

FROM THE COLLEGE TO THE CLASSROOM

***The Impact of DICE Courses on the Inclusion of
Development Education and Intercultural
Education in the Primary Classroom.***

Final Report

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1. INTRODUCTION

This report presents the findings from a research study undertaken by the Development and InterCultural Education (DICE) Project. The DICE Project, funded by Irish Aid, was established in 2004 to address the need for global and social justice perspectives within Primary Education in Ireland. The project currently works with the five Colleges of Education in the Republic of Ireland to promote the inclusion and integration of Development Education (DE) and Intercultural Education (ICE) within initial teacher education.

1.1 RESEARCH CONTEXT

After a pilot phase in 2003, the DICE Project worked for three years (2004-2007) with the five Irish teacher education colleges. In four of these colleges DICE provided direct support for the inclusion of DE and ICE in initial teacher education in terms of course delivery to student teachers. The nature of DICE's engagement with Mary Immaculate College was different. It concentrated on staff development and on organizing events such as extra-curricular resource fairs. According to a recent publication of the Project, *Global Dimensions – A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators* (DICE, 2008), one of the key roles of the project at that time was to work

... with the Colleges to foster and develop programmes and events that would help equip student teachers with the necessary skills, knowledge and attitudes to include global and justice perspectives within their teaching in primary schools (2008:11).

Following this a second phase (2007-2009) was developed. With the support of Irish Aid, each college of education has now appointed its own dedicated part-time lecturer for Development Education and Intercultural Education. This change of approach has meant a change of role for the DICE project.

The core project is still hosted by the Church of Ireland College of Education and consists of a Project Coordinator and a part-time Project Officer. The aim of the DICE core project is to work with the Colleges of Education in Ireland to further develop their expertise in planning and teaching global and justice perspectives, for example through coordinating an all-colleges DICE network. The project also assists the designated lecturers in the colleges in the promotion, design and delivery of workshops, seminars and other capacity building events each year for college staff. It coordinates, undertakes and promotes research in the theory and practice of Development Education and Intercultural Education within primary teacher education. Additionally, informed by national and international networking, it assists and supports the colleges in identifying opportunities to supplement their activities related to global justice and intercultural themes.

It is within the context of its research mandate that DICE commissioned this particular study. Therefore while the focus of the study is in some respects

retrospective in that it seeks to research the impact of work undertaken during the first phase of the Project (2004-2007), it is also timely as it addresses one of the key objectives of the current phase, namely to carry out research that will promote the theory and practice of DE and ICE within primary teacher education.

Further to this, the study seeks to build on research undertaken in Phase I, *Analysis of the Impact of DICE modules in Initial Teacher Education on Students' Knowledge and Views of the Global Dimension in Education* (Fitzgerald, 2007). The research report on students' knowledge and views of Development Education (DE) was based on a small-scale study the DICE project undertook to measure the impact of courses dealing with the global dimension on students. The report, while limited in the number of colleges involved, provided some insights into trends and tendencies in relation to the global dimension of DICE courses.

It is hoped, however, that this study will be the springboard for further, larger scale studies on measuring the impact of courses on students and that it will provide some ideas and insights on how to pursue such studies. (Fitzgerald: 2007, Foreword)

This current study has also been undertaken in the context of the DICE Project's commitment to supporting teacher educators involved in the delivery of DE and ICE.

The DICE project recognises the need within initial teacher education for ongoing support in integrating global and social justice perspectives within primary education in Ireland. To address this need, the guide, *Global Dimensions – A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators* (DICE, 2008) has been developed. The guide is designed to support the integration of DE and ICE through disseminating ideas, guidance and examples of good practice that in the main are drawn from the experience and learning gathered by the team of the DICE Project. It is hoped that both the guide and this study will further support teacher educators in the design and implementation of DE and ICE programmes at pre-service level. It is also hoped that it will signpost the needs of former course participants as teachers engaged in DE and ICE in the classroom.

In the wider context, this study has been undertaken at a time when similar baseline research has been taken at Post-Primary level. *Development Education in Irish Post-Primary Schools – Knowledge, Attitudes and Activism* (Gleeson et al: 2007) has sought to provide baseline information in relation to teachers' and students' knowledge of and attitudes towards development education/issues, to provide a picture of development education provision in Irish post-primary schools and to inform national policy in relation to development education.

The Primary Curriculum. No research into teacher education would be complete without reference to the significant changes which have taken place

in primary education generally. Following on from the White Paper on Education, *Charting the Education Future*, 1995, the *Primary School Curriculum* was launched in 1999. Incremental implementation of the curriculum continued in schools until 2007, a process that was supported by the Primary Curriculum Support Programme (PCSP) and the School Development Planning Support (SDPS). The Primary Professional Development Service (PPDS) continues to support schools in implementing the curriculum. The curriculum is based on a set of beliefs and values about children and learning including: the importance of active, independent learning, the role of language, the social and emotional dimension in learning, collaborative learning, creative problem-solving, critical thinking, skills of inquiry and investigation, school and classroom planning and the recognition of the importance of assessment. (Dept of Education & Science: 1995)

Changes in Irish society. According to the 2006 Census there are now around 400,000 non-Irish nationals in the Republic, representing 9.4% of the total population. Nearly 85% of all migrant workers are from the EU (including UK). It is estimated that 5% of the non-Irish population are refugees or are seeking asylum. Around 30% of migrant workers in Ireland are from the countries that joined the EU in 2004. It is not known how many migrant workers from these states have since left Ireland (*Challenging Myths and Misinformation about Migrant Workers and their Families*, MRCI/NCCRI: www.nccri.ie)

Recognising the changes in Irish society the Department of Education and Science (DES) sought to support teachers as their classrooms became more diverse. *Intercultural Education in the Primary School: Guidelines for Teachers* (NCCA, 2005) was produced to support teachers, both individually and as teams in developing a more inclusive classroom environment. The Guidelines also aim to support whole school planning and policy development within schools and so contribute to developing a school culture that is welcoming, respectful and sensitive to the needs of all children.

Irish Aid. In tandem with the DES's support for Intercultural Education, Irish Aid has a commitment to development education:

The Government intends that every person in Ireland will have access to educational opportunities and understand their rights and responsibilities as global citizens as well as their potential to affect change for a more just and equal world. (Irish Aid, 2006:107.)

Irish Aid specifically recognises the importance of teachers in fulfilling this commitment and identifies its strategic aim as follows:

To ensure that development education reaches a wide audience in Ireland by increasing the provision of high-quality programmes to teachers and others involved in development education and by working with the education sector, NGOs and civil society partners. (Irish Aid, 2007:8).

However, Irish Aid also recognises the challenges within the education system to the promotion of development education:

Promoting development education within the education system presents both challenges and opportunities. The curriculum in schools is crowded and classrooms are increasingly diverse culturally and in terms of value systems. This places pressures on students and teachers alike but also offers new opportunities including the promotion of development education within intercultural and global learning. (Irish Aid, 2007:6)

Finally, the Primary sector has been identified as one of the priority areas which will receive support for development education from Irish Aid:

Irish Aid will continue to focus on both the initial and continuous professional development of primary teachers, including through its support for colleges of education through the Development and Intercultural Education (DICE) project and through funding to development education organisations working with primary teachers. (Ibid: 11)

It is in the context of the commitment to supporting teachers at Primary level through the provision of pre-service support that this research study has been undertaken.

1.2 AIM OF THE RESEARCH PROJECT

As stated above the purpose of the study was to assess the impact of DICE courses which were implemented by DICE during Phase I (2004-2007) on the inclusion of development education and intercultural education in primary teaching. The study followed up students who participated in compulsory and elective DICE courses, and reviewed the extent to which they were including DE and ICE within their teaching. It sought to obtain their views on the DICE courses that they undertook while in the college of education, and also sought their views on the factors that facilitated or hindered them in including DE and ICE in their teaching.

The research sought to address the following questions:

- To what extent are former college of education students, who participated in DICE courses, including DE and ICE within their work in schools?
- How are they including DE and ICE within their teaching?
- Are they using the skills, knowledge and methodologies that they were exposed to through the DICE modules?
- What aspect of the DICE course has been most useful to them?
- In their work contexts, what facilitated the inclusion of DE and ICE and what made it challenging?
- What support/training would help further develop this aspect of teaching?

- Are there differences in the extent of inclusion of DE and ICE between students of compulsory courses and students of elective courses?
- How do they define DE and ICE and how do they see the curriculum providing for DE and ICE?

1.3 RESEARCH METHODOLOGY

As part of the overall research process, a meeting with representatives of the research committee of the DICE project agreed an overall research methodology strategy.

It was decided that the study would involve two stages, firstly, a questionnaire to be sent to all former students who participated in DICE courses in the four colleges namely, Coláiste Mhuire, Marino, Church of Ireland College of Education, Froebel College of Education and St. Patrick's College, Drumcondra – approximately 800 students and secondly, a set of qualitative interviews to be conducted with a sample of self-selecting teachers who returned the questionnaires and indicated their willingness to be interviewed.

As part of the process of developing the questionnaire a pilot version was distributed to six teachers who had undertaken the course. The purpose was to ensure that the questions posed were gathering the data which was being sought. The pilot also sought to test the length of time the questionnaire took to complete as well as seeking feedback on the clarity of questions and whether any issues or areas had been omitted.

The final questionnaires were distributed through the four colleges from which students had participated in courses delivered by DICE personnel. The breakdown of questionnaires sent out and returned were as follows:

College	Number sent out	Numbers returned	Percentage
St Patrick's College	80	19	24%
Coláiste Mhuire, Marino	328	34	10%
Church of Ireland College of Education	123	25	20%
Froebel College of Education	250	9	4%

The returns, which in total approximated 11% of the questionnaires were less than anticipated, despite extending the deadline and a reminder mailing being sent to all participants.

The higher return rates for two of the colleges may have been due to the fact that participants from St Patrick's College had undertaken an elective course of 40 hours and therefore had more significant exposure to the issues than those who engaged in a 10 hour compulsory module. The higher return from CICE could be attributed to the fact that the Project was based on the campus and that DICE staff were perhaps more familiar to students and possibly viewed as college staff.

However, while reasons for the overall low return cannot be verified, it might be attributed to some or all of the following:

- The fact that the DICE course for many participants was a very small part of their overall teacher education programme – for the majority, as low as 10 hours over a 3-year period.
- The fact that some participants had left college up to five years previously and were maybe not inclined to respond to questionnaires relating to their experience at that time.
- The fact that the questionnaire was distributed by the colleges using their own databases and that DICE could not verify if the address to which it was sent was a current address.

In relation to the qualitative interviews, a preliminary analysis of the 87 returned questionnaires was undertaken before devising the interview schedule and selecting the interviewees.

The overall purpose of the interviews was to provide an opportunity to explore further, issues which arose in designing the questionnaires and in the analysis of the completed questionnaires. Their overall purpose was to build a more in-depth picture of the extent to which the DICE course had impacted or not upon participants. It also sought to explore the nature of on-going support required for teachers and their suggestions for future initial teacher education courses.

The selection of interviewees was determined firstly through the self selecting option which participants were offered. Further to this, a total of 23 participants identified themselves as being willing to participate. The decision was made to interview 15 of these. A set of criteria was developed which enabled the selection and this was as follows:

- College attended
- Course taken
- Type of School
- Location of School
- Class Group

Participants were contacted over the telephone and interviews lasted approximately 25 minutes.

1.4 OVERVIEW OF DICE MODULES

The aim of the DICE modules delivered by DICE personnel in all four Colleges of Education was ultimately the same – i.e. to equip student teachers with the knowledge, values, and skills to incorporate global and intercultural perspectives into primary education. The objectives included the following:

- to explore the changing context for primary teachers from an intercultural and global perspective
- to raise students' awareness of relevant issues and perspectives
- to explore strategies for more inclusive curriculum and classrooms

- to develop students' competency in use of active learning methodologies
- to familiarise students with a range of relevant resources

However, the duration, format, and precise content differed among the colleges. One of the key distinctions between the modules taken was whether they were compulsory or elective. CICE and Froebel College of Education ran compulsory courses as part of Inclusive Education. Coláiste Mhuire, Marino also ran a compulsory course but there was the option of taking an elective course in 3rd year. St Patrick's College offered an Elective course only.

