

Global Citizenship Teacher Education

The National Case of Ireland

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This chapter provides an overview of Global Citizenship teacher education in the Republic of Ireland, as part of a comparative EU study which is part of the Global Schools project. It offers insight into teacher education for Global Citizenship through a focus on two teacher education programmes, A and B, with the former internal to the GS project and the latter external to the project.

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1. Introduction

This chapter of the report provides a description of teacher education for Global Citizenship Education (GCE) within Ireland. This chapter focuses on two teacher education programmes, hereafter named Programme A and Programme B. Programme A represents the internal case occurring within the Global Schools project. Programme B, is an external case, chosen, in line with the research methodology, for its variance with Programme A. The chapter begins with a description of the programmes, identifies the participants involved, explores the aims and goals of programmes as well as the methods and activities utilised within each, before providing a description of how the programmes were evaluated and assessed. The second section of the chapter considers the different categories of actors within the programmes, including the teachers, teacher educators and funding bodies. This section also considers the agents who influence the development and implementation of the programmes. The final section of the chapter explores the key thematic areas derived from the analysis of data collected on both programmes.

2. An overview of two Irish teacher education programmes

In exploring the how, where, why, when and how of teacher education for Global Citizenship Education in the Irish context, this section of the research project was focused on two separate teacher education programmes developed for Irish primary teachers and focused on the broad area of Global Citizenship Education. The first of the programmes, hereafter Programme A, was a programme internal to the Global Schools Project, within which this research is based. The second programme, hereafter Programme B, was external to the Global Schools Project. This case was selected for its variance with Programme A in relation to the organisational structure, the funding sources and the type of lead organisations. Table 1 provides a general overview of both programmes and an introduction to some key differences inherent between.

Title	Programme A	Programme B
Duration	5 day summer school	5 year
Funder	EU	Irish Aid
Number of hours	30	3 x 5 hour sessions (for Facilitating Teachers) pa. 1 hour sessions (for Teachers) pa.
Number of participants	18 primary teachers	15+ Facilitating Teachers pa. 150+ Teachers pa.
Location	Irish University	NGO Offices; Irish Primary Schools; Education Centres.
Lead Organisations	NGO Irish University	NGO

Table 1: Programme Overview

2.1 Participants

Programme A took the form of a summer school for primary teachers. The programme took place over five consecutive days (Monday to Friday) in the first week of the Irish primary schools' summer vacation. Advertised as a summer school event, Programme A involved a 30 hour course with 18 primary school teachers and took place within an Irish third level educational institution. The summer school had been developed through

collaboration between a research centre within the university and an Irish non-governmental organisation (NGO) and was part of a wider teacher education programme funded by the European Union.

Programme B was developed and implemented by the Irish arm of an international NGO. The programme, funded by Irish Aid, the Irish Government's programme for overseas aid and part of the Department of Foreign Affairs, had run for five years previously. Each year a team of approximately fifteen 'facilitating teachers' provided teacher education sessions to Irish primary teachers across Ireland. These sessions, usually an hour long, took place in a variety of locations including primary schools, education centres as well as the Dublin-based offices of the NGO. The 'facilitating teachers' were also engaged in a community of practice, run by the NGO, which entailed, over the course of each year, participation in three 5 hour-long 'sharing practice' sessions which each took place in the Dublin offices of the NGO.

2.2 Aims and goals

Both Programme A and Programme B were structured around specific aims pronounced by teacher educators, explicit within programme documentation and stated within the practice of programmes themselves. In summary, these aims were focused on increasing participants' knowledge of global issues, supporting participants to develop a critical lens to view global themes, and supporting participants to integrate GCE into classroom practice.

Both programmes were concerned to develop participating teachers' knowledge of global issues including those which were perceived to be complex and sometimes misunderstood, such as climate change or migration.

[The aims are] to improve teachers' knowledge about issues. Even today, some of them were talking about Polar Bears and climate change, so to get them beyond that general knowledge of global issues and delving deeper into them. But then also

introducing methodologies so they can bring these issues into the classroom and teach about them. (IE-If-02-18.07.2016)

For teacher educators involved in the development and facilitation of Programme A, the development of teachers' knowledge in relation to issues such as climate change and migration was an important objective but there was also an objective to develop a particular perspective on these global issues.

The aims were to introduce some teachers to GCE. To further engage those teachers who had some knowledge around the area. To explore issues around human rights, climate change and migration. To look at issues from a critical point of view and to explore the causes and effects of different events and the interconnectedness and interdependence of different events as well, on different people. (IE-If-3-05.10.2016)

Longer term, they don't necessarily have to take the resources and methodologies that we are doing with them, but that they will look at everything they teach through a global lens and they will at any stage make an effort to incorporate that justice perspective and maybe look at it through a global lens. (IE-If-02-18.07.2016)

Not only did the teacher educators involved in Programme A consider important aims of the programme to include increasing teachers' knowledge of global issues, but also that teachers would develop a critical or justice perspective on these issues.

An important aim for both programmes was that participating teachers would be able to make connections between GCE and the primary curriculum and integrate the methodologies and approaches covered in the programmes in to their own teaching practices. Within Programme A, this aim for integration was explained as follows:

The aims the week, well I suppose it was to support, I suppose teachers own learning in the area, particularly I suppose to do it in practice, to look at their planning, see how they could plan for it. To look at methods that you can use for teaching it and to grow their own learning around those subject areas. (IE-If-1-05.10.2016)

To look at ways it can be integrated in the curriculum. It's not going to be a subject on its own any time soon, to support teachers with resources, ideas, activities, in order to try our best that GCE would be included in teaching. (IE-If-3-05.10.2016)

For Programme B, the aim of integration into pre-existing curricular areas was also stipulated.

Trying to get teachers in schools to see that it can be interlinked to curricular areas that are already there. English and SPHE are the main two that stand out. History, there is the strand of story that you could introduce HR heroes. It's cross-curricular and it can be very easily linked. (xIE-If-05-29.03.2017).

Here, making explicit connections to the Irish Primary Curriculum (NCCA, 2002) offered an important means of supporting teachers to integrate GCE into their practice.

The intended audience of Programme B included both the participating primary teachers and the specialist 'facilitating teachers'. Both groups were included within the general aims of the programme.

I suppose there are two aims. First of all there was to build the capacity in that community of practice of teacher educators where they would find solidarity or support, find a platform to like keep them motivated, fulfil their passion for social justice and human rights education. And then also there was the second aim which was to build the capacity of a wider network of teachers or just to have I suppose CPD in the area available to schools who might be interested or who are struggling in the area of whatever it might be. (xIE-If-06-03.04.2017)

It is apparent that providing a community of practice which offered a high level of professional development for the facilitating teachers was central to the objectives of the programme. Providing Irish primary teachers with the opportunity to engage with teacher education in the area of GCE was considered important, but also the opportunity for individual schools who were either interested in GCE or perceived an existing deficit in their GCE practice to engage with the programme. As well as these broader aims, there was also evidence of the more specific objectives for primary teachers participating in Programme B. The lesson plan template provided to each of the facilitating teachers to support their planning of the teacher education sessions made specific reference to the expected learning outcomes:

1. The teacher will acquire new knowledge and skills that enable him/her to plan a classroom activity based on human rights/development education
2. The teacher will feel confident in teaching human rights education and/or global justice issues with their students

3. The teacher will be able to make connections to their lives and the lives of others and be enabled to challenge stereotypes (xIE-D-10-25.04.2017)

Although these generic learning outcomes were adapted by each of the facilitating teachers as they planned their teacher education sessions, they reveal a focus on developing confidence in the teaching of GCE, competence in planning GCE lessons but also a focus on some personal development (making connections) and some ensuing action (challenging stereotypes). For the facilitating teachers themselves, participation in the community of practice, through the ‘skillshare’ session was also intended to further knowledge of GCE practice, including relevant resources, but in particular to support the development of planning of GCE “classroom activity” (xIE-D-10-25.04.2017). The importance of the integration of GCE into teachers’ day to day practices was highlighted in another interview.

