A Call for Proposals to integrate Development Education into post primary Initial Teacher Education Programmes 2018-2019

Project Proposal Background Document, June 2018

The deadline for receipt of proposals is Friday, **August 24th 2018**

Application forms available from deirdre.hogan@ul.ie

Guidelines for Proposals:

1. The Ubuntu Network invites proposals for projects to integrate Development Education into post primary Initial Teacher Education (ITE) during the academic year 2018/19. The deadline for receipt of project proposals is **Friday, 24th August 2018.** Proposals should be submitted by email to deirdre.hogan@ul.ie.

2. It is preferable that each member institution submits one application however multiple applications will be considered if this is not feasible (e.g. in cases where different approaches are being adopted in undergraduate and postgraduate programmes).

3. A total of €58,000 is available for allocation to members in the 2018-2019 Academic Year. Members may apply for any sum up to €5,000. Collaborative initiatives involving more than one ITE institution or involving other academic departments are welcome.

4. Projects proposals should reflect the Ubuntu Network Framework for the Integration of Development Education into ITE (*Appendix 1*). They should have a distinct focus on the delivery of Development Education but may also involve capacity building of teacher educators.

5. Projects should demonstrate how learning from previously funded initiatives informs proposed practice in 2018-2019.

6. Projects should seek to promote an understanding of Development Education, the Sustainable Development Goals and the National Strategy on Education for Sustainable Development.

7. Collaborative initiatives with NGOs, World Wise Global Schools, Suas or other organisations in the delivery of project are encouraged, particularly where this demonstrates potential for long-term sustainability of the approach. Where necessary, the Network will provide support in establishing these links.

8. Projects are encouraged to include at least one dialogue-focused event which invites fellow Ubuntu Assembly Members and local partners to participate (e.g. NGOs, schools, society groups). The event should link to the project and may take the form of a meeting, seminar, exhibition, workshop or similar.

9. Projects will be assessed against the appraisal criteria and will be judged on merit by an independent sub-committee made up of the representatives from the Ubuntu Network Management Committee (Dr. Gerry Jeffers, Chair; Ms. Fiona King (NCAD); Elaine Nevin (ECO-UNESCO); Dr. Joanne O'Flaherty (UL); Dr. Martin Fitzgerald (LIT-Tipperary), Ms. Mella Cusack (educational consultant) and Deirdre Hogan (Project Coordinator) and nominated appraisers.

Research/Monitoring and Evaluation:

It is expected that project leaders will support the Ubuntu Network to assess the impact of Development Education interventions on student teachers.

In 2018-2019, project leaders will be responsible for devising an approach to measuring the impact of their planned interventions. This may include a mixture of both quantitative and qualitative approaches. It must include the dissemination of 6 Ubuntu specific questions in post-intervention data collection; these questions align with the Irish Aid Performance Measurement Framework which is available at: https://www.irishaid.ie/media/irishaid/allwebsitemedia/60aboutirishaid/Irish-Aid-DevEd-Strategy-PMF.pdf .

Dialogue & Reporting:

1. An interim report in January 2019 for the Ubuntu Network Management Committee and Ubuntu Network website, www.ubuntu.ie.
2. Participation in the Ubuntu Network Assembly Meetings (January 2018, May 2019).
3. A full written report in line with the Ubuntu Network Project Reporting template (May 2019) and a financial report within 1 month of the end of the Academic Year in which the funds have been allocated (June 2019).
4. Samples of student teachers' work demonstrating engagement with Development Education (May/June 2019).

Eligible Costs:

Project proposals may seek funds and resources to meet the following costs,

1. Personnel costs – buying in of expertise to plan, teach and/or evaluate the Development Education interventions in the academic year 2018-2019. However in the interest of sustainability these costs will only be provided where a mechanism exists to ensure upskilling of full time staff or where an alternative is not feasible.

2. Teaching costs - e.g. awards for student teachers, field trips, refreshments, resources, expenses.

3. Event costs - e.g. printing, room hire, equipment hire, catering, expenses of visiting facilitators.

5. Staff capacity building costs e.g. room booking, refreshments, resources.

6. Costs associated with research on impact.

7. Resource development costs incurred in translating work into accessible forms for sharing with member institutions and beyond e.g. webinars, multimedia pieces.

Please note that funds may not be used for fees or purchase of equipment.