All students who took an elective module did so because they *chose* to do so. Elective courses were delivered in St Patrick's College and in Coláiste Mhuire, Marino, amounting to 40 hours contact time and 20 hours contact time respectively. These modules covered a more extensive range of topics, including:

- Understanding the concepts of Development and the Global Dimension
- Education for Sustainable Development
- Exploring the concepts of Culture, Cultural Diversity and Interculturalism
- Human Rights education
- Global citizenship
- Inclusive education
- The use of campaigns
- Teaching strategies – the use of story, subject-based approaches, theme-based approaches, field trips.

In contrast, the compulsory course was for all student teachers. It was shorter in duration, comprising four or five two-hour sessions. The topics covered included:

- Understanding the concepts of Development and the Global Dimension
- Exploring the concepts of Culture, Cultural Diversity and Interculturalism
- Teaching strategies – the use of story across subject areas
- Human Rights Education, including cross-curricular teaching strategies
- Inclusive education
- School and classroom planning, NCCA Intercultural Guidelines, teaching resources. (See Appendices 1 and 2 for sample outlines of the courses)

SECTION 2: RESEARCH FINDINGS

This section presents the findings from the returned questionnaires and the telephone interviews carried out.

The overall findings from the questionnaires are presented using bar charts. The data is also supported where appropriate by the use of direct quotes or examples given by participants.

The findings in relation to diversity of DICE courses undertaken form the next part of this section. These findings seek to address one of the objectives of the research which was to explore the extent to which the impact differed among those respondents who had undertaken a compulsory or elective course.

The final part of this section is the presentation of the data gathered from telephone interviews. This is presented as much as possible in the voice of the interviewees. As the data was predominantly qualitative, it lends itself to this form of presentation.

Where charts are presented, it should be noted that at times these are displayed as percentages and on other occasions as frequencies. This is due to the fact that many of the open ended questions elicited multiple answers and such findings are better presented as frequencies rather than percentages.

2.1 OVERALL QUESTIONNAIRE FINDINGS

The questionnaire findings are presented under four main headings:

- Personal Profile of Respondents
- School Profile
- DICE Course and Classroom Practice
- Support and Training

2.1.1 Personal Profile of Respondents

The largest proportion of the 87 respondents was female (94.2%) with only five respondents being male.

The majority of respondents attended Coláiste Mhuire (39.1%), followed by the Church of Ireland (28.7%), St Patrick's College (21/3%) while the lowest percentage of respondents attended Froebel (10.3%).

Two of the 87 respondents did not identify how long they had been teaching and the length of service among those who did varied with the majority of respondents (51.7%) being two – three years teaching, 14.9% teaching for 1 year and the same percentage teaching for 4 years.

The roles of respondents only varied slightly with the majority of respondents identifying themselves as mainstream teachers (86.2%). Those who

responded 'other', gave mixed responses, for example, one noted that they were a hospital teacher, another identified themselves as a substitute learning support teacher while others held the dual role of vice principal and mainstream teacher, and one identified themselves as an early start teacher.

In terms of class grouping, the respondents represented a cross section of school life with the majority teaching 3rd/4th (27.6%) and junior/senior infants (26.4%). In relation to those who responded 'other', responses included, teaching all classes due to being located in a hospital school, teaching more than one of the identified groupings, for example teaching both junior/senior infants and 1st/2nd classes, being a learning support teacher or resource teacher between two schools.

A total of eleven respondents identified that they had worked in a developing country (12.8% of those who responded to the questions). The countries where respondents worked were identified as follows, Africa, Kenya, Malawi, South Africa, Uganda, Zimbabwe and India. The duration of stay varied from one month to two years (24 months) with the majority (81.9%) staying for 1-2 months.

In relation to having a further qualification in development education, development studies or international politics, one respondent identified taking an MA in Intercultural Studies in Dublin City University (DCU). Four other respondents cited the module in development education which they had undertaken as part of their 4th year honours degree programme in Trinity College, Dublin. However, this would not be considered a further qualification but part of an undergraduate programme. Therefore, the percentage of respondents who had taken a further qualification was just 1.1%

2.1.2 School Profile

A total of 84 respondents gave details of their schools. The majority identified their schools as being a denominational/religious school (87.4%), with multi-denominational (5.7%) and gaelscoileanna (4.6%) and private schools (1.1%) being in the minority.

The majority of respondents worked in schools with between 10 and 20 teachers (50.6%) with the remaining percentages more evenly divided between schools of less than 10 teachers (24.1%) or more than 20 (22.1%).

The majority of schools in which respondents taught catered for boys and girls (88.4%) with only 10 of the schools being single sex schools.

In terms of pupil population, school size varied from 19 pupils to 954 pupils. They can be categorised as follows: schools with under 200 pupils (31%), schools with between 201-400 pupils (50.6%), schools between 401-600 pupils (10.3%), schools between 601-800 pupils (1.1%) and schools between 800 and 1000 pupils (3.4%).

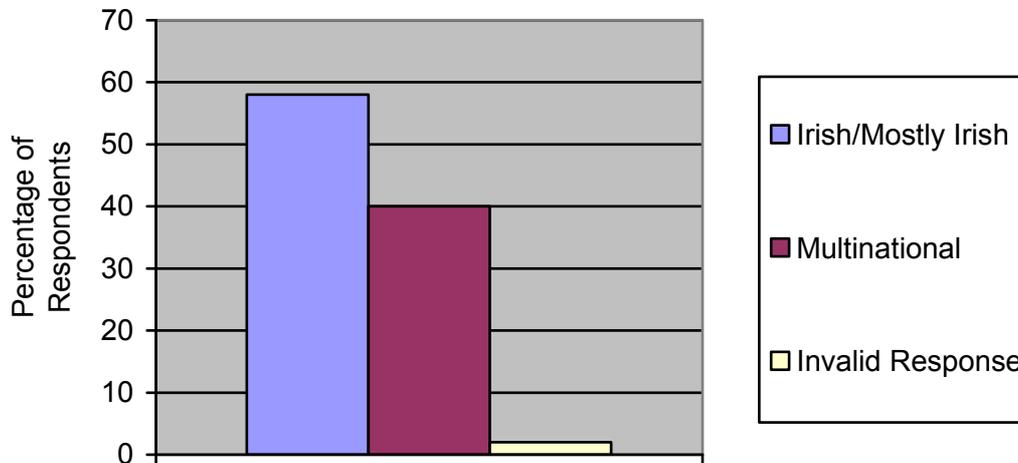
In relation to ethnic background of the children, respondents gave a variety of answers some of which would not fit with the general understanding of “ethnicity”, for example, class.

The vast majority of respondents, 50 (57.47%) identified the children in their school by nationality. An additional 14 (16.09%) respondents identified the children by nationality in conjunction with religion, class or ethnicity. The remaining respondents identified the children by religion only or by general groupings e.g. Caucasian, or by socio-economic background.

Of the 64 respondents who identified the children in their school by nationality, 38 indicated that the nationality of the children in their school was Irish or mainly Irish, with some giving percentages such as 85% Irish or 90% Irish or less than 1% other nationalities.

A further 26 of the 64 respondents described their schools as “multi-national”, listed a variety of nationalities or indicated the proportion of “international” or “non-national” children in their school, which in some cases was over half of the school population.

Figure 1: Ethnic Background of Pupils



An analysis of the schools which indicated the origins of the children from outside of Ireland reveals that the region where most new-comers had their origins was in Europe.

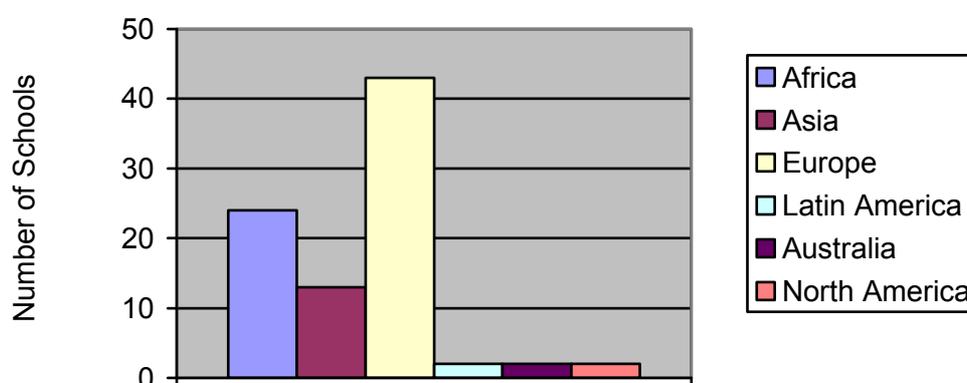
A total of 43 schools indicated that they had children from Europe with the most represented region being Eastern Europe. A further 25 schools indicated they had children from this region, of which Poland was the most highly represented country of origin, cited by 13 schools followed by Romania cited by 8 schools.

Following on from Eastern Europe, the African continent was the origin of the next largest grouping with 24 respondents indicated that their school had “Africans”. Most respondents did not break down the category “African” according to country of origin – where countries were mentioned these included Nigeria, Kenya, Zimbabwe and Morocco.

Thirteen schools had children from Asia. As with Africa, many respondents did not break this down according to countries of origin. Where countries of origin were named, they included India, Pakistan, China and the Philippines.

A small number of schools mentioned Australia, UK and Latin America.

Figure 2: Areas of Origin Outside of Ireland



The religions named included Catholic/Roman Catholic, Muslim, Hindu, Church of Ireland and Church of Latter Day Saints. The majority of children in schools were Catholic – this included children originally from outside of Ireland.

In relation to ethnicity, 4 schools specified that they had children from the Travelling Community with two of these schools indicating they had significant numbers of Travellers.

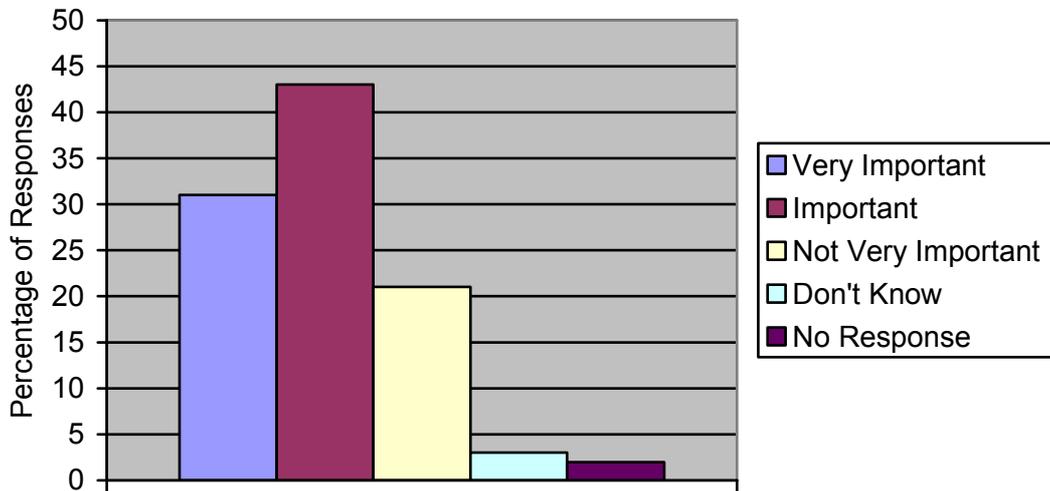
The range of counties in which schools were located varied. However, the greatest percentage were in Dublin (51.7%) followed by much lower percentages for 16 other counties. Half of those from outside of Dublin were located in Leinster, one school was located in Ulster and the remainder in Connaught and Munster. In describing the catchment area of the school as urban, suburban or rural, respondents in the main (82%) taught in urban and suburban environments.

Respondents were asked to rank the importance, in their view, of Development Education and Intercultural Education in their school as being very important, important, not very important, or do not know.

Overall the data would seem to indicate that in the opinion of respondents, development education and intercultural education is valued in their schools. Of the total of 85 respondents who answered the question, 31.8% believed it

was very important, 43.5 % considered it to be valued as important. However, almost a quarter of respondents (21.2%) indicated that it was not very important.

Figure 3: Perceived Value Given to DE and ICE in Schools



2.1.3 DICE Courses and Classroom Practice

The majority of respondents completed a DICE compulsory course during their initial teacher education (66.3%). A total of 26.7% of respondents completed an elective course while 7% completed both an elective and compulsory course. Only one respondent did not answer the question.