I think just to embed human rights education principles and also approaches in primary school teaching and embedding those practices in schools or cementing them in the tool kit of teachers. Very much focusing on the multiplier effect that that then has, the teacher has those skills and knows where to find resources then that they would continue to use them throughout their career influencing millions of children. (Laugh) hundreds, thousands of children. (xIE-If-04-29.03/2017)

An interview with one of the facilitating teachers offered an insight into how the aims of particular teacher education session might be adapted in light of schools requests for a focus on particular themes (xIE-If-05-29.03.2017). In the same interview, the facilitating teachers explained that the focus on supporting participating primary teachers to develop their planning of GCE was as a vehicle for the integration of GCE into everyday practice.

2.3 Methodologies for GCE within teacher education

Many principles and methods, or methodologies, were evident within both teacher education programmes. Programme A referenced to the centrality of active learning within their programme.

A lot of [methodologies] would have been active learning obviously. Collaborative work would have been a big one. Problem solving. Talk and discussion. Skills development through the content we were using. Active learning would have been the main one. (IE-If-3-05.10.2016)

As well as supporting an understanding of utilising active and participatory methodologies, teacher educators in Programme A also identified the importance of the careful selection of appropriate methodologies in relation to certain global issues.

To give that power to the students, to debate and come to their own conclusions. You need to be a teacher who is very comfortable with that and I think that a teacher, teaching about an issue can sometimes be more damaging if they are teaching it an incorrect way. (IE-If-02-18.07.2016)

The teacher educators also considered the complexity of supporting an exploration of methodologies.

Even though we are introducing methodologies for the teachers to use themselves, we also have to think about the methodologies we are using to share these methodologies! (IE-If-02-18.07.2016)

One of the teacher educators explained the framework utilised within Programme A to communicate methodologies which support GCE, but also the important content.

Well modelling predominantly, modelling and reflection. Because I would feel when I participate I feel much more confident in using other people's activities whilst I participated in them. So I think that's a good way of doing teacher education is to model it. (IE-If-1-05.10.2016)

Within observations of Programme A, there was clear reference to this framework of modelling of methodologies (giving participating teachers the opportunity to experience methodologies) followed by small and whole group discussion (providing the opportunity for reflection). Likewise, Programme B made use of modelling as an approach to enable teachers to observe methodologies in practice.

Even though I introduced a lot of the activities, there wasn't really the time to get the teachers to do them. When I go to 90 minute workshops, through Croke Park Hours, I actually physically get the teachers to sort the wants and needs cards. I'd pair them up, put them in groups, they'd feedback... They can talk about it, but they might not do it if they don't see it being done. When they see it being done, they are more likely to bring it back to the classroom. **Do you think they are more likely to..?** Definitely! Definitely! I know that from going to workshops and the facilitator says you are going

to so it you'd be "oh no!", but actually when you do get up to do it, you do definitely remember it and you do bring it back to the classroom. When you do it, you do get more from it. In the longer workshop I would always tell them to get up and do it. And similarly, they appreciate it at the end, because even though they think "oh no!" they think "oh yeah, I'll bring that back." (xIE-If-05-29.03.2017)

Here there was a perception that in seeing the methodology taking place, teachers were more likely to use the practice back in their classrooms. However, it is important to note that the focus on methodologies was at times sacrificed to develop teachers' own knowledge.

Definitely [drawing on NGO resources] and other resources as well, in particular on the migration issue because it's one of those issues that is almost more of an, doing more at an adult level and increasing the teachers' knowledge at an adult level and less of an emphasis on teaching methodologies. Migration is an issue which is so misunderstood and misrepresented in the media, so definitely I have drawn on a lot of [NGO] resources that aren't suitable for children in the classroom, but it's more for the teachers own knowledge. (IE-If-02-18.07.2016)

This explanation of the employment of activities and resources which were not considered suitable for children and were entirely focused on developing teacher knowledge highlights the varied aims of Programme A in supporting the professional competency of teachers in delivery GCE, but also developing teachers' own knowledge of global issues. This approach to methodologies was also observed in Programme A:

L finished the session by highlighting the possibilities in relation to the methodologies employed in this morning session: "you might not use these same methodologies but they could be adapted". (IE-N-05-04.07.2016)

Programme B was explicit within its course advertising that participating teachers would have the opportunity to explore methodologies.

... our free continual professional development for primary school teachers. Our workshops introduce teachers to a range of human rights education (HRE) and development education (DE) methodologies and resources, which can be integrated across the curriculum and encourage the development of skills including literacy and working with others. (xIE-D-01-29.03.2017)

Indeed, the guidelines for the facilitating teachers highlighted the specific methodologies which were considered appropriate for inclusion within the teacher education sessions.

“Active Learning: hands on experience

Collaborative/Co-operative Learning: group work

Talk and Discussion: listening, questioning, brainstorming, debating, think, pair, share

Skills Through Content: observing, predicting, analysing, creating, describing, categorising, recording and communicating

Using Local Environment: use of the learners’ environment and lived experience

Problem Solving: applying logic and rationality to given situations”
(xIE-D-05-25.04.2017)

The facilitating teachers were provided with opportunities to experiment with and reflect on different active or participatory methodologies they could potentially employ within the teacher education session during the ‘skillshare’ sessions.

“The aim of each skillshare session is to give teachers at least one new idea for bringing human rights into the classroom, to model active or participatory methodologies and leave enough time for some discussion. This most likely will be done by going through a lesson plan in a session of 1 - 2 hours, but you may want to adjust this depending on the aims of your session”. (xIE-D-10-25.04.2017)

Within these ‘skillshare’ sessions, the teacher educators from the NGO also had the opportunity to explore some alternative methodologies with the facilitating teachers.

“One time I did a little bit about questioning with them like so I did some Socratic questioning with them which I thought was a little bit babyish for teachers, many of whom were like more experienced than I was. But actually it went down very well with them. So a big issue was them coming up with how they might challenge maybe overtly racist or underlying racist attitudes that would be coming from the children. So we just went through maybe sections of Socratic questioning where you'd be asking for evidence or asking for oppositional views. Or you could encourage discussion. And you know just simple strategies like that that worked quite well.”
(xIE-If-06-03.03.2017)

This excerpt offers insight into some of the challenges of exploring methodologies and a consideration of particular case studies, for example considering how a particular methodology may support dealing with a challenging scenario, such as racist attitudes, in the classroom.

At the level of the teacher education sessions, there was clear evidence that participatory active approaches were viewed as fundamental for Programme B. There was a perception that whilst participating primary teachers may have a familiarity with certain active and participatory methodologies, there was a value to modelling certain methodologies.

I think there would be some methodologies [teachers] would be very familiar with but I think there are other ones that there was a real value to modelling it. So we would use photo methodologies quite a lot and that would be quite new to a lot of teachers. I think in that sense there's a value, because when they would see how well they would work they would be more inclined to do them than themselves.
(xIE-If-06-03.03.2017)

For this facilitating teacher, the choice of approach was also underpinned by a methodological decision:

One of the different things in teaching is to cater for all the different learners in the classroom. The audio learners, the visual learners and the kinaesthetic learners. There's three different sets of learners in the classroom and its important that the methodologies appeal to all sets of learners. The least number of learners are those who are audio, yet teachers talk a lot. If you're thinking of teachers, there's very few people who would put their hand up and say I'm an audio learner. People need to see something, they're a visual learner, or they need to do something, kinaesthetic learners. In doing a workshop I would try to incorporate, like I did for the egg-speriment, very visual, or moving on through the school, Human Right Boat or Going to a Desert Island. Maybe talking about freeze frame from the travel books, that would appeal to kinaesthetic learners. Getting up, walking around the room, sorting wants and needs, getting themselves into a drama. Learning the rights through doing rather than just sitting and trying to reel off the rights, maybe the way you would have done years ago. (xIE-If-05-29.03.2017)

Again, the idea of modelling certain methodologies to inspire future use from teachers was prevalent in the teacher education programme.