Appendix 1: A framework for Integrating Development Education into post primary ITE

To integrate Development Education into teacher education programmes implies that it is incorporated through a variety of means in a way that is coherent and complementary and that incrementally builds students' understanding and appreciation of issues relating to justice, equality and sustainability at local and global levels.

In 2012 the Ubuntu Network Steering Committee established a Framework for the Integration of Development Education into Post Primary Initial Teacher Education that aligns with the Teaching Council's Criteria and Guidelines for Programme Providers (The Teaching Council, 2011). The Framework is continually being adapted to reflect changes in ITE and programme provision.
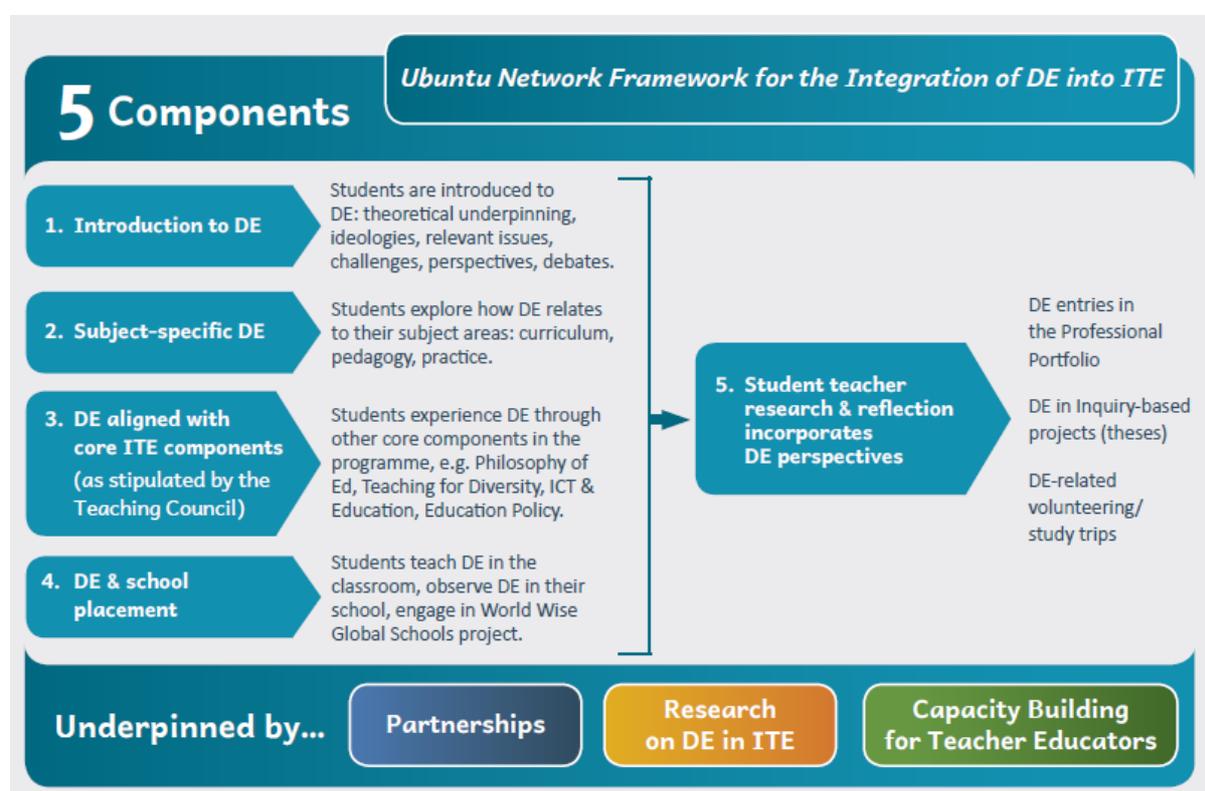
Figure 1 – The Ubuntu Network Framework for Integrating Development Education into Initial Teacher Education

The Framework proposes that Development Education be integrated into Post Primary Initial Teacher Education programmes in five interlinked ways.

The first component of the Framework proposes that student teachers are introduced to the concept of Development Education through lectures, tutorials and independent study. They learn about varying development perspectives, the work of Irish Aid in Overseas Development Aid, the history of Development Education and interdependent global issues such as wealth distribution, global trade rules, human rights and sustainable development. This process may be supported by NGOs with expertise in the area or by relevant Departments/Schools within the Institution itself. What is important is that student teachers

are provided with relevant knowledge and the time to consider perspectives and to reflect on the place of Development Education in their teaching.