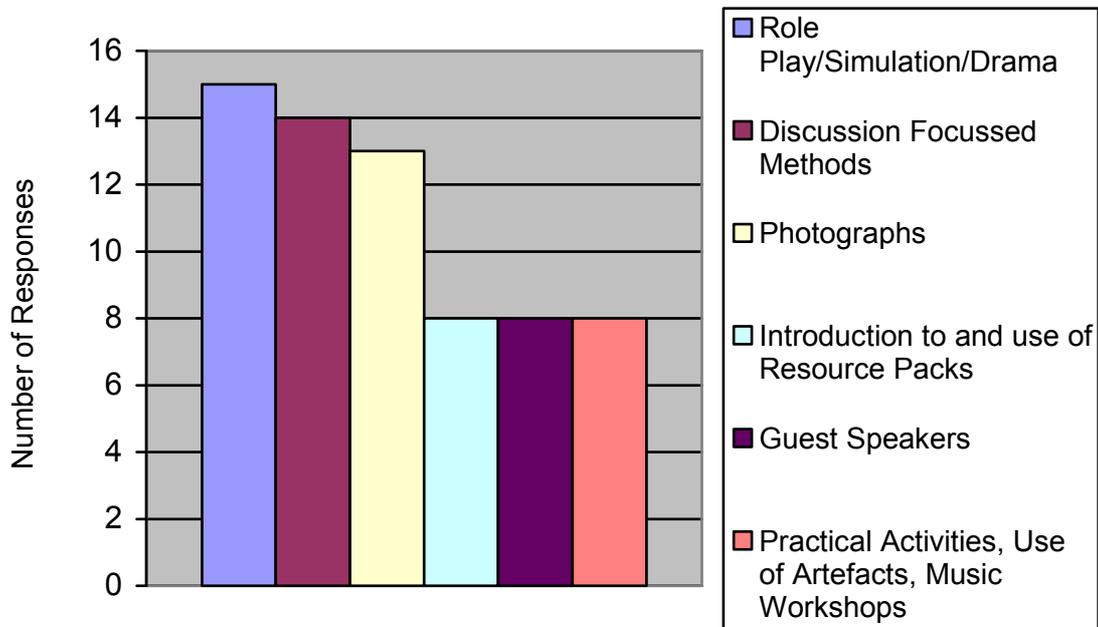
In seeking to determine which, if any aspects of the DICE course had been particularly helpful in preparing teachers for DE and ICE in the classroom participants were asked a number of questions relating to the course.

Methodology

Respondents named a broad range of methodologies which were helpful in preparing them to deliver DE and ICE in the classroom. The methodology mentioned most frequently was the area of role play, simulation, drama and games. This was followed by methodologies which related to stimulating discussion and included brainstorming, diamond-ranking, debates, walking debates and circle time. The third most frequently cited methodology was the use of photographs. This area may also overlap with using resource packs, maps and books which were the fourth most frequently mentioned area. Having the opportunity to hear guest speakers was considered useful by 8 teachers. Practical activities such as workshops on music and the use of artefacts were cited by the same percentage.

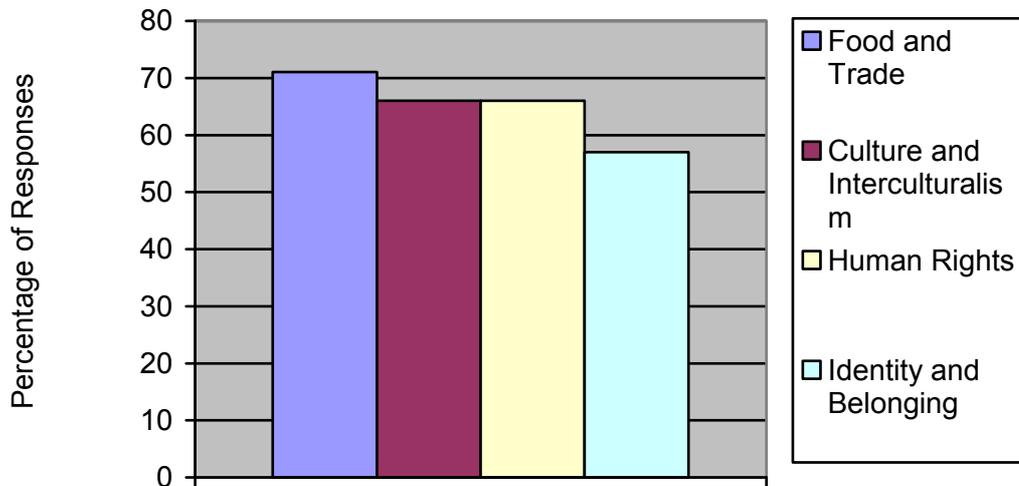
A large percentage (24.13%) did not respond to this question with an additional 6 indicating that they failed to recall any methodologies. Of these 6 respondents, three said that while they couldn't remember specific methodologies, they had received useful information for teaching international children and the course stimulated their interest in the area.

Figure 4: Most Useful Methodologies



In relation to core themes or topics covered on DICE Courses, a total of 60 (68.5%) responded to the question. Of this percentage respondents indicated that the topics or themes which were most helpful included Food & Trade (71.3%), Identity and Belonging (66.7%), Culture and Interculturalism (65.5%) and Human Rights (65.5%), followed by the Convention on the Rights of the Child (60.9%). Areas which were deemed less helpful included, Interconnectedness in DE/ICE (8%), Ancient Societies and Equality (11.5%)

Figure 6: Most Useful Themes



In relation to including DE and ICE themes in their teaching in the last academic year, 64.4% stated that they had included such themes. Of those who responded that they had not included such themes in the last academic year, four gave no response and the remaining responses included issues relating to lack of time, other priorities, not having access to adequate resources, particularly for junior infant classes, not seeing the issues as relevant to class grouping or context. Some of the responses included:

I have four classes – junior infants – second class so there was too wide of range of abilities to do much DE and ICE.

Last year I taught in a Gaelscoil with no other cultures. Also, the material presented did not suit infants, apart from a little bit on other cultures.

Didn't think it was necessary as we had all Irish children in class.

Five of those who stated that they had not included DE or ICE in their classroom teaching for the academic year 2007-2008 did include in it in the previous year 2006-2007 – both sets of responses are included in the sections which follow.

Reasons for Exploring DE and ICE

Respondents were asked to give one reason for choosing to explore DE and ICE in their classroom. A small number of respondents, 6, gave more than one reason. In the case of each of these 6, the first reason they gave has been included with the data. By far the largest proportion of respondents gave the reason for exploring DE and ICE as the diversity which was within their classroom:

I teach in a multicultural school and we need to value and respect everyone's background

A total of 6 respondents indicated that the reason for exploring DE and ICE in the classroom was because it was on the curriculum:

Through SPHE, RSE, SESE these topics are touched upon

A further 5 respondents cited their own interest with a further 3 citing they felt it was important:

Strong personal interest in languages and its impact on identity and global citizenship.

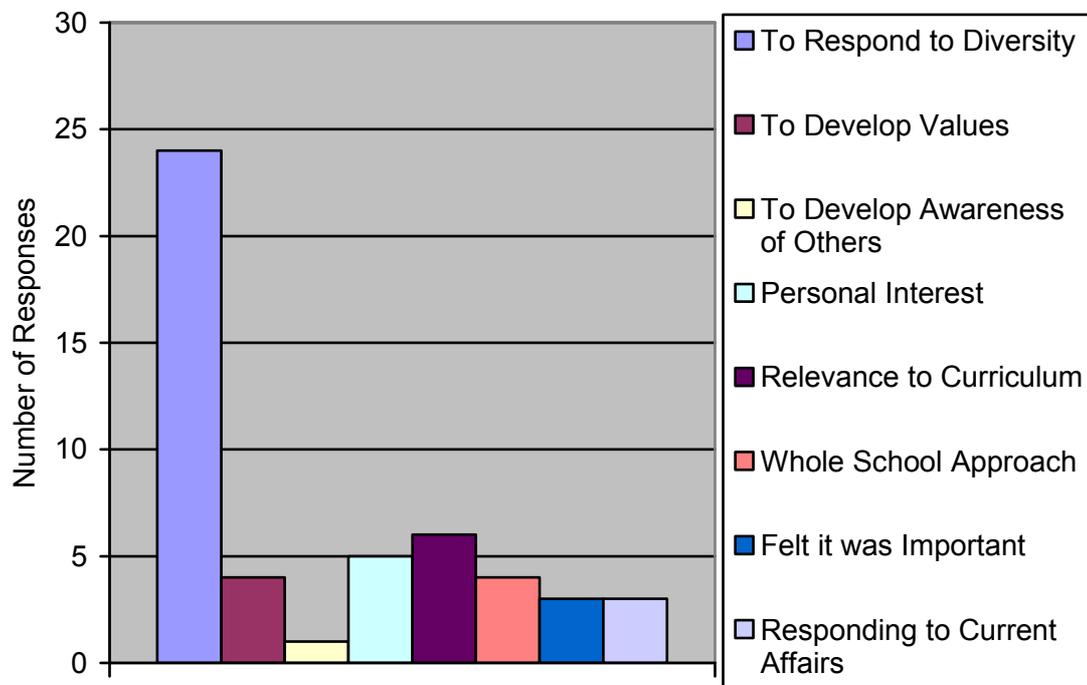
My interest in the subject/area increased after my time in Uganda.

Of the 4 respondents who indicated that it was part of the whole school approach policy / ethos, 3 were teaching in Educate Together Schools.

Where values were identified these included the promotion of equality and inclusiveness, empathy and justice.

Children have a natural sense of justice and fairness”

Figure 7: Reasons for Exploring DE and ICE



Curriculum

Responses to the question in relation to which curricular areas were being used to explore DE and ICE themes varied. In some cases, respondents who stated that they had not actually introduced DE and ICE themes reported that they had used particular curricular areas, and the percentages below include their responses. Therefore the following picture has emerged: The highest percentage of respondents reported using SESE (88.4%), SPHE (80.9%) and Languages (65.2%) with areas like PE, Mathematics being least used.

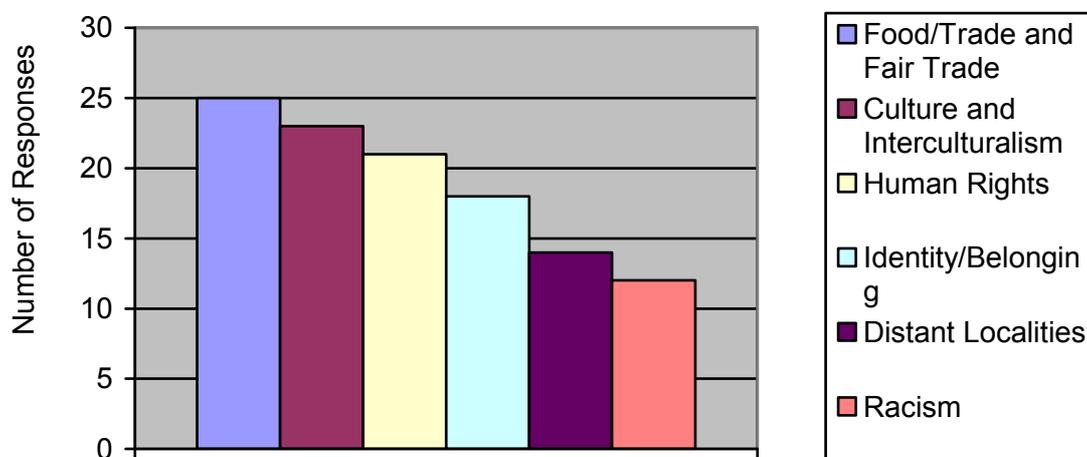
Themes

In relation to themes/issues addressed, respondents identified the areas of food, food and trade and fair-trade as a major theme (25 responses). This was followed by themes related to cultures and interculturalism (24 responses). The third most popular theme was Human Rights (21) with the Convention on the Rights of the Child mentioned most frequently.

Following on from this, Identity and Belonging was identified by 18 of respondents with the specific context of SPHE mentioned by a small number of respondents. Distant Localities was identified by 14 respondents. Racism was identified by 12 respondents – in some cases in conjunction with other issues such as bias, sexism or rights. Natural Disasters was identified by 10 respondents. Equality and/or Diversity were identified by 9 respondents, mostly in conjunction with each other. Minority groups identified included Travellers (by 8 respondents), “Black ethnic minorities”, “non-Irish nationals”.

The themes relating to attitudes included “fairness”, “respecting difference”, “inclusion”, “appreciation of the opportunities available to us in Ireland”(5).