In developing any GCE programme, it's important to think about the learners and think about methodologies that are active learning – that's the word I would use. If children are involved in active learning as part of the GC programme there are things that they will always remember. If that active learning starts in your own community you can hopefully build on it to a global level by the time you are a little bit older. (xIE-If-05-29.03.2017)

Here active methodologies are not only perceived as memorable, but as foundational in relation to future action.

2.4 Activities

Within both programmes, the introductory activity within sessions appeared to be structured to provide a warm up to the session, or to act as an ice-breaker.

L then introduces an 'icebreaker activity' – 'Triangles'. L explains that, once the chairs are moved to the edge of the room, participants must find a space. Then each of them must silently choose two people. On L's instruction, each individual will, as soon as possible, move around the room and form a right-angled triangle between themselves and the two people they have chosen. L signals the beginning of the activity and participants move around the room, trying to accomplish the task. Achieving the goal appears difficult, as the slight movements of one participant have a knock-on effect to others. L stops the activity, and begins a short discussion on strategy. A second round, with participants selecting two new participants begins (IE-N-02-04.07.2016)

This activity took part at the start of the day during the summer school and entailed lots of movement from participants. It appeared to be enjoyed by those taking part, and it offered a clear connection to the conceptual frameworks later explored, in this case the idea of interconnection. Icebreakers and other activities utilised in the programme sometimes originated from other teacher education programmes or from educational resources that the teacher educators had come across.

I got some of [the activities] from previous workshops I had done. [Another NGO] had used 'the train game'. Some I would have found on different GCE websites of human rights websites. Some I had found on different problem-solving books or

problem-solving pages. I would have taken them out and used them as an ice-breaker.
(IE-If-03-05.10.2016)

Reflecting on their sessions, teacher educators in Programme A explained the range of different activities used throughout the sessions they facilitated during the summer school.

[My sessions] I would have use of a lot of pictures, videos, human rights documents, then concrete resources, paper, pens, charts. I think a lot mine were quite active. I would have used PowerPoint with different pictures and videos on them. A lot of it would have involved teachers using paper and pens to explore the different issues
(IE-If-3-05.10.2016)

For this teacher educator, these activities often involved the collaborative creation of visual displays, sometimes lists, sometimes concept maps, sometimes illustrations. An example of one such activity was observed during the Summer School.

For the next activity, the group is split into four groups of four and the groups move to each corner of the room. They are tasked with the objective of drawing a ‘global citizen’. Each group has an A2 sheet of paper and some marker pens. The groups begin to draw a cartoon of a global citizen and annotate various global citizen characteristics of the cartoon. (IE-N-05-04.07.2016)

Other activities involved the use of moving images to stimulate discussion amongst the participants.

Teachers return to their seats and F plays a video from YouTube, entitled ‘Reverse Racism’ by Aamer Rahman. Lasting 3 minutes, the clip from Rahman’s comedy show plays on the importance of historical context when considering racism. A short discussion with the teachers on viewing the clip reveals that ‘Reverse Racism’ is a new concept for all the teachers. One teacher connects it to institutional issues.
(IE-N-02-04.07.2016)

Other activities were utilised to draw out more specific and clearly stated opinion, and in doing so offered the opportunity for debate.

R begins the next activity which is named as a ‘Walking Debate’. After all the chairs are moved to the edges of the room, the teachers are instructed to move to the side of the room which best represents how strongly they agree (right of the board) or

disagree (left of the board) with each statement that R reads out. (IE-N-02-04.07.2016)

This particular activity was also creatively adapted by one of the teacher educators on Programme A, who provided participants with cards which prompted them to re-position themselves along the continuum of agree-disagree, for example, playing ‘devil’s advocate’ to the rest of the group, or repeatedly disagreeing with whatever the statement said, and then advocating their position.

I wanted to do a walking debate to get people talking about different ideas about the migration issue. But I was very conscious that people might not want to give their true opinion, if there was people in there who didn’t want migrants coming into the country but didn’t want to come across as racist so would not say it – people would be too polite. In designing the session I put a lot of thought into “how can ensure that those voices are being heard without people putting themselves in an awkward position?” (IE-N-05-04.07.2016)

2.5 Evaluation and assessment

Although Programme A is identified within this chapter as a stand-alone five-day summer school, it should be noted that the relationship between the organising NGO and the organising university was longstanding, and previous teacher education collaborations had yielded important learning for the teacher educators. During the observed pre-programme organising meeting, the three teacher educators had discussed this learning.

The meeting begins with a discussion between R and L in particular regarding what had worked well in the teacher education course which had run the year before. They discuss the positive feedback from teachers, which included the range of activities and one activity in particular – the scavenger hunt. (IE-N-01-28.06.2016)

In a later interview, one of the teacher educators explained how this evaluative reflection had informed the planning of the summer school.

A lot of [programme design] would have come from previous feedback, from work we would have done, different activities we would have done with teachers. I know that [NGO] have a long history of development education and outreach with teachers. I know R has done a lot of work and from a theoretical point of view, research which was done here within the college would have informed a lot of the activities, because

some of the activities were based on resources that came from that research. Based on children's abilities to engage with these issues. And from a practical point of view, from feedback from previous session and previous courses as well. We would have done what went well, and stopped what didn't go so well...for me, because I'm new to the area, I would have done things that had worked well before. (IE-If-3-05.10.2016)

Within Programme B, the desire for facilitating teachers to evaluate their teacher education sessions at an early stage was made explicit within the information provided to facilitating teachers.

Can I run skillshare sessions with teachers in my own school?

Yes! Sharing your experience of using human rights education with your colleagues is a great idea. For new facilitators this year, it is recommended that your first session be carried out with your own school so that you can pilot the methodologies, the timings and the content. (xIE-D-10-25.04.2017)

In addition to this opportunity for evaluation, at the end of each teacher session, the facilitating teachers distributed evaluation sheets (xIE-N-15-31.03.2017). These completed evaluation sheets offered the NGO teacher educators the opportunity to review the outcomes of the teacher education sessions.

I have never seen the sessions that the teachers deliver being delivered. So I'm not, I can't speak to the quality, I can in that I know this is a good program and I know that the feedback we get is great. But there isn't any monitoring by the organisation of the workshops that are being delivered. So it's a very trusting relationship in the facilitator teachers that they are delivering quality workshops. But the feedback, we get evaluation reports so that's part of the criteria that there's obviously sign-in sheets and then we have a standard evaluation form that all the participants teachers have to fill in and then the facilitator teachers then sends all that back to us. So I guess we can monitor the progress through that. (xIE-If-4-29.03.2017)

Previously in Programme B, teacher educators from the NGO had observed some of the teacher education sessions taking place.

So I would have sat in on them there, so like I would never have, it was also a bit of quality control for me. Although I'd never say that officially. Just because with some

teachers you wouldn't know what they would be saying and it would be the case that maybe one or two of the workshops would be a bit too didactic, they wouldn't be participative enough. So I would just chat to the teacher afterwards and suggest different ways or say the feedback was that they wanted, so instead of just going through the activities maybe I would say well maybe you might add in time to model one of them towards the end or something like that. But like the standard was really high and the quality was really high. It always used to come back in the feedback, so I was never too concerned about that. (xIE-If-06-03.04.2017)

Such evaluation appeared to ensure that the teacher education sessions maintained their focus on active and participatory methodologies. This general approach to evaluation was an important component of the conceptual framework which framed Programme B, as explained by the teacher educator who had designed the programme.