The second component of the Framework applies Development Education themes and methodologies to student teachers' subject areas through Subject Pedagogy/ Subject Methods modules. In this case, teacher educators and student teachers make connections between subject curriculum content and development themes and explore appropriate ways of addressing these links within the teaching of their subject. For example in the teaching of genetics in biology, a student teacher might consider the potential that genetic modification may have in the production of drought or disease resistant crops thereby potentially tackling global hunger . In the teaching of Business Studies, a student teacher may explore global supply chains to identify ethical issues or barriers that disadvantage the developing world, and as such contribute to maintaining poverty. The view is that Development Education is relevant to all subject areas and that each discipline has a contribution to make in educating young people about global issues. This approach requires significant commitment and investment on the part of lecturer and tutors in these areas, as such there is a necessity for appropriate capacity building opportunities for staff.

The third component of the framework aligns Development Education with foundation studies, professional studies and other mandatory components of teacher education programmes as outlined by the Teaching Council and listed in the Table 1 below. For example, when students study the *Philosophy of Education* they might explore questions regarding the purpose of education – is it to make a better society or to replicate the existing one? How can education lead to empowerment of poor, oppressed or marginalised groups? Within the *Sociology of Education* students may consider equality and inequality in education both locally and globally. They may explore the potential of education to extract people from poverty but also consider the limitations of education as a solution. In *Adolescent Learning*, they may consider questions such as what motivates young people to learn. What emotional and moral factors come into play? They might consider how to make 'distant/remote' topics more relevant to young people. They may look at the importance of communication in learning and develop their knowledge and skills pertaining to intercultural communication. In *Teaching for Diversity & Inclusivity,* there may be a focus on nurturing a sense of care and empathy for 'the other', on taking action in the classroom and being responsive to and inclusive of all. In *Planning for Teaching and Learning/Curriculum Studies* they may consider the many active learning methodologies and resources that are central to Development Education. Equally they may explore opportunities within curriculum change for Development Education e.g. Junior Certificate Subject Specification consultations, exemplars of educational experiences associated with short courses or 'alternative educational activities'. Opportunities for staff to consider Development Education as a cross cutting them is fundamental in building coherence.

Table 1: Mandatory Elements of Programmes of ITE

All ITE programmes should address the specific elements set out hereunder. The Council recognises that many of these areas of study may already be included in programmes of ITE either through the foundation studies or professional studies. By delineating them as mandatory elements of all programmes, the Council is ensuring that, in future, all student teachers will be required to undertake them.

— Early Childhood Education (Primary)/Adolescent Learning (Post-primary)
— Inclusive Education (Special Education, Multiculturalism, Disadvantage, etc.)
— Numeracy
— Literacy
— Gaeilge (Primary)
— The Teacher as Professional/Reflective Practitioner/Researcher
— Developing a Professional Portfolio
— Parents in Education - Co-operation and Collaboration
— The School as a Learning Community
— Preparation for School Placement
— Teaching, Learning and Assessment including School and Classroom Planning
— Differentiation
— Behaviour Management
— ICT in Teaching and Learning
— Legislation Relevant to School and Classroom
— The Teacher and External Agencies.

(This table has been extracted from the Teaching Council's Initial Teacher Education: Criteria and Guidelines for Programme Providers, p.13 available at:
http://www.teachingcouncil.ie/_fileupload/Teacher%20Education/ITE%20Criteria%20and%20Guidelines%20Final%20July%202011.pdf)

The fourth component of the Framework supports student teachers to engage in Development Education related activities while on School Placement. The Teaching Council Criteria and Guidelines for Initial Teacher Education Programme Providers (2011) requires that the student teacher be facilitated to develop as reflective practitioner and researcher, observe the school environment, work collaboratively with school staff and engage in the wider school community, while also planning, teaching and assessing student learning, but they must also. Over the full programme, the school-based element must incorporate, at a minimum, 100 hours of direct teaching which may include some team teaching experience. In the context of the 2-year extended PME programme, it is expected that HEIs and schools will work towards a position where student teachers will gain direct teaching experience in the region of 200 to 250 hours (Teaching Council Guidelines on School Placement, 2014, p.12). It moves student teachers from the strongly theoretical university setting to the school as a learning community.