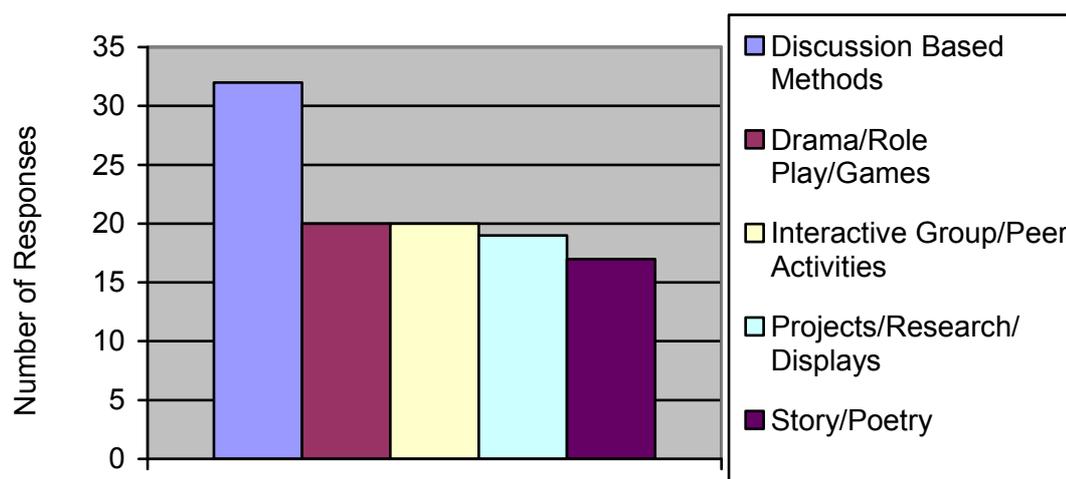
Figure 8: Most Common Themes Explored in the Classroom



Methodologies Used

A wide range of active methodologies were used by respondents in their teaching of DE and ICE. By far the most widely used active methodology related to Discussion followed by Drama, Group/Pair work, Project Work, Story and Photos. These largely concur with the methodologies on the DICE course which were identified as being most helpful.

Figure 9: Most Common Methodologies Used in the Classroom



Resources Used

Most respondents named organisations which produced DE and ICE materials with a smaller number naming titles of resources. The most frequently mentioned organisations related to the area of development education. Trócaire was named by 26.4% of respondents. This was followed by Concern with 9.1% and Amnesty International with 8%

Many of the resource titles named also related to development education. Just 3 respondents mentioned *Intercultural Education in the Primary School – Guidelines*.

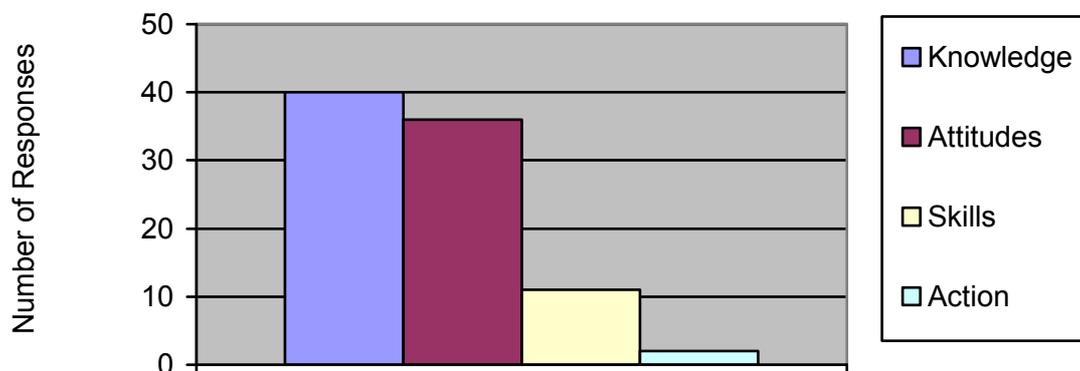
The issue of resources will arise later in the context of limitations to including DE and ICE in classroom teaching.

Learning Outcomes for Children

In relation to the area of learning outcomes for children, where the same teacher identified a skill, knowledge and attitude - in such case they were included under each of the three headings.

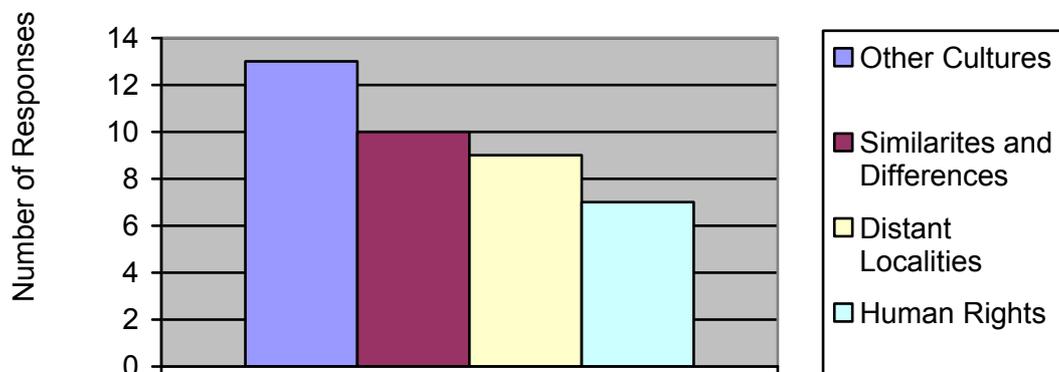
Areas of knowledge were identified by 40 respondents, 36 identified attitudes, 11 identified skills while 2 identified actions – the low number of actions is accounted for by the fact that “action” was the focus of the question which followed. A total of 12 respondents gave no response and 2 did not reply.

Figure 10: Most Common Learning Outcomes



A further breakdown of each of these categories indicates the areas most explored by respondents and concur with the themes identified earlier. Under knowledge the majority of respondents focused on other cultures including languages, beliefs and festivals, with the next most significant category being similarities and differences, followed by distant localities and human rights.

Figure 11: Children's Learning Outcomes: Knowledge



Of the respondents who identified attitudes, the majority identified attitudes relating to developing positive attitudes towards and acceptance of others' opinions, beliefs, origins, and cultures:

Attitudes to non-nationals has improved

Reformed attitudes to stereotypes, the opposite gender, elderly.

The second most identified area related very closely to the first, namely, children respecting and treating others fairly.

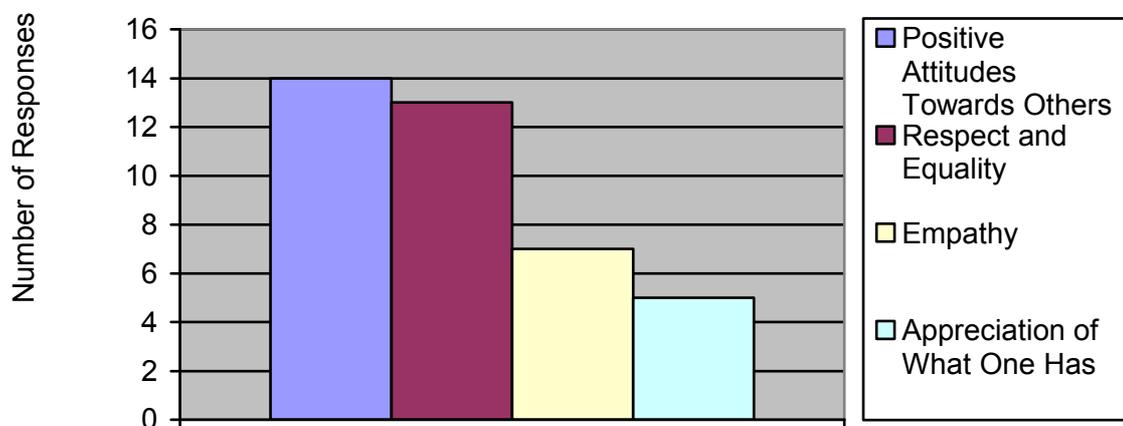
Treat people the way you'd like to be treated.

The third most frequently cited attitude was one of empathy.

Children empathised with children of their own age forced to work in other countries.

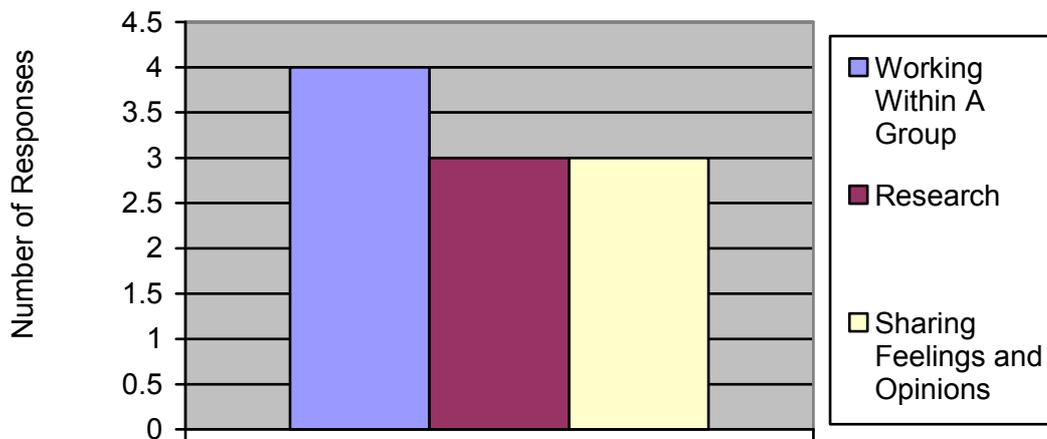
They learned to empathise with victims of a natural disaster.

Figure 12: Children's Learning Outcomes: Attitudes



The area of skills had the least number of responses (10). The key areas identified included the development of skills relating to group work, to researching information and to sharing opinions.

Figure 13: Children's Learning Outcomes: Skills



Finally, action as a learning outcome was mentioned by two respondents, with one specifically mentioning supporting charities. However, respondents were given the opportunity to identify more specific actions - in the question which followed

Action

Respondents were asked to name one action undertaken by the children in their class. In the case where respondents gave more than one answer the first answer was taken as part of the findings.

By far the most popular form of action was mounting a display. This concurs with the emphasis on project work identified earlier. Displays included: multi-cultural food, different countries, natural disasters, children's nationalities, the rights of the child.

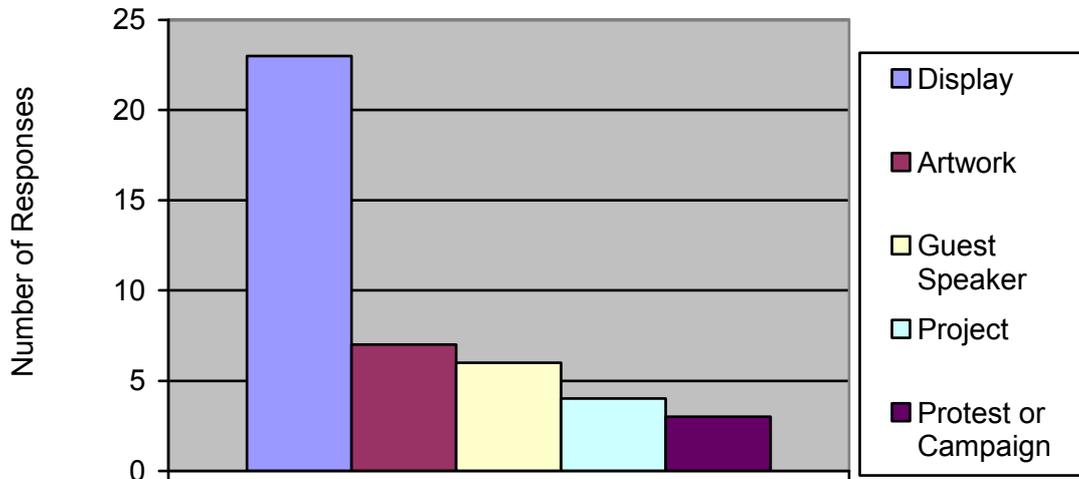
Artwork also featured with 7 respondents stating they had undertaken artwork with the children:

They drew pictures on the theme of belonging,

Lamiel, African artist – paintings done based on his work

A wide range of other areas were mentioned – those next most frequently mentioned including inviting in a guest speaker, undertaking project work and supporting a protest or campaign.