Certainly, in terms of the conceptual framework that we would have put together for you know where we were locating the program and the rationale for the program.

Then we'd get feedback from participants as well in that. (xIE-If-06-03.04.2017)

Collecting the perspectives of participating teachers supported teacher educators to consider the degree to which the aims of programmes were achieved but could also reveal unexpected outcomes.

And it's a complex area. So we can assume that like, I don't know if we should be too ambitious but at the same time I think we therefore have to recognise small achievements. So whether that's supporting teachers who are already motivated and have some knowledge in actually putting it into their practice. That's a big achievement and that's great if we can do that. Or whether its teachers who wouldn't have had an interest to have an interest who might then do, integrate this or pick up that storybook and use that storybook or ask questions in a different perspective. Or question their own prejudice or reconsider a way in which they were planning on doing something. I would, I think our... there's always going to be one or two amazing stories of teachers who are really inspired and who do brilliant stuff. (IE-If-1-05.10.2016)

Within Programme A, which as a summer school had a greater time to explore evaluation, other methods of evaluation, beyond collecting short questionnaires from teachers, were incorporated.

In pairs, teachers connect all of their learning to specific named curricular areas or themes – numeracy; literacy; IT; PE; SESE; SPHE; Religion; Gaelige; Art; Music;

Drama. Teachers then fed back their ideas on curricular integration of GCE to the rest of the group. The teachers moved into a circle of chairs. One by one, the teachers gave individual reflections: “I learned a lot, never mind for the children!”; Care for issues being important – passion transfers to the children; Integration important; “Professionally and personally mindful of these issues” Teacher J; “importance of learning outside the classroom; education as a vehicle to create change.

(IE-N-14-08.07.2016)

Such an approach enabled a group evaluation, where participating teachers could listen to the perspectives and ideas of their peers.

The challenge of evaluating the longer-term impact of teacher education was a clear consideration for both programmes.

We haven't gone out and evaluated it a year later. We get the feedback saying, “I think this is really great” but then we don't know if they are putting it into practice and how much of it is actually having an impact...in terms of practice in the classroom, I'm not entirely sure. (IE-If-02-18.07.2016)

Considering that the integration of GCE into classroom practice is such a central aim for both programmes, a lack of opportunity to explore the implementation of learning from the teacher education programmes appears a considerable barrier to the teacher educators ideal imagined evaluation.

Ideally some kind of checking in, moving beyond a survey. If you could meet teachers, maybe month on month, hearing anecdotally from them. And surveys as well I guess. That's the ongoing issue, that you are trying to report for funding for the courses we run whether is been put into practice. It's very superficial. (IE-If-02-18.07.2016)

However, there was scepticism that the timing of the summer school in Programme A was conducive to the implementation of learning into classroom practice.

This course is packed into five days and it's at the start of the summer holidays, they may forget everything we say and September is months away. Will they use what we have been doing with them? A better timing would be one evening a week for two months in September October so they are applying what they are learning to their teaching. (IE-If-02-18.07.2016)

Programme B identified that if the opportunity to run more than one teacher education session with the same group of teachers, referred to as a “double-decker” (xIE-If-06-03.04.2017) arose, it would provide an important opportunity to consider how the learning from the initial teacher education session had been incorporated into the teachers’ practice.

Can I run more than one skillshare session with the same group of teachers?

Yes – you can run sessions with the same group of teachers, in fact it is encouraged!

We are hoping this year to get some data on how teachers have built on their initial learning so it would be great if some follow-up sessions with skillshare groups were planned. However we do realise that it can be challenging to get one slot from a school, let alone two, so even if some of the participants came along to a second session it would provide a useful indication of how teachers are incorporating the content into their classroom teaching. (xIE-D-10-25.04.2017).

Despite the considerations of how evaluation could be useful in informing transformative teacher education practice, there was also the consideration of the evaluations required by funders.

So if Irish Aid were able to change maybe some of their funding structures which would be maybe to more long term funding, more strategic partnerships, more multiannual funding it would allow people to design programs that were a lot more coherent and a lot more meaningful. And then be able to track that change and the attitudinal change that might be coming with that ... I think as well then if NGOs who run educational programs if they were a bit more respectful of education processes you know because a lot of them as well they’re finding themselves within these I suppose performance measurement frameworks you know a lot of it would be around clicks and how many likes a Facebook campaign was getting. Whereas with education those targets aren’t always able to be measurable within a given year. It’s more long term you’d be hoping to get. (xIE-If-06-03.04.2017)

For such programmes, the performance measurement frameworks were perceived to present a barrier to meaningful evaluation and in particular longer-term evaluation which could illuminate so of the longer-term impacts of teacher education.

3. Main Actors (Influential actors in the field of GCE teacher education)

3.1 Mapping the influential actors

Before embarking on a deeper exploration of the two programmes at the focus of the Irish section of this research project, it is important to consider the key individuals and organisations within the field of teacher education for global citizenship. Research into both Programme A and Programme B reveals a complex network of actors who, in different ways, influence the development and implementation of teacher education programmes focused on Global Citizenship Education. Table 2 provides a categorisation of these actors along with pertinent examples derived from either or both programmes.

Children in Irish Primary Schools For example, children in the classes of participating teachers.	
Irish Primary Teachers The teachers participating in Programmes A and B.	
Teacher Educators Teacher educators involved in the development and facilitation of Programmes A and B.	Teaching-Teacher Educators Teacher educators involved in design and facilitation of Programmes but who are also practicing primary teachers.
Irish Primary Schools Actors involved in the practices of Irish Primary Schools, for example school principals, school boards of management, other teachers (peers of teachers directly involved in Programmes).	
Local Community Actors within the local community of schools (and children) who influence how teacher education is developed and practised. For example, parents and family of children in Irish primary schools, individual activists.	
National Governmental Actors Irish governmental bodies or organisations whose policies and practices influence teacher education. For example, the Department of Education, the National Council for Curriculum and Assessment, the Department of Foreign Affairs, the Teaching Council, Universities.	National Non-Governmental Actors Irish non-governmental organisations whose policies and practices influence teacher education. For example, Teaching Unions, non-governmental organisations, civil society organisations.
International Organisations International organisations whose policies can be seen to shape teacher education in Ireland. For example, the United Nations.	

Table 2: Actors influencing GCE Teacher Education

Whilst Table 2 offers a useful overview of the individuals and groups which this research suggests influence teacher education for global citizenship, however the degree of influence and manner by which this influence occurs is explored in greater depth later within this report. It is also important to identify that, as well as influencing the practice of teacher education for global citizenship, many of these actors are themselves hoped and perceived to be influenced by teacher education. This shall be returned to later within the report.

3.2 Programme Participants – Teachers & Teacher Educators

Within Table 2, highlighted in blue, are the actors directly involved in the practice of teacher education for global citizenship namely the teacher educators developing and delivering the programmes and the primary teachers participating in the programmes. There are currently 3,250 Irish primary schools served by the Department of Education and Skills in Ireland, of which 150 are Special Schools. These schools are served by 35,669 full time teaching staff (Department of Education and Skills, 2017). Both Programme A and Programme B were targeted specifically at Irish primary school teachers with Programme A engaging with 18 teachers over the course of the summer school, and Programme B engaging with over 1,500 Irish primary teachers over the 5-year duration of the programme

In relation to the delivery of the teacher education courses, Programme A involved 3 teacher educators – one university lecturer, one project officer from the same institution (also a qualified primary teacher) and one education officer from the partner NGO. Programme B involved 2 teacher educators working on behalf of the NGO who were involved in the design of the programme and the facilitation of the ‘community of practice’, and a group of up to fifteen ‘facilitating teacher’ teacher educators responsible for the development and delivery of the teacher education sessions to primary teachers.