The extended remit within the school setting provides tremendous opportunities for student teachers to engage in Development Education activities and learning within the

school. Crucially, the Teaching Council advocated that Schools and Universities should work in partnership to foster the school as learning organisation, promoting the learning of student teachers, teachers, HEI placement tutors and learners on a continual and reciprocal basis. Figure 2 below is taken from the School Placement Guidelines (2013) and illustrates the main partners at school and HI/university levels and the interdependencies between them.
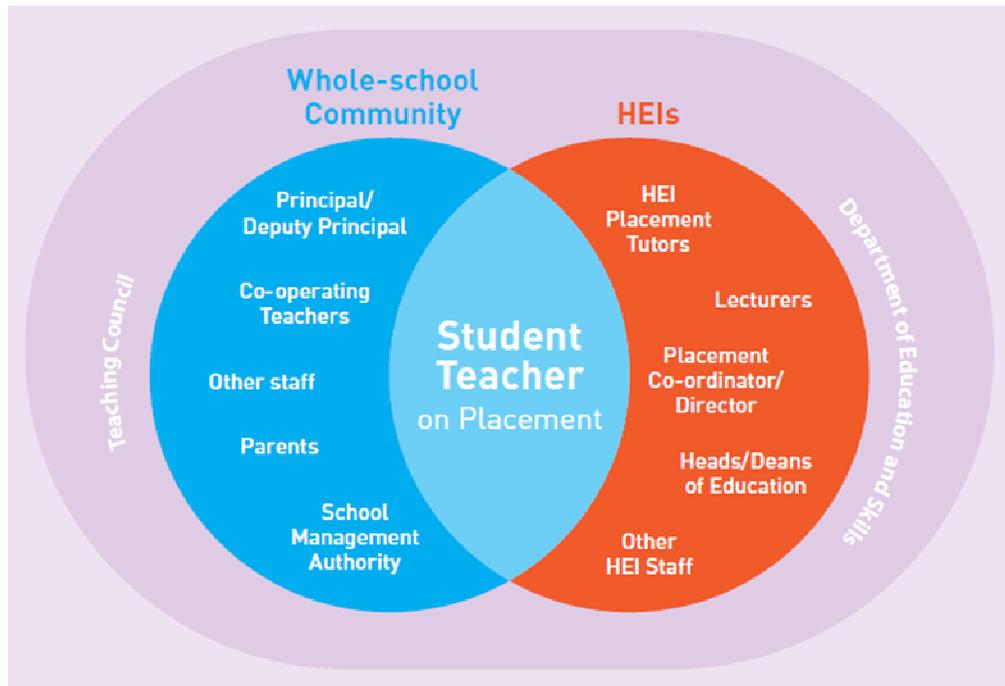
Figure 2 – Key Partners in School University Partnerships for School Placement (taken from the Teaching Council Guidelines for School Placement, 2013)

The fifth and final component of the framework relates to the research aspect of teacher education. Post graduate student teachers in particular are expected to conduct research in schools as part of their studies. To incorporate Development Education in this research will both build the students' capacity to understand the issues related to teaching with a social justice perspective while also contributing to knowledge in the area.

Appendix 2: Appraisal Criteria for Projects

The following are the Appraisal Criteria for 2018-2019 project proposals.

Appraisal Criteria	Sample Indicators
1. The project **builds on previous learning**	- Lessons learned from previous projects are identified and reflected in this project proposal - The project demonstrates coherent and incremental Development Education across the programme that is appropriate to student teachers' stages of professional development.
2. The project works towards DE that is **sustainable** in the long term	- Project involves core staff (i.e. staff already involved in teaching and learning/research) - There is buy-in from colleagues (engaging in capacity building, inclusion in module outlines etc.). - Partnerships with NGOs or others are in place (not dependent on financial support) - Capacity building for staff is included
3. DE is **integrated** across the PME programme in a coherent manner	- All components of the model are addressed in the project proposal in a coherent way - Students are required to include a DE perspective in their School Placement teaching/ research projects
4. The project provides opportunity for **critical DE.**	- Students have opportunity to consider Development Education as a concept - Exploring the Sustainable Development Goals is central to the project. - Teaching-learning strategies encourage the student to consider multiple perspectives - Students are prompted to question assumptions and to be aware of biases and ideologies.
5. The project includes a mechanism for **measuring impact.**	- The project demonstrates a clear understanding of how it will monitor and evaluate the processes, e.g. pre-intervention questionnaire and focus group, inclusion of questions in internal evaluations. - Project leaders will provide samples of student teachers' work, e.g. assignments, lesson plans.
6. It facilitates the **transfer** of learning between institutions.	- Commitment to engage in Assembly meetings and Dialogue Days - Commitment to providing information for the Ubuntu project website