Figure 14: Children's Learning Outcomes: Actions

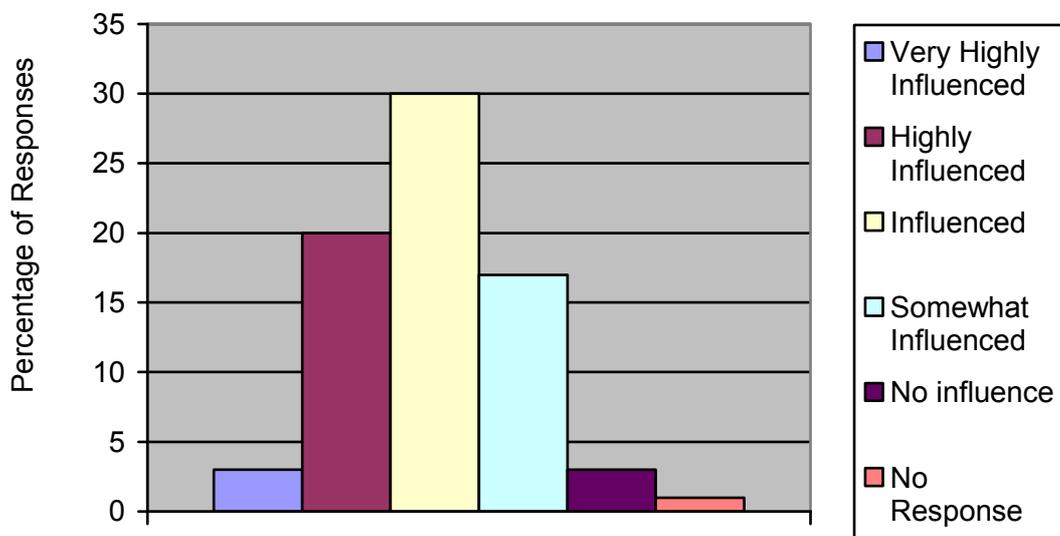


Influence of DICE on Teaching DE and ICE

Participants were asked to identify the extent to which the DICE course influenced their teaching of DE and ICE. Overall it would seem that DICE is having an influence. A total of 4.6% of those who responded identified that it had very highly influenced their teaching, 26.2% stating that it highly influenced them and 40% stating that it had an influence.

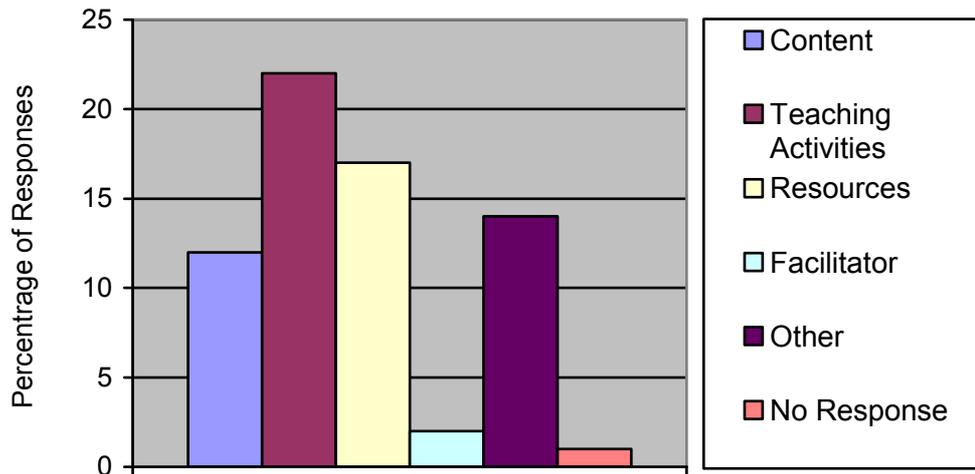
On the lower end of the scale, 23.1% stated that it somewhat influenced them with 4.6% stating that it had no influence at all.

Figure 15: Influence of DICE Course on Teaching



In relation to which aspect of the course most facilitated them to incorporate DE and ICE, it should be noted that a significant number (11) of the respondents did not respond accurately to this question, thereby making their responses invalid. However, of those who did answer accurately teaching activities were identified from the selection provided as having the most influence (32.2%), followed by resources (25.4%), content (16.9%), and the facilitator (3.4%).

Figure 16: Influential Aspect of Course



A significant number responded 'other' (20.7%). Their responses identified the group work activities, the fact that the course stimulated an interest and 2 respondents indicated they did not find the course helpful.

2.1.4 Support and Training

In relation to what supports teachers to include DE and ICE in their classroom teaching, Curriculum (71.6%) was rated very highly, followed by School Ethos (56.7%) and Issues in the Media (55.2%) also rating very highly. Those elements which were not rated as highly included other courses (4.5%) and the Principal (18.4%).

As far as limitations are concerned, respondents were asked to identify which of a range of issues facing teachers might limit them in incorporating DE and ICE in the curriculum. A total of eighty six respondents answered the question and they identified three significant limitations: lack of teaching resources (80.5%), over-crowded curriculum (79.1%) and lack of time (72.1%). Of less significance in their view were issues such as the lack of supportive school management (14%) and lack of adequate initial teacher training (25.8%).

Those who responded 'other' noted such limitations as the size and age-group of classes, reluctance of staff to engage in controversial issues, difficulty in integrating work into classroom practice. Some of their comments included:

Reluctance of staff to engage in discussion of controversial issues – homophobia, FGM (Female Genital Mutilation)

Can be difficult to integrate into the curriculum all the time. 'Just (do) a few projects each year not like SPHE

When asked to identify what might address the limitations, two main areas were identified by respondents, namely resources (23%) and the curriculum (23%). A third area which respondents felt could address the limitations was the provision of in-service (16%).

A further analysis of each of the broad areas to address the limitations provides some insight into the specifics of what supports or changes are needed for DE and ICE to be included more widely.

Regarding resources, those who identified the lack of resources as a limitation (9) identified the awareness of, access to and the provision of resources as means of addressing the limitation. A further number of respondents (4) suggested resources be sent directly to schools. Other suggestions included making resources available for multi-grade classes, for infant classes and a programme for all classes from Junior Infants to 6th class.

Suggestions regarding the curriculum included the development of a less crowded curriculum (6) and a change to the actual curriculum was identified by 5 respondents such as developing an inclusive strand and revising SESE to include DE and ICE. Other areas into which DE and ICE could be included were: SPHE, Geography and English. A national multi-cultural week for schools was also suggested.

The main suggestion in relation to In-service was around input on how to integrate DE and ICE into subjects in the curriculum.

More in-school training,

Summer courses, on-line courses, in-service days.

Induction programmes for newly qualified teachers,

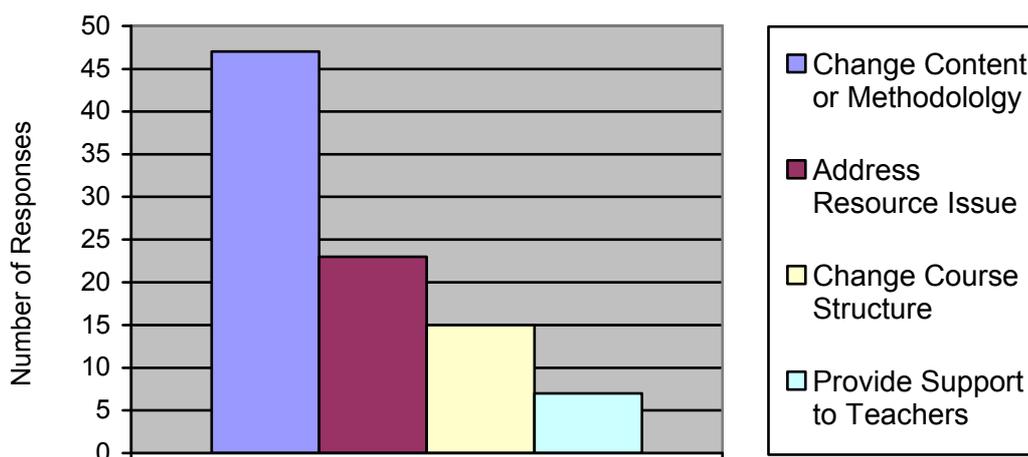
Videos of teachers in action in the classroom..

In the area of school practice, the need for the development of a whole school approach was identified. Other suggestions included visitors to speak to the children in class, inclusion in school policy, better planning.

Future DICE Courses

Respondents suggested four main areas to be addressed for future DICE courses so that they could best support DE and ICE. They included: Course Content and Methodology, Resources, Course Structure and Support to Teachers.

Figure 17: Suggestions for Future DICE Courses



In relation to course content and methodologies a significant percentage suggested that there needed to be more exploration of DE and ICE. A similar percentage suggested that the course should include more practical/hands-on activities. The issue of inclusion with regard to new-comers also needed to be addressed according to respondents with additional respondents suggesting external visits to multi-denominational schools or modelling of lessons.

Respondents felt there was a need for more resources on DE and ICE. Suggestions included sample lesson plans, stories/poems from different countries to teachers, new, most recent topics in media, resources to help integration of children, to integrate with SPHE and a Guide incorporating the content of the DICE course, including how to integrate DE and ICE at all levels.

The issue of access to resources was also cited – there was a need for resources to be readily available and for teachers to be made aware of where to access them.

Regarding the structure of the course, the main suggestion was to make the course longer. A smaller number of respondents suggested making the course compulsory with one respondent suggesting making it a compulsory component of Teaching Practice. There were suggestions to change the timing of the course to the final year of the education year while others suggested integrating DICE into all subjects in the education course. There were also suggestions to incorporate DE and ICE throughout the subjects and courses in the colleges.

In relation to providing support to teachers, the main suggestions related to the provision of in-service e.g. through guest speakers visiting schools explaining how to do DE and ICE. Other suggestions included the provision of a support service by phone/email or in person and by promoting competitions to schools.

Three respondents noted their satisfaction with the DICE course:

I think the course already supports the integration of DE and ICE into classroom teaching;

Course was excellent. It was useful that we were provided with lots of resources for teaching.

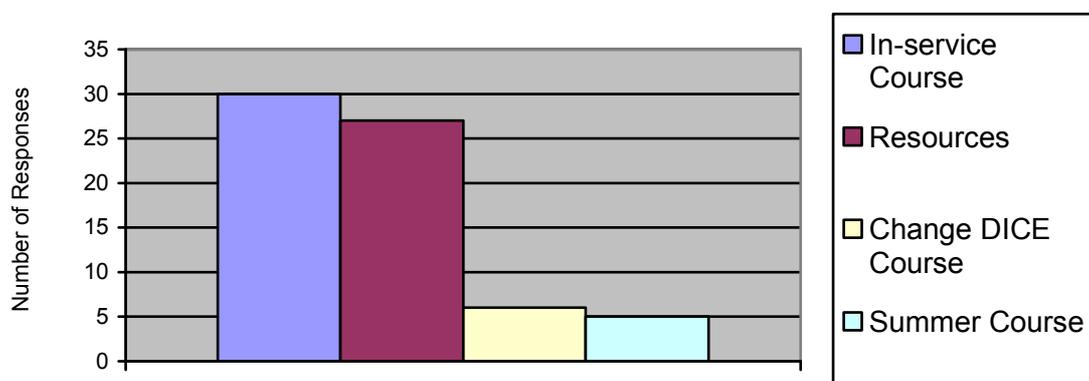
Future Supports and Training for Teachers

Respondents were asked to identify future supports which they would like to see for practising teachers. The majority of respondents, 30, identified In-service courses as the area of support which they would like to see in the future. The types of in-service included in school, after school, on-line, whole staff in-service, facilitators to talk to staff. A further 5 respondents identified summer courses as a source of training.

A total of 27 respondents indicated that resources were a key issue. Suggestions included providing resources to schools, information on the types of resources available, where and how to access them. Specific types of books mentioned included curriculum-like book, a manual, games, newsletter updates, manual while one teacher said what was needed were “resources such as posters, webquests, challenge cards etc. More “books” or “manuals” is NOT the way to go”. The need for more infant activities was also highlighted.

Respondents also re-iterated some of the changes suggested for future DICE courses such as the inclusion of creative workshops, giving a better knowledge on different courses before going out to schools and making the DICE course an integral part of the education course and compulsory for all students in college.