3.3 Enabling and hampering agents

3.3.1 Governmental Actors

The United Nations (UN) appeared as a key international organisation in shaping the methodologies and content addressed within both programmes. Particularly in light of the strong rights-based approaches which were apparent in both Programmes A and B, the conventions adopted by the UN, such as the Universal Declaration of Human Rights (UN, 1949) and the United Nations Convention on the Rights of the Child (UN, 1989) were clearly evident in the practice of teacher educators as exemplified in field notes from Programme A:

Teachers shared reflections on the activity with education mentioned numerous times. The right to privacy was perceived by one teacher as an often neglected right in schools. F suggested that a UDHR poster could be put up in the classroom. (IE-N-08-06.07.2016)

Within Programme B, there was also evidence of reference to more recent international agreements in the form of the Sustainable Development Goals both as key content

(xIE-D-04-05.04.2017) and as an important overarching framework (xIE-D-02-29.03.2017). These larger frameworks appeared to offer teachers the opportunity to engage with GCE, as observed in Programme B:

The session begins by S explaining that bigger policy documents can be translated into child friendly language and also into illustrations. S mentions the Sustainable Development Goals and their 17 themes, as well as the United Nations Declaration on Human Rights. (xIE-N-15-31.03.2017)

Several government bodies also emerged as key actors in the field of Irish GCE. The Department of Education and Skills (DES) holds governmental responsibility for education and training in Ireland and the development of the continuum of teacher education (DES, 2016). Unsurprisingly, the DES was observed, alongside the Teaching Council, to shape the structure and the content of both teacher education programmes. Other references were made to the National Council for Curriculum and Assessment, the government body that advises the Minister for Education and Skills on curriculum and assessment which was heavily involved in the development of the Irish Primary Curriculum (1999). One of the key illustrations of the influence of the DES and the NCCA was the repeated reference in both programmes to the Primary National Curriculum. Such strong reference to curriculum-linked educational planning was evident in both Programme A and Programme B, particularly to the areas of Social Environmental and Scientific Education (SESE) and Social Personal and Health Education (SPHE), can be connected to the broader governmental policies as the NCCA explain:

While Ireland has a centrally devised curriculum, there is a strong emphasis on school and classroom planning. At school level, the particular character of the school makes a vital contribution to shaping the curriculum in classrooms. Adaptation of the curriculum to suit the individual school is achieved through the preparation and continuous updating of a school plan. The selection of text books and classroom resources to support the implementation of the curriculum is made by schools, rather than by the Department of Education and Skills or the National Council for Curriculum and Assessment. (NCCA, 2017)

The flexibility of the Irish Primary Curriculum was viewed by a TE on Programme B as a positive trait, allowing the introduction of emerging themes.

“There is the ability within the Irish curriculum that if there is something happening currently on the news, such as the refugee crisis or Syria, there is the allowance within the curriculum that you could bring that in to geography under the strand *Myself and the Wider World*. You could bring it in. There’s a lot of ownership that teachers have over the curriculum” (xIE-If-05-29.03.2017)

Whilst the national curriculum appeared to be a solid framework around which both programmes anchored their teacher education practice other policy documents were also perceived to influence GCE practice in Irish primary schools. For example, within the teacher education sessions for Programme B, the National Strategy on Education for Sustainable Development (2014), developed by the DES, provided a justification for the use of “pedagogies [which] are transformative, participatory and emancipatory” (xIE-D-04-05.04.2017) and more specifically those which encourage the participation of children. The NCCA has also been involved in the production of guidelines for best practice in the form of the *Intercultural Education in the Primary School: Guidelines for Schools* (2005) which were recognised as important sources of information shaping the development of teacher education sessions for Programme B. However, it was also noted that, as vehicles for shaping actual classroom practice, the guidelines had limitations:

“If you think of the *Intercultural Guidelines*, published by the DES in 2005, while they have great recommendations in them, I would challenge anyone to say who’s read them. Probably very few teachers, because they are not compulsory. They are there to support the curriculum, to be weaved in to the curriculum. Whilst teachers might have the best intentions to do it, it’s not done because the curriculum is so heavy in what has to be covered, as long as something is add-on and not something that’s compulsory to do, there’s very few schools that might take it on board, unless it’s a flagship for your school” (xIE-If-05-29.03.2017)

Whilst the guidelines are perceived as a useful source of guidance for teachers, the criticisms here echo arguments within existing literature from the Irish context which identifies the critical importance of approaches which move beyond simple add-ons and seek to reshape existing educational provision (Bryan, 2009). Reference to these guidelines, as well as other

documentation, highlights in how, to varying degrees, both recommendatory and normative policy may shape teacher education.

3.3.2 Non-governmental Actors

Within both Programme A and Programme B, the influence of non-governmental organisations was very clear. NGOs had undertaken research on specific issues (such as human rights, climate change and migration) which informed teaching approaches in both programmes. NGOs were also involved in the development of targeted educational resources which were referenced and utilised in the teacher education sessions. Within Programme A, the ongoing collaboration between the partner NGO and the partner university centre (itself involved in the completion and dissemination of educational research, ongoing teacher education and the development of educational resources) had resulted in several GCE projects and these experiences were important sources of knowledge shaping the development of Programme A.

Teaching Unions in Ireland are recognised as having both a historical support for, and an ongoing commitment to, GCE practice within Irish primary schools (Amnesty International, 2004; Murphy & Ruane, 2004; INTO, 2017). Within this research, it was apparent that the teaching unions shaped how certain aspects of programmes were developed and experienced. In Programme B, resources developed by Irish teaching unions were shared with teachers as examples of good practice. As follows, union policy was also seen to influence the content of teacher education in Programme A. In 2016, the Department of Education and Skills furthered their focus on school self-evaluation through the publication of the School Self-Evaluation Guidelines 2016-2020 (DES, 2016). Meeting this priority, self-evaluation was incorporated into the planning of Programme A. However, when the activities centred on self-evaluation were addressed within the course, in the form of a school-based human rights evaluation, teachers explained that teaching unions were opposed

to engagement with self-evaluation (IE-N- 04-04.07.2016). Indeed, the Irish National Teachers' Organisation had issued a directive to members, stating that members should "cease cooperation with the school self-evaluation process" (INTO, 2016). Within Programme A, the reference to self-evaluation, albeit through a human rights lens, was perceived by teachers as problematic considering union policy, and may have represented a barrier to any further implementation of an activity such as school-based human rights evaluation by teachers.

3.3.3 Schools and Local Communities

At a more local level, the research suggests a few actors who influence how teacher education in relation to GCE is framed. Firstly, there are several actors within schools who are perceived to shape how teacher education takes place. Schools principals are recognised as having a role in either supporting, encouraging, demanding or denying primary teaching staff the opportunity to engage in certain forms of teacher education. There is also reference to the role played by each school's board of management in. In certain circumstances, the degree to which teacher education content can be implemented in the classroom may depend on these actors within schools, but also on the perceived attitudes of others within the locality, such as parents and other family members.

3.4 Funding bodies

As identified in Table 1, both programmes were externally funded beyond the organising institutions. Although separate to the Department of Education and Skills, the Department for Foreign Affairs and specifically the arm known as Irish Aid has an important role in relation to the provision of Development Education/GCE in Ireland. Irish Aid's approach to Development Education aims to "aims to increase awareness and understanding of global development issues among the Irish public" (Irish Aid, 2017). As a key funder of Development Education, and the source of funding for Programme B, the focus on 'development' is important to recognise.

