UL:	University of Limerick
WWGS:	World Wise Global Schools

Notes

UBUNTU

Teacher Education for Global Citizenship