Figure 18: Future Supports for Teachers



2.2 OVERALL FINDINGS FROM TELEPHONE INTERVIEWS

A total of 14 telephone interviews were conducted representing a selection of respondents who had indicated in their questionnaire that they would be available to participate in a telephone interview if such a request was made. The 14 interviewees were selected to reflect the following: each of the colleges, junior/senior classes, urban/rural settings, religious/inter-denominational schools and male/female respondents. The interview was of approximately 25 minutes duration and covered the following areas: understanding of DE and ICE in theory and practice, the impact of the DICE course on the implementation of DE and ICE in the classroom and school, on the children and suggestions for future DICE courses. Below are details of these findings.

2.2.1 Understanding and Integration of DE and ICE in Primary Schools.

In order to assess the impact of DICE on supporting teachers to integrate DE and ICE in their teaching, respondents were asked to comment on a number of areas, from their understanding of DE and ICE to their perception of how it was valued and planned in the school and in their own teaching.

Many of the 14 interviewees shared broad similarities in terms of their definitions of what they understand by DE and ICE. Nine interviewees gave separate definitions or explanations of DE and ICE while the remaining 5 gave a definition for both together. Those who gave separate definitions mainly saw DE as relating to developing countries with one interviewee referring to "different countries". Where they identified specific issues these included: culture, poverty and Trócaire programmes, problems such as Aids and natural disasters. Definitions of ICE related mostly to cultures in the classroom or in our society and some of their responses included:

(DE involves) learning about people in third world countries who were suffering from poverty – what people are doing in our country that can help, for example the Millennium Development Goals. Intercultural education – is about including everyone – focusing on different cultures.

DE is about different countries, developing countries and broadening children's knowledge of other places. ICE is about people, their religion, their values, their beliefs.

Development Education: educating people about developing countries, the MDGs and why they are poor. Intercultural education is (about) promoting harmony in Ireland between different cultures. It is raising awareness about different cultures and learning to live together better.

The five interviewees who did not separate DE and ICE in their definitions tended to focus on the Intercultural dimension rather than the global dimension. Some of their responses included:

Showing a view of the world with children – exploring ideas about development and culture with the class.

...an education which addresses diversity and how it may be considered through a variety of concepts... 8 key concepts: diversity, conflict resolution, sustainable development, human rights...

DE and ICE help people understand the diverse nature of society. It encourages people to be more tolerant of other races. It looks at ethnicity and human rights. It highlights inequalities in society. It is positive. It deals with the environment. It challenges discrimination in society.

In practice the majority of interviewees (12 out of 14) went on to state that they did not distinguish between DE and ICE in their teaching. In some cases they taught DE and ICE together as part of SESE, Geography, RE and SPHE. Others referred to merging the two into one context, for example 2 of the 12 interviewees talked about looking at an issue in Africa and including an exploration of the cultural context: music, art, culture or in India looking at poverty in slums but also food, culture and dress.

However, there were those who stated that specific occasions existed when it was appropriate to separate DE and ICE and they gave examples of when DE would take precedence, for example, at times of disasters at international level such as the Asian tsunami or the Earthquake in Peru or when exploring an issue such as sustainable development. Others were more differentiated in their approach as is evidenced by the comment of one interviewee below:

(I) looked at Trócaire's Lenten promise, it looked at Africa and people in need. In ICE I looked at different countries e.g. China and France. I looked at Chinese New Year.

In exploring why in practice they combined DE and ICE in classroom interviewees highlighted both theoretical and practical reasons. Some spoke of their difficulty in separating DE and ICE theoretically while others referred to the areas of commonality between DE and ICE. The time factor was also a feature as many felt that time was limited so combining DE and ICE helped to overcome the constraint of lack of time. For others the combined approach helped recognise the diversity within the classroom. Some of their comments included:

It's the fairest way to do it e.g. if children come into school with headscarves it is important that the children know it is ok to be different.

It is important that children know about other countries, value others' opinions, respect others and have an understanding of difference in the wealth and resources of different countries.

An interesting point was made by one interviewee who indicated that s/he differentiated between DE and ICE in practice because s/he found there was a lack of combined or integrated resources, for example, there were no resources which looked at poverty in China or in France. She also noted that there was greater freedom to look at these kinds of issues in Africa because there was no one from Africa in the class. This interviewee also noted the importance of DE and ICE in Gaelscoileanna but s/he felt that many other teachers did not share this view.

In relation to current classroom practice it is clear that interviewees are exploring DE and ICE within a range of curricular areas. Interviewees were able to identify very particular curricular areas which they were using, SESE (Geography and/or History), SPHE, English, Music, Religious Education, Mathematics, Art, Drama, and PE. One interviewee remarked that they would explore DE and ICE in Music and Dance if possible but that it was often difficult to find resources. Another interviewee commented on the potential in Art.

If I had more time I would incorporate (DE and ICE) into other areas such as Art but with four classes there isn't much time.

In terms of sustainability, interviewees were asked whether the inclusion of DE and ICE had increased, decreased or remained the same since they had begun teaching. Six interviewees indicated that the inclusion of DE and ICE had increased over their years teaching, though their reasons differed:

It increased...because I had done my Masters and was more aware of resources.

It has increased since I have seen its effect in the classroom.

As my confidence grew I learnt that things had to be dealt with.

I work in a school where there are 50% non-Irish heritage people....Issues pertinent to the classroom arise everyday and could not nor would not want to keep them out.

Three indicated it had decreased. While time and changing school were the reasons given, there were also other issues relating to understanding of DE and ICE embedded in their choice:

...because I am teaching in another school with little or no diversity among the pupils.

..lack of time and the fact that there are few opportunities in the curriculum to do it at Junior level.

Four indicated it had stayed the same. The reasons given for the lack of increase were the absence of in-service, the crowded curriculum, the age group of the children with it being perceived as being easier to explore DE and ICE with senior than junior classes because of the themes involved and the

resources available. One interviewee said s/he would do more with a senior than a junior class as there were more opportunities such as letter writing, web research, examining media reports and looking at the work of agencies.

As stated above, interviewees were asked a number of questions in relation to their perception of the role and value given to DE and ICE in terms of school ethos and planning.

The majority (9 out of 14) of interviewees felt the ethos of their school supported the inclusion of DE and ICE and they identified a range of ways in which this was done. With the exception of one interviewee, all interviewees appeared to reflect that it was ICE rather than DE that was more readily reflected in the context of ethos. In their view the inclusion of DE and ICE within the ethos was supported by the religious ethos of the school or through the explicit valuing of diversity and inclusion such as in an Educate Together School. A further factor which in their view contributed to it being a recognised feature of the school ethos was the visibility of diversity within the school population. Some of their comments included:

...it is part of the ethos but I'm not sure you would notice from the outside that it is part of the ethos. It is probably written into the policy but there would be more emphasis on ICE than DE.

It's a Christian Brothers school and they are into inclusion...so the principal was very supportive. There was a positive attitude towards development and intercultural education.

Being an Educate Together School is a big factor. Ethics addresses a lot of these issues and also the ethics committee which includes parents is useful. (We) made up our own resource pack. There is big interest.

The reality of interculturalism is part of our school. We have children in our school who have experience of being refugees, who have knowledge of different life experiences and these are discussed in an open and transparent way.

Of the 4 interviewees who felt the ethos of their school did not reflect DE and ICE, explanations included the fact that it was not mentioned in the school's ethos or mission statement, that it was not seen as relevant, in this case due to the fact that the school was a gaelscoil, nor were the values of DE and ICE reflected in how pupils were dealt with.

The way we deal with behaviour wouldn't be particularly inclusive. For example, if a pupil hasn't paid for something they don't go. We do respond in some way to development issues, but it is mostly fundraising for local charities that we do.

In relation to school and classroom planning, it is clear from the research that there is a higher incidence of classroom planning among the teachers than whole school planning with the rest of the staff in their schools.

In relation to classroom planning, the majority of interviewees (9 out of 14) had opted to build DE and ICE into their class plan while also exploring issues on an incidental basis. The remaining interviewees opted for either exclusively using a planned approach or an incidental approach. Some of their comments included:

I plan it into SESE and a little into SPHE but would also do it as things arise.

...I also plan (DE and ICE) into yearly and fortnightly schemes – though there are no real directives.

(It is) part of the philosophy of my teaching. It underlines my teaching rather than being part of my lesson plans.

Interviewees were not as convinced about the importance being placed on whole school approach in relationship to DE and ICE with 7 interviewees indicating that their schools were taking a whole school approach to DE and ICE and 7 interviewees stating that they would not see opportunities for a whole school approach within their school.

The type of whole school activities or opportunities which were identified included, the use of assemblies, school displays, intercultural days for the whole school or older children talking to young classes about what they have learned.

In the schools where it was not included interviewees highlighted issues which they believed impacted on this, for example, teachers not planning together, older teachers not being open to it, the Principal compiling the plan without reference to the other teachers resulting in issues relating to DE and ICE not being seen as relevant.

2.2.2 Impact of the DICE Course on the Integration of DE and ICE in primary schools.

A core component of this research study was an exploration with former course participants of the aspects of the course that had impacted on their capacity to integrate DE and ICE into their teaching and into the schools in which they were working.

Interviewees put a very high value on the impact the DICE course had in **initiating a process of personal thinking, reflection and commitment**. On more than one occasion, this was mentioned as being a significant factor in their professional development. Some of their comments included:

It gave me confidence to talk about different religions and ethnic backgrounds.

It started the process of learning how to teach it.

(It) helped a little but there is a need to have a personal interest in integrating DE and ICE into the curriculum because they are not fully in the curriculum.

In regard to the **content** of DICE courses, the aspect most frequently mentioned as a motivator and support related to the exploration of resources - where to access them and how to use them. The exploration of how to integrate DE and ICE within the DICE course was identified by a number of interviewees as having supported their exploration of DE and ICE within the curriculum. Other aspects of the content mentioned included: the provision of basic background information and facts, exploring the benefits of inclusive education, the importance of pronouncing children's names properly and the challenge of working with older staff members unfamiliar with DE and ICE.

In relation to current classroom practice as stated above, interviewees indicated that they were exploring DE and ICE across quite an extensive range of curriculum areas. Many interviewees noted that the focus of the DICE course on particular curriculum areas helped this process. Interviewees were able to identify very particular curricular areas which they found beneficial, for example, SESE (Geography and/or History), SPHE, English, Music, Religious Education to name a few. Some of their comments in relation to course content included:

A visit to the Irish Aid Centre to review resources got us talking about the issues and the curriculum.

The course made me more interested, more compassionate, made me want to make a difference. It gave me the confidence to do the issues. It gave me ideas for activities. It introduced lots of resources.

With regard to **teaching activities**, interviewees mentioned the value of the practical application of ideas and activities. Games were mentioned as significant as were visits by guest speakers, in particular Travellers. Other areas identified included: planning and organising a global day in college, making things from other countries, visiting schools which had a strong multi-cultural aspect to them and a group project.

The DICE course supported this by giving activities which I use as starters or warm-ups from which to go into DE and ICE.

Specific **themes** which were mentioned as motivating factors included an exploration of the Millennium Development Goals, feasts and festivals, child labour, and the problem of HIV.

Two interviewees indicated that they could not identify any motivating factors citing the time lapse since participating on the course as the reason for not remembering either the course or its contents. One interviewee stated that the course was not a motivating factor.

Six interviewees felt the DICE course had contributed to the inclusion of DE and ICE in the school ethos while 8 felt it had not impacted in relation to this area. Those who felt it had contributed to the inclusion of DE and ICE again referred mainly to the benefits in terms of raising their awareness, giving them courage and providing ideas for activities and addressing specific issues.

The 8 interviewees who felt DICE had not contributed in this regard, cited three main reasons for this. The first of these was the perceived lack of exploration of the inclusion of DE and ICE in school ethos, the second related to being a recently qualified teacher in a school where practises had already been established, and the final reason related to the type of school. Some of their comments included:

I don't think the ethos or whole school approach were addressed on the DICE course.

The DICE course was very broad. It was trying to address at adult level and at the children's level. I'm not sure if it achieved either.

In inquiring as to the role DICE might have had in supporting interviewees to advocate for or engage in a whole school approach, the interviewees were evenly divided with seven stating that the DICE course had influenced the inclusion of DE and ICE and 7 stating that it had not.

Of those who felt it had influenced, they identified a range of ways in which this had happened. Again as stated earlier, for some the influence was at a personal level in terms of encouraging them to think about the issues and giving grounding in DE and ICE. For others, the course gave them the courage to help with the inclusion of DE and ICE in the school, or they identified that their practise had encouraged colleagues in integrating DE and ICE in a similar approach. Some of their comments included:

DE and ICE goes into the back of your mind and you find yourself doing it in your teaching without realising where it has come from.