Another important supra-national actor within the field of GCE is the European Union (EU). Funded by the EU's executive, the European Commission (EC), the Development education and awareness raising (DEAR) project "aims to inform EU citizens about development issues, mobilise greater public support for action against poverty, give citizens

tools to engage critically with global development issues, to foster new ideas and change attitudes” (EC, 2017). It is through this DEAR funding that Programme A was funded.

4. Description of main categories

4.1 ‘Contrasting Cultures’ (also refers to Conceptions of GCE)

Within the Irish case, the thematic analysis of data revealed many points of conflict within aspects of the teacher education programmes. These tensions appear in the spaces between some of the key actors, including organisations but also individuals operating within and alongside organisations. Within the Irish context, multiple themes can be connected to the issues of sustainability and it is unsurprising that multiple forms of education, or adjectival educations can be identified in the space of teacher education for GCE. For Programme B, the tension between the preferred conceptualisation of the funder (Development Education) and the preferred educational approach of the NGO (Human Rights Education) was apparent.

When you were reporting to [NGO] they would be querying the proportion of what they would perceive to be development education topics. And then when you would be reporting to Irish Aid they would be querying the perception, what they would perceive as being strictly human rights. So it didn’t matter what way we pitched it in terms of the intersection I think, I mean nothing was in my view what we were doing was both. But certainly [the NGO] were looking at it from a human rights perspective they felt the human rights wasn’t grounded enough. Irish Aid if they saw the word human rights you’d always get a note back going is this really development education? So I think neither of them fully got what we were doing in terms of the intersection but I suppose with all of those adjectives there’s a little bit of cross-over, (xIE-If-04-29.03.2017)

The teacher educator who had developed Programme B explained how she had negotiated the conflict between funder and lead organisation and had developed a positive resolution to this conflict, by including the tension between HRE and DE within the conceptual framework she had developed. This framework was shared with all participants and highlighted how human rights and development were central themes for the teacher education programme. This teacher educator also perceived that in focusing on human rights, the lead NGO was

positioned in a unique position to add expertise to the development of teacher education in Ireland.

I think certainly in the Irish context it feels like an almost overloaded market at the moment. Like particularly with development education and I think, I mean [the NGO] occupies a unique position ... But the development education sector is just, so many NGOs doing development education work. Teachers, I think or the sense I get from teachers is that a lot of them are almost overwhelmed by the amount of different training workshops that are on offer to them. Almost competing for their in-service hours. So I think that's a huge challenge for the sector. its figuring out or finding a way to provide teachers with be it development education or citizenship education without creating this kind of competitive market and overwhelming teachers with the amount of different programs on offer. (xIE-If-04-29.03.2017)

The tensions between the various conceptualisations of education was perceived to be further complicated by the position of the Department of Education and Skills, which in 2014, published its policy on Education for Sustainable Development 2014-2020 (DES, 2014) which positioned Education for Sustainable Development as the priority educational approach.

I think what stops them from being as successful as they could be is that [GCE] is not a curricular area, so a lot of focus from the Department or from schools will be on literacy and numeracy and things like that. GCE isn't to the forefront and doesn't get as much funding, as much visibility as it could. As I said earlier on, it's hard to set up systems where you have repeated engagement with teachers on issues like this. Oftentimes it's one off, or is just a summer course for a week. It's hard to set up a consistent programme. I think that's a downfall. But I think that initially, as once offs, they are successful. We got good feedback, I think that teachers are really interested, and they enjoy them. Maybe they are not very sustainable given current priorities in education. (IE-If-03-05.10.2016)

For one of the teacher educators involved in Programme A, the tensions between conceptualisations of GCE extended to members of the public, or more specifically, her family.

No [not GCE], it would be Development Education...in [the NGO] it's the Development Education Team, my role is [removed], if I'm explaining my role to friends or family I'd say GCE because they understand that better. I think there's always confusion that I'm going into schools talking about the developing world, as opposed to the citizenship side of it. I would use the citizenship side when talking about my role, but I wouldn't say I'm the GCE Officer. (IE-If-02-18.07.2017)

There was also a consideration of how other actors outside of the teacher education programmes perceived GCE and in particular its content.

People's opinions and people's views might be challenging I suppose, when the issues are quite sensitive, topical and contentious. I think that's not just a challenge, it's an opportunity as well to get people thinking in a different way and in a more critical way. Even that it's not a subject on its own can be an opportunity as well as a challenge. If you are committed enough as a teacher, you can bring it in to all your teaching...Migration would be one [example of a difficult issue], there would be different opinions on that. Climate change – some people don't see it as a big problem, as we would see it. Political issues. Religion. Even the intercultural things. You are trying to break down stereotypes I suppose, which can be quite deep set. For us, migration would be a big one at the moment, trying to get people to see it from a different point of view. (IE-If-3-05.10.2016)

Indeed, whether the public was supportive of such issues was an important consideration for participants.

Although the multiple adjectival educations may present a challenge to those trying to unpick GCE within an Irish context, there is also a recognition of the strength that the inclusion of multiple conceptual lenses may bring to GCE.

Because I'm based in a school and teaching, I based mine on practical lesson ideas, other teachers might have gone down a critical literacy route. Other people involved might have had a background in drama, they brought HR play scripts and mime. Other people from an ICT background developed things around ICT skills that would feed into a human rights perspective. In terms of the community of practice, you are learning from people from very different backgrounds to yourself and the way that they are approaching. (xIE-If-05-29.03.2017)

This strength in diversity also extended to Programme A, as one of the teacher educators explained that the specialism of her NGO complemented the strengths of the other teacher educators.

My area of focus from [the NGO] perspective is climate change education, but [other teacher educator] took that topic because of the new climate change programme [she had developed]. I found it brilliant that I was able to bring a different perspective, migration which we are doing tomorrow. It was a really nice opportunity to bring in another component of [NGOs] work. The [university] doesn't necessarily have access to the stories, the photographs of refugees that are migrating, and that's something that [the NGO] could bring to the programme. We tried to each play to our strengths that we were able to bring to it. (IE-If-02-18.07.2017)

Here, the collaboration between a university centre steeped in GCE and an NGO specialising in development offers participating teachers a deeper engagement with global issues, such as migration.

4.2 'Barriers to Participation in Teacher Education for GCE'

This theme and the associated subcategories provide an insight into the reasons why teachers attend GCE teacher education programmes and why, in certain cases, they do not. The barriers to engagement with teacher education can be defined as time and financial resources.

A common barrier to the successful implementation of teacher education programmes were the time constraints faced by teachers – as described in documentation from Programme B, “schools are busy places” (xIE-D-10-25.04.2017). Unsurprisingly, these time constraints presented issues for teacher educators: “For finding access to teachers, the biggest issue is their time” (IE-If-02-18.07.2016). Having access to an extended period was perceived to be an important factor supporting the quality of teacher education.

I think in terms of challenges as well like you know again from what I hear teachers, from teachers themselves finding the time and the headspace to actually engage in, even though they may be incredibly interested in a topic and really want to but finding the space in their own practice to deeply engage in and participate in a training like that and then go back and work it into their lesson plan does take I think time and even though facilitator teachers pass on techniques and resources there's still a level

of work required of each participant teacher to actually put those practices to teams which if you are under pressure teacher time wise it's a difficult task. (xIE-If-04-29.03.2017)

From both programmes, it is apparent that several windows for teacher education exist within the Irish context, as illustrated in Table 3.