I have brought a lot of the experience from College with me. I can offer bits and pieces and share resources.

When they saw my Christmas Play which focused on Christmases around the world – got others interested in doing things. Also talking with others in staffroom helped them in thinking about what they could do.

Those who did not feel that the DICE course had influenced the inclusion of DE and ICE in their school, identified a lack within their own school while others identified the lack of support from the DICE course for this aspect.

In college (there is) not a lot of information on a whole school plan....we would need more information on a plan, and how to do it and how to approach staff meetings and what information you might use and if you

are new to a school how you might approach things..how to participate in the planning process.

To address the lack of a whole school approach some interviewees felt there were opportunities for DICE in the area of in-service for practising teachers. This issue will be further developed in the section of future courses. Some of their comments included:

I think there is a real opportunity here for DICE as there are people who need up-skilling and in-service training.

Don't know if it (the DICE course) helped at a whole school level – but it was useful and could be more useful – possibly if speakers came in and addressed the issue of a whole school approach and how they applied it.

Finally, it is important to note that interviewees were also asked to identify what other experiences within college, other than the DICE motivated them to include DE and ICE in their teaching. Their responses can be broadly grouped as follows:

- **Visits to Africa:** The single most frequently mentioned experience was the impact of students visiting Africa as part of their education course. For some it was their own participation on the visit while for others it was the impact of those who returned through presentations to the student body.
- **Experience of Other Curricula:** For some, the experience of the course in SESE was identified by a number of interviewees in terms of the lecturer and of the issues explored, for example, the problem of water shortages, floods, natural disasters. For others, the area of languages was a motivating factor, where in the Strand English, diversity and other nationalities were explored, as was literature from other countries.
- **Teaching Practice:** Teaching practice was also cited as a motivating factor either because students were encouraged to incorporate DE and ICE or because of the experience of seeing the reality of the make up of the children in the classroom.

..seeing the number of children from other countries. Saw the need to address the issue.

- **Extracurricular Activities:** A range of other motivating factors identified included: NGOs and other organisations visiting the college, the different seminars which were organised, the lecturers awareness and the Intercultural day run in the college.
- **Previous Experiences:** A number of interviewees identified other motivating factors outside of their college experience. These included: their own interest, teaching English as a second language in the first

year of teaching and a module completed during Transition Year at second level.

2.2.3 The Value and Impact of DE and ICE for Children in the Classroom.

As part of the exploration of the impact of the DICE course interviewees were asked a number of questions in relation to the value and impact of DE and ICE for children in their classroom, and how their participation on the DICE course had supported this impact.

Interviewees presented a long and varied list of the value and impacts of DE and ICE for the children in the classroom, the majority of these related to the areas of knowledge and attitudes, with only 1 interviewee mentioning action in terms of active citizenship. Many of the attitudes that were mentioned were however related to future behaviour and therefore could also be linked to actions.

Thirteen out of the 14 interviewees identified values and impacts which related to **knowledge and understanding**. The areas of knowledge included: knowledge of other countries, cultures, the Travelling community, what is happening in the wider world and human rights. Some of their comments included:

Many of the children have tunnel vision, they come from home to school, to the local shopping centre and to wherever they go on holidays and this can be the world – our job as teachers is to open the world to them.

They are more aware of the issues and they are aware that there are children in our class who might have had experiences of these issues directly, for example being a refugee.

Thirteen of the 14 interviewees identified values and impacts which related to **attitudes**. These included: the development of empathy, being non-judgemental and accepting of others, acceptance of difference, preventing the development of racist attitudes, being more inclusive, being welcoming of e.g. migrants, building on children's natural curiosity regarding others, having a sense of justice, being open to new experiences, having a broader world view. Other comments included not taking things for granted, being able to celebrate diversity, being appreciative, recognising different values and perceptions and having an interest in issues. One interviewee made specific reference to actions. Some of their comments included:

It helped in creating acceptance of difference and in this way helped address racism.

It helps to make them open to new experiences.

Hard to assess their learning in relation to attitudes and awareness but can see sometimes changes of attitudes towards stereotypes.

I hope that it would influence them later in life to take on a more active citizenship role.

The impact on children in relation to **skills development** was not as clear with only 3 of the 14 interviewees initially identifying skill sets. These related to critical thinking and the ability to apply learning.

...that they should not take things for granted – even on the news, to be more critical, almost adopting a media studies approach.

It pushes them a little further – gets them thinking about global issues and (it is) great for learning as they can apply it.

See them linking it with other things. Sometimes if you did an issue like trade – then they would say later – that's like when we talked about...

It is also important to note that when probed further with an additional question as to whether there were skills particular to DE and ICE some interviewees had difficulty answering the question and were not sure what was being asked and 3 respondents could not identify any skills.

The remaining 11 interviewees identified a range of skills, which included, research skills, the capacity to work together in groups on a project, as well as other social and communication skills, for example, respect for others, acceptance, being able to interact socially, empathy. They also mentioned reflective skills such as looking at the bigger issues outside of themselves, looking at why the poor are poor and skills related to taking action: challenging, mediating, advocating, promoting, the skill to challenge narrow-mindedness and, analytical and critical thinking skills. Some of their comments included

...to be mediators, advocates and promoters of justice.

Cause and effect – critical thinking skills- looking for sources – critically thinking not just categorising, they get a fuller picture.

..they can see cause and effect e.g. forests cut down leads to landslides. Something happening in one place can effect someone in a different area.”

..the effect of buying clothes that are not fairly traded....

Interviewees were asked the extent to which the DICE course contributed to enabling impacts they had identified. In many cases what emerged was their capacity to introduce these issues into the classroom. DICE had provided a basic introduction to DE and ICE, provided starter ideas for introducing DE and ICE in the classroom and had contributed to their realisation of the importance of DE and ICE. Others noted that it had contributed to the area of group work, project work and supported research skills and enabled them to meet people from other cultures. Some of their comments included:

I make up lessons, developed my own capacity and interest but DICE helped in terms of methodologies.

By showing us how to employ such ideas and showing us that you can bring it into and out of the work.—(by) showing us, we could show the children, showing them that issues like culture, valuing difference, recognising that things change and that people do not stay static.

I didn't know anything about DE and ICE until I did the DICE course.

It made you think that that there was not a lot you had to do. This is part of what you should be teaching and to make time for it as much as possible.

Three interviewees did not identify any contribution and a further 3 interviewees said that the course had not contributed. Of these 3 interviewees, 1 mentioned that s/he had no experience of teaching children from different countries while on teaching practice, while another attributed the interest in DE and ICE to her experience at Post-Primary level with a teacher who emphasised social justice.

2.3.4 Future Directions for DE and ICE in Initial and Continuing Teacher Education.

Drawing on the experience of the DICE course as well as their experience of teaching, interviewees were asked a number of questions in relation to the future. Some of these related to how DE and ICE might be embedded in future initial teacher education, ideas they had on key emphases for the course, how the course could address some of the limitations they and other teachers may face in introducing DE and ICE in the classroom and how they would envisage that DICE could address their current needs.

DE and ICE in Teacher Education

In terms of the future, Interviewees were asked how they would like to see DE and ICE included in teacher education in five years time. The most common areas identified related to the length of the DICE course and its increased place in the curriculum. Their suggestions to address this included:

- Running half of the course at the beginning of third year in college and half at the end of the year;
- Running the course over two or three years;
- Teaching it as part of SESE;
- Making the course a compulsory part of teacher education;
- Running a full year of DE and ICE.

A 6 week module of 1 hour sessions per week during an education course over 3 years gives the impression that it is not important. In comparison, Irish was looked at every day throughout each of the 3 years.

In relation to future specific DICE courses responses related very much to the areas previously outlined as being of greatest benefit in terms of preparation for introducing DE and ICE in the classroom. Suggestions from interviewees included:

- **Resources:** Looking at a range of resources and where they could be sourced including DVDs/Videos, CD-ROMS, photopacks, songs, ICT resources and resources available on line.
- **Themes:** An exploration of DE and ICE including facts and figures, ICE themes such as ethnic origins, the Irish language and how to link it with other languages, diversity including how to deal with cultural and religious differences in the classroom. DE themes such as environmental awareness, global solidarity, conflict resolution, world trade and human rights.
- **Methodologies:** How to integrate DE and ICE into a range of curricular subjects, how to integrate it into topics such as special occasions and how to integrate DE and ICE into a yearly scheme. Interviewees also felt there was a need for an emphasis on active and practical activities such as role-play/games, debating, planning e.g. how to structure lessons, how to plan a cross-curricular approach, the use of the interactive whiteboard, introduction to the learning styles experienced by children from different countries.
- **Skills:** A range of skills were suggested including skills in dealing with controversial issues and feeling comfortable with sensitive issues, the skill to vet resources and language skills

Interviewees also saw that in order to motivate future teachers to engage with DE and ICE that the DICE course needed to:

- Ensure that there are enthusiastic lecturers and inspirational guest speakers who have visited other countries, or who can talk about racism, prejudice etc are available to the course;
- Emphasise the benefits or importance of including DE and ICE in teaching;
- Make the course more practical and demonstrate how DE and ICE can be done incidentally and naturally
- Visit schools and/or other cultural sites, for example Muslim sites, to learn about other cultures and in particular the intercultural nature of classrooms.
- Engage a Principal to talk about school ethos and DE and ICE.

Further to this they saw a role for the DICE courses in stimulating interest in DE and ICE by appealing to people's empathy, helping them to understand how not addressing the issues will have an impact. Some of their comments included:

Maybe a little more of a look at the geography and history curriculum – really emphasising that it can be done across the whole curriculum and that it doesn't take much to plan

(Teachers) need to see the benefits for children rather than something they 'have' to do.

Make it more accessible - teachers can be afraid of development issues, can be afraid to upset people.

More activities. More demonstrations - have examples from the classroom.

Show the different ways to come to doing DE and ICE / to introduce DE and ICE themes. Most of the activities I have are games (e.g. Yes/No game; Jigsaw Activity; Linking facts and answer cards).

I have a Muslim child who when I was doing Irish history on monasticism he said he didn't have to do it because of his religion, I have also evangelicals who would not participate in Halloween activities. Therefore some advice on how to deal with these issues and other issues which might raise controversy.

Analysing resources to check that they are not racist or sexist.

Addressing Current and Future Needs

Respondents to the questionnaires had identified the lack of resources as the main limitation to their engagement with DE and ICE in the classroom. In order to explore this issue further interviewees were asked to identify the types of resources which they felt were most needed.

Seven interviewees indicated that a greater range of resources was needed, particularly for junior classes. Others identified that there were sufficient resources but that access or knowledge of where to get the resources was the problem. The kind of topics they wished to see addressed in resources included: practice based themes such as dealing with sensitive issues and how to integrate DE and ICE into curricular areas. Other resources, it was suggested, were needed to address issues such as sustainable development and to provide short stories from other parts of the world.

The range of formats for these resources included lesson plans, packs of children's worksheets, workbooks on specific themes e.g. Millennium Development Goals, human rights for each class from Junior Infants to 6th class inclusive, videos, picture books focussing on different cultures and website for children to name a selection.

Interviewees felt that the DICE project outside of the course had a role to play in resourcing teachers. They suggested:

- **Resource Development:** for example, providing lesson plans, develop a plan for each level on how to implement DE and ICE in the classroom and to develop a resource based on this.
- **The DICE website:** for example keeping the website up-to-date and suggesting topics and where to get the resources, it could provide resources to download.
- **Introduce Resources:** for example, through the provision of in-service courses for teachers to attend.

In addition to resources, interviewees identified other limitations to engaging in DE and ICE in the classroom. These related to the lack of time within school for DE and ICE, class sizes, the perceived conflict by other teachers, between the ethos of the school and DE and ICE, the lack of DE and ICE in school policy, the undervaluing of DE and ICE in a crowded curriculum and the fact that DE and ICE is not a subject. Many interviewees recognised that DICE could not necessarily address these limitations.

Interviewees were asked as to how DICE could support a whole school approach to DE and ICE. Some of their suggestions related to the area of initial teacher education and the DICE course, while others again related to an expanded role for DICE in terms of continuing professional development. Some of their comments included:

DICE could run a course on whole school planning for teachers. It would be important that all teachers in the school could attend and then plan together afterwards. It could be run in conjunction with other schools in an area. It could be run as part of a planning day.

Maybe send off packs to schools with ideas and activities for each age group. Ask teachers for information back on what they are using.