Status	E.g.	Opportunities/Challenges
<i>Compulsory</i>	Croke Park Hours	Reach: Interested, committed and others Opportunity: For whole schools Challenge: Follow-up; time;
<i>Incentivised</i>	Summer School (EPV)	Reach: Interested and committed teachers Opportunity: Deeper immersion Challenge: Follow-up;
<i>Voluntary</i>	After-school/Weekend	Reach: Committed teachers Opportunity: Specialist pitch Challenge: Follow up; time

This table identifies the various windows for teacher education that occur within a teacher's or schools calendar. These windows maybe compulsory for teaching staff, may be incentivised by the prospect of additional vacation days (EPVs) or be entirely voluntary. Each window may provide the opportunity to 'reach' particular teachers, may provide the opportunity for targeted formats and may also have inherent challenges. One window of opportunity for teacher educators are the Croke Park Hours.

One of the ways that has worked quite well is to get in within the Croke Park Hours, because Croke Park Hours are mandatory and staff have to stay behind. On a couple of occasions schools have booked me for Croke Park hours which has been really really handy, because you have all staff there and Croke Park Hours are often 90 minutes, so it's slightly longer and teachers don't mind being there. They have to be there so maybe they're much more receptive. That's not to say...you saw the group

the other week – they are very receptive, but that’s voluntary time. I was very impressed that they got 14/15 member of staff to stay back, voluntarily, after school. It’s hard. I’m a staff member myself. I don’t know how quick I would be to stay after school. They’re busy places [schools]. (xIE-If-05-29.03.2017)

Although the Croke Park Hours, with the provision of whole-school time for planning and development work (DES, 2016) represented an important opportunity for teacher educators to gain access to teachers and schools, these opportunities were perceived to be fleeting.

The only other opportunity I would have to get in and give teachers in-service teacher education would be their Croke Park Hours after school and a lot of the time, schools have them already planned for the year, from the beginning of the year. So it’s hard. (IE-If-03-05,.10.2016)

Schools they are so constrained with I suppose the amount of stuff that’s being thrown at them (xIE-If-06-03.04.2017)

Within Programme B, facilitating teachers were instructed to act quickly to secure these Croke Park Hours: “slots fill up fast to it is suggested you contact schools in your area as soon as possible” (xIE-D-10-25.04.2017). There was also recognition that the competition for teachers’ time included other GCE teacher education providers.

As well as time, the financial resources available to lead organisations were perceived to limit whether certain teachers could attend the programmes.

I think resources are always going to be an issue and I think it’s the best way to get bang for your buck or you know reach the most amount of people that you possibly can. With a limited amount of sessions that you can deliver. Because otherwise if you are looking at direct student education then you are only reaching obviously the number of students that you and directly working with. (xIE-If-04-29.03.2017)

If [the course] is on during the year, do we have substitution cover to cover their days when they are doing the course? (IE-If-02-18.07.2016)

In certain cases, the lack of resources had led to teacher educators operating in a voluntary capacity.

Yeah I've stayed involved for that but that's purely voluntary. Because I just felt that like the situation, like the lack of institutional support for the project was what made me leave. But because the teachers have shown such dedication to it I didn't want to leave them hanging so I stayed on in a voluntary capacity. Because they were giving their time in a voluntary capacity as well. (xIE-If-06-03.04.2017)

These financial restrictions also limited the geographical reach of programmes (xIE-If-06-03.04.2017). This issue was also raised within Programme A.

Mostly in Dublin and Kildare, but I have been to Galway and Cork and to Roscommon and Laois. Roscommon and Laois were events that were done along with [the NGO]. The schools in Cork and Galway were part of this programme but one-off visits to the schools to give teacher education...It's [based around Dublin] because we engaged with the Community National Schools network and most of them are based around Dublin. Once they expressed interest, it was easier to keep a cluster around Dublin I suppose (IE-If-03-05,.10.2016)

4.3 Teaching Approaches - Pedagogical or theoretical

A central plank of the teaching approaches addressed within Programme A and Programme B, as aims, methodologies and learning activities, has already been articulated in Sections 2.2-2.4. Although Programme A exhibited strong adherence to methodological approaches themselves grounded in theory, Programme B was explicit about the connections between theory and teacher education practice. In the external case there were several strong references to pedagogical and theoretical approaches which framed the work of course organisers and teacher educators. As has been previously identified, Programme B was structured around a formal conceptual framework and the following table suggests how the components of this framework can be best defined.

Theoretical Framework	Suggested Definition
Continuum of Teacher Education	“formal and informal educational and developmental activities in which teachers engage, as life-long learners, during their teaching career.” (Teaching Council, 2011)
Community of Practice	“groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” (Wenger, 2011, p.1)

Peer Learning	“the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions” (Topping, 2005, p. 631)
Active Methodologies	“active learning involves students in doing things and thinking about the things they are doing” (Bonwell & Eison, 1991, p. 2)
Critical Reflection	Reflection which “to involve and lead to some fundamental change in perspective” (Cranton 1996, pp.79–80).

Table 3: Programme B Theoretical Definitions

The teacher educator responsible for the development of the conceptual framework and the design of Programme B explained her decisions.

I just wanted to start the process. Because I felt that you know especially when you are doing training it can be very lowest common denominator sometimes. So I was always fighting that actually we’ve a philosophy behind this, we have a values based approach, we know what we are doing in terms of how we are pitching it or what we want to do with the teachers. But I mean with the critical reflection we would have been drawing on I suppose problem posing methodology, ideas around maybe like the neutrality, the lack of neutrality I suppose in education as well. Community of practice obviously we were just taking the stuff, like it wasn’t anything, it wasn’t a particularly sophisticated model of community of practice. With the peer learning I think we were really looking more at policies, I suppose it was trying to fall in with the teaching council stuff there around how people learn and all that stuff. Here, not so much, we were drawing on development education theorists, like especially maybe Andreotti and Douglas Borne a little bit and maybe David Hicks. And human rights education. (xIE-If-05-29.03.2017)

Critical DE and HRE informed the overall project and justified the focus on active methodologies already discussed within this chapter. The focus on the Continuum of Teacher Education gave ground for an approach which provided learning opportunities for practicing teachers through the teacher education sessions, and provided learning for highly experienced through the Community of Practice and Critical Reflection. Peer learning framed the interaction between facilitating teachers and participant teachers during the teacher education sessions themselves.

I mean obviously the human rights based approach towards education generally and I think the peer-to- peer model is something that we deliberately considered and chosen as well. Certainly the feedback that I've gotten from the facilitator teachers is that peer-to- peer education model works really well. And the teachers, the participants teachers that they are delivering to really appreciate the insight that practicing teachers can provide as opposed to somebody more, you know like a human rights expert or someone like that. (xIE-If-04-29.03.2017)

It is also important to note that the facilitating teachers each had theoretical foundations for the teacher education sessions they had designed and delivered.

S suggests that English, and in particular oral language, is an area of the curriculum amenable to HRE at JI and SI, particularly through stories, poems and circle time. In 1st and 2nd class, want and needs could be compared to rights, and children can identify basic rights. In 3rd and 4th class, children can develop concepts of rights and explore the skills to negotiate conflict. In 5th and 6th class, S suggests that children can develop a critical understanding of rights. (xIE-N-15-31.03.2017)

After being observed delivering this session, the teacher educator explained her justification for the spiralled framework she had developed.

Over the years I've realised that focusing on themes with Junior classes such as empathy or identity are things they can relate to. And really, the theme of empathy forms the grounding for HRE. If you don't have an empathetic side yourself, it's very difficult to teach a HRE programme. We found those themes particularly useful at the junior end. Then it's been a spiralled approach, we've gone from themes of empathy to identity, then in the first class introducing some of the basic rights from the UDHR or the UNCRC. And looking at them in further detail through 2nd, 3rd and 4th class. The spiralled approach would then culminate in more critical and complex issues at national and global level by the time that the children are at the senior end of the school. (xIE-If-05-29.03.2017)

The spiralled approach suggested by the facilitating teacher offers the opportunity for teachers at each level of primary school to engage within GCE and allows the planning of GCE integration throughout the entire primary school, from JI through to Year 6.

4.4 ‘GCE Conceptions’

The teacher education programmes addressed several different issues within their practice. Issues connected to human rights were covered in both programmes, although a focus for Programme B, as has been already discussed. There was evidence of human rights being addressed alongside the theme of ‘responsibility’ within Programme B, and Children’s Rights were a feature of both programmes. Several global issues were explored, including migration, sustainability, development and climate change. Identity and empathy were addressed as foundational themes in both programmes.

Issues more specific to the Irish context were addressed, in the forms of homelessness and the rights of people from the Traveller Community. Certain issues specific to the Irish educational context were present, including well-being, literacy and numeracy. These themes have been the focus of increased government policy in the last few years (DES, 2016). It is important to recognise that for both programmes, engaging with unexpected or emergent issues was considered an important approach within teacher education and a possibility within Irish classrooms.

In delivering to teachers, [in a way that highlights] the ground work is already there to support you. We are lucky in Ireland – our curriculum isn’t very prescribed. It might be a heavy curriculum [in Ireland] but I did teach in the UK and it was a very prescribed curriculum. Whilst teacher will say it’s heavy and there’s a lot to get through, it isn’t prescribed. There is the ability within the Irish curriculum that if there is something happening currently on the news, such as the refugee crisis or Syria, there is the allowance within the curriculum that you could bring that in to geography under the strand Myself and the Wider World. You could bring it in. There’s a lot of ownership that teachers have over the curriculum. (xIE-If-05-29.03.2017)

These issues included the British referendum on Europe.

The discussion moves on to the implications for classroom practice. BREXIT is mentioned by one teacher, with another stating they are happy that “school is over so that it’s not in the classroom now”. (IE-N-02-04.07.2016)

Other issues included the terror attack in the Batahan Theatre in Paris.

Teacher D described the challenges of dealing with the aftermath of the violence at the Batahan theatre in Paris. The school Principal wanted to avoid discussing, however

teachers in the school did address it. Another teacher talked of inclusion and diversity, and the possibility that schools could be a “safe space” to address traumatic events. (IE-N-14-08.07.2016)

These illustrations highlight the need for responsiveness within both teacher education addressing global issues, but also the adaptability expected of primary classroom teachers addressing sensitive and complex issues at very short notice.

Although the conceptions of GCE central to Programme B have already been explored within this chapter, it is important to note that the teacher educators involved in the programme had personal perspectives on the conceptualisation of GCE.

So my definition of global citizenship would encompass I think a lot of the types of education that I’ve worked in, in my career so they would have that human rights framework where you’d talk about rights and responsibilities. It would have the intercultural component in that antiracism and naming and challenging prejudice would be front and centre of all of the work that you do. And then also then I suppose the more traditional, what would be traditionally lumped under development education which would be looking at inequality in the world, looking at how the world is interdependent, how its rapidly changing like you know, the Irish Aid definition is certainly very standard. So I think my preferred term would be global citizenship. (xIE-If-06-03.4.2017)

This broad definition included human rights, intercultural education, antiracist education and critical forms of development education. For another teacher educator on Programme B, the conception of global citizenship appeared preferable to existing conceptions of DE.

So possibly a more appropriate umbrella term, but not just because it’s handier. But I think it says more, its much more accessible to people I think, people get turned off when they hear things about development education or the global south. Whereas when they understand that there’s a sort of, you know stuff involved in being a global citizen I think that makes a lot more sense, at an innate level. (xIE-If-06-03.4.2017)

Both programmes refer to certain characteristics of both teachers and students which can be considered as global competences. Indeed, certain characteristics are clearly defined within the aims of the programmes addressed in Section 2.1. A teacher educator from Programme A suggested that against the backdrop of increasing globalisation, it was increasingly important

to provide young people with the competencies to develop critical understanding of the world they live in.

I think then more broadly like that issues of social justice and global awareness again as the world becomes more globalised, commerce and general production there's so much global influence in our everyday lives and kids are interacting with items and things that have come from all over the world from the moment they wake up. I think being able to have that awareness and realise where everything comes from and what people's lives are like in different parts of the world that directly have to do with things that directly impact their lives is really important. (xIE-If-04-29.03.2016)

Documentation from Programme B defined the potential of HRE to “empower the next generation to develop the skills and attitudes that promote equality, dignity and respect in your community, society and worldwide.” (xIE-D-01-29.03.2017) and in addition a teacher educator from the programme suggested that “critical thinking is one of the skills you need for GC” (xIE-If-05-29.03.2017). This inclusion of critical thinking as an important global competence was also highlighted elsewhere.

I suppose the idea of multiple-perspectives and critical thinking. I would hope that a definition [of GCE] would have one or the other of those in it. I think that idea of not taking things at face value is important in GCE...I suppose I thought about it when I studied human rights, but I suppose before then I would have had quite a one-dimensional view of development and development issues. I would have looked at them for what I saw rather than the different reasons behind them and aggravating factors, things that you don't see. Only in the past 2 or 3 years I would have started thinking about them in that way. (IE-If-03-05.10.2016)

The inclusion of multi-perspectivity was also noted within this suggestion of global competence. Human rights were recognised as an important absence from Oxfam's definition of Global Citizenship competences by the primary teachers participating in Programme A.

L begins with a recap of the previous day's events and also encourages the teachers to write and wear a name badge. On the IWB there is a definition of Global Citizenship Education from Oxfam (2006). The definition of what makes a global citizen includes awareness of role as world citizen, respect and values, outrage at injustice and responsibility for action. L leads a group discussion on “what is missing?” from the

definition. One teacher mentioned ‘human rights’ as one possible omission, however the teachers appeared to be quite quiet. (IE-N-05-04.07.2016)

Another critique of the Oxfam definition of global citizenship was provided by one of the teacher educators from Programme A.

I suppose when you are asked to define global citizenship education you slightly reel off the areas of knowledge skills and values or the Oxfam definition of global citizenship you fall back on those. I think important to me, in the courses we try and tie the definition of global citizenship education up more directly with the components we see as key to teaching. Which students might struggle with or might maybe take a bit more of a leap in faith to cling onto. So things like interconnectedness, and maybe in global citizenship education official definitions like the Oxfam definition there might be more of an emphasis on global solidarity or global interconnectedness. Whereas when we put it into a teacher education context we try to encourage interconnectedness in every sense. So that might be between subject areas, themes, people, present and historic and present and future. And I suppose it’s that more complex interconnected web of questioning which is definitely there in the official definition but maybe not highlighted as a key priority. Whereas things like what kind of questions you ask and how do you ask questions reflection... .. maybe they are the more constant themes of the skills side of global citizenship education but I think they do, there is a knowledge base there as well. I think they do span all three. (IE-If-01-05.10.2016)

This explanation highlights the importance of interconnectedness within the approach utilised by Programme B.

Conclusion

This chapter has provided an overview of two GCE-related teacher education developed for Irish primary teachers. From an introduction to the key participants within the design, development and implementation of both programmes, the chapter has considered the aims and goals of both programmes, the methodologies employed within the programmes and the activities developed to engage with the participating teachers. An analysis of the key actors in

the field of Irish GCE-related teacher education provided a focus on governmental and non-governmental actors who influence teacher education practice in varied ways. The chapter finished with an exploration of the key thematic categories which emerged from the qualitative analysis of both programmes. Firstly, the contrasting cultures, as points of negative and positive conflict between organisations and individuals within the field of teacher education are identified and explored. Secondly, the barriers to participation in teacher education are discussed. Thirdly, the pedagogical and/or theoretical approaches influencing the practice of teacher education were considered. Finally, the varied conceptions of GCE have been considered and their influence on practice discussed.

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