A whole school approach could be a component of Teaching Practice by showing how to integrate across different areas. This would encourage planning on how to integrate DE and ICE into the curriculum.

Provide ideas for organising a world day of culture

Provide advice on assemblies

Ideas on how to get support from school colleagues

Provide a drop-in centre similar to the Irish Aid Centre with resource materials

Lobby the education colleges and DES to have DE and ICE included in the curriculum

In many respects this expanded role for DICE in terms of in-service and advocacy was seen by interviewees as an important next step in supporting primary school teachers to embed DE and ICE in the curriculum.

2.3 FINDINGS IN RELATION TO DIVERSE COURSES

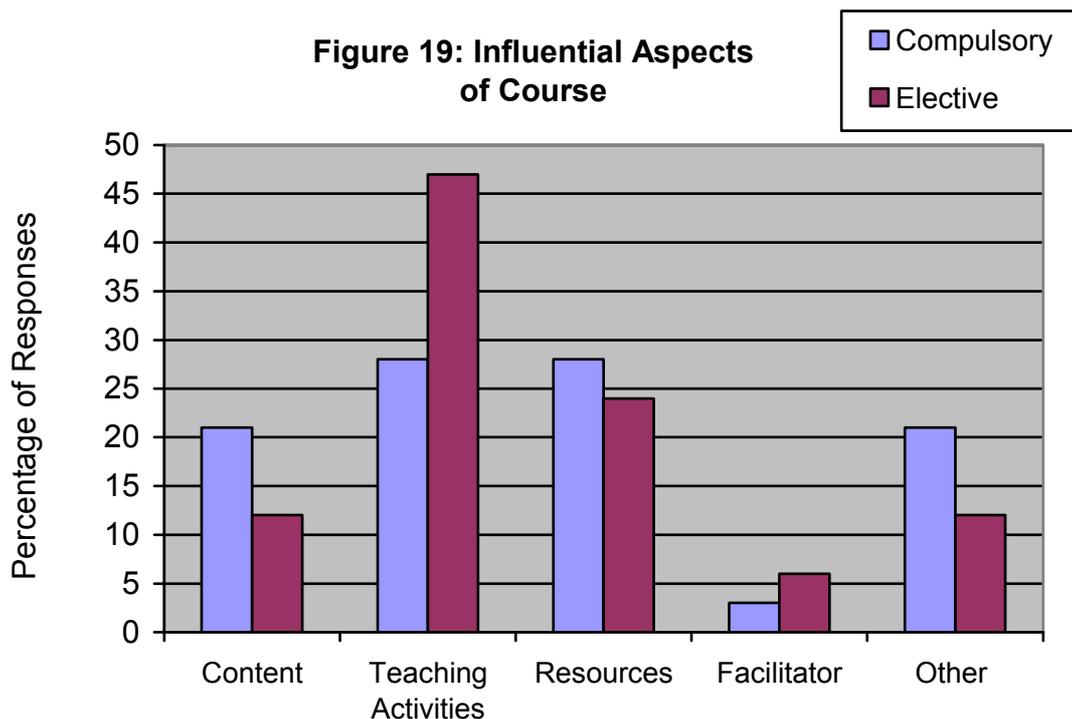
One of the overall objectives of this research was to explore whether there were any differences in terms of impact of DICE courses among students who participated on compulsory courses in comparison to those who completed an elective courses.

As stated earlier the majority of respondents to the questionnaires 65.5% undertook a compulsory course during their initial teacher education, with 26.4% having completed an elective course and 6.9% having had the opportunity to undertake both an elective and compulsory course. Responses from those who undertook both a compulsory and elective course are not included here as they do not fall into one or other of the categories of the agreed comparative categories. The data from a number of cross-tabulations between the courses is presented in terms of the data gathered are in relation to three areas:

- Perception of DICE course;
- Inclusion of DE and ICE in teaching;
- Future needs.

Perception of DICE Course

In total 29.95% of students who participated in a compulsory course stated that the DICE course very highly or highly influenced their teaching of DE and ICE, whereas, the impact among those who undertook an elective course is slightly higher (44.3%). In relation particular aspects of the DICE course which supported teachers to include DE and ICE there were some differences between those who participated in a compulsory versus those who undertook an elective course. Respondents who undertook an elective course identified the exploration of teaching activities within the course as being of significant influence, whereas among those who undertook a compulsory course there was a greater variety of responses with no one aspect weighing significantly higher than any other.



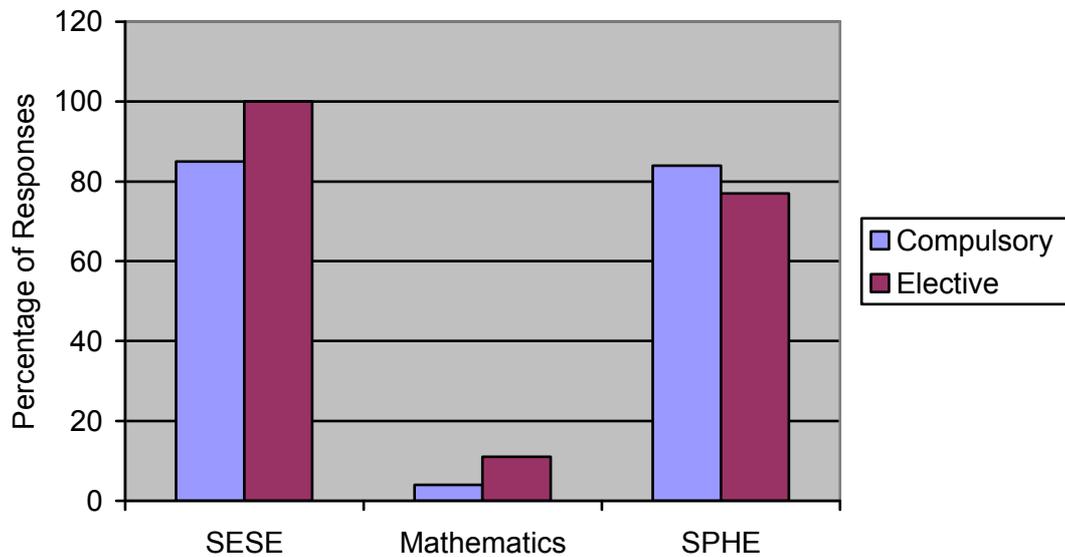
Inclusion of DE and ICE in teaching

The percentage of students who included DE and ICE themes in their teaching was only marginally higher among those who participated in a compulsory course (83%) in comparison to those who undertook an elective course (74%). However, where there were some differences these related to the particular curricular areas which were chosen as the medium for exploring the themes.

All of those who undertook an elective course included DE and ICE in the curricular area of SESE (100%) in comparison to 85% of those who participated in a compulsory course. Similarly, in the area of Mathematics, the percentage of those who included DE and ICE was slightly higher for those who undertook an elective course (11%) compared with those who participated in a compulsory course (4%). In the area of SPHE, the trend was slightly reversed with a higher percentage of those who participated in the compulsory course (84%) including DE and ICE in comparison with 77% of those who undertook an elective course¹. In relation to other curricular areas, Languages, Arts Education, Physical Education or Religious Education, there was little difference between those who undertook a compulsory course and an elective course.

¹ These percentages represent all responses to the question, including those who stated that they had not explicitly included DE and ICE themes in the last academic year.

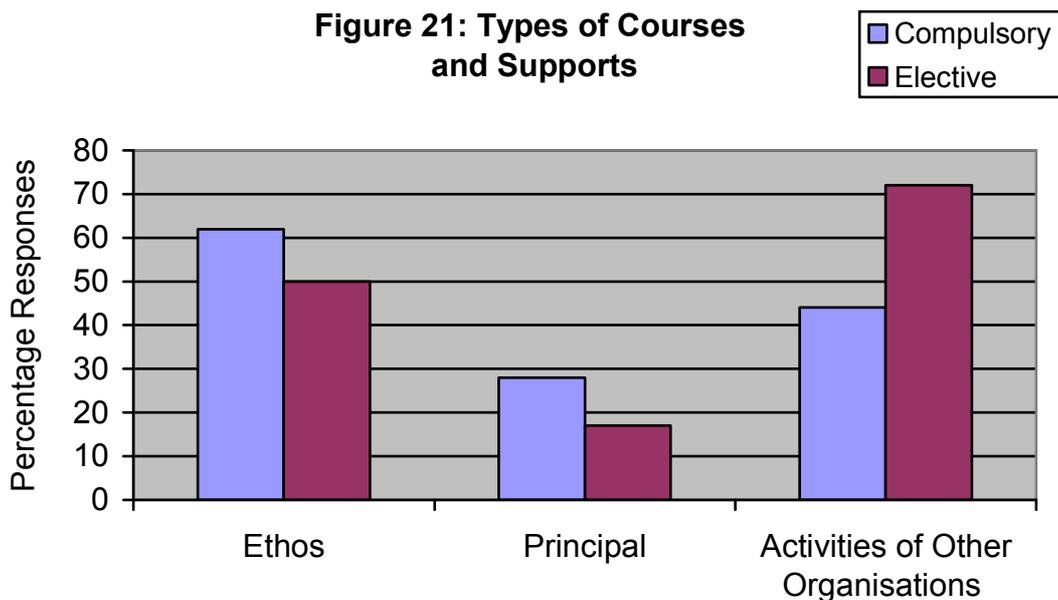
Figure 20: Curricular Area



Participating teachers explored a range of DE and ICE themes in their teaching, however, those who participated in elective courses, with the exception of one, identified both DE and ICE themes in their responses. Whereas among those who participated in compulsory courses, 6 respondents mentioned only DE themes and another 6 identified only ICE themes, with the remaining identifying both themes.

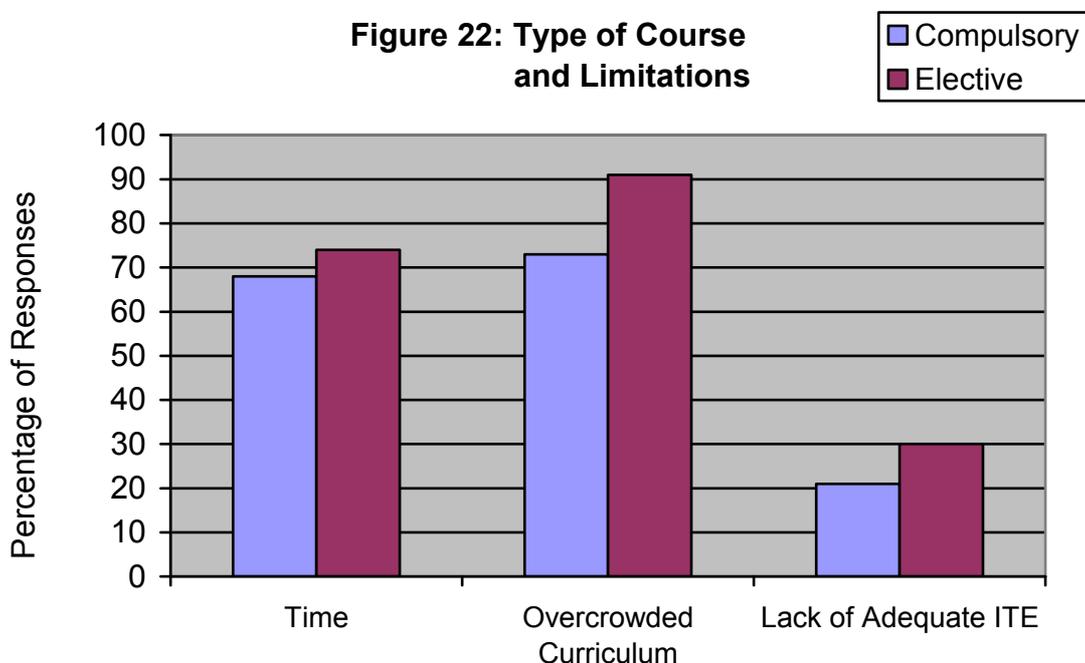
There were also some differences in relation to perceptions of the support provided by the school ethos, the school principal and initiatives run by organisations. In total 62% of those who participated in a compulsory course felt the school ethos had supported the inclusion of DE and ICE compared with 50% of those who undertook an elective course. Similarly, of those who participated in a compulsory course 28% felt the principal was a support compared with 17% who undertook an elective course. Finally, 44% of those who participated in a compulsory course identified projects and initiatives run by other organisations as a significant support in comparison to 72% of those who undertook an elective course.

Figure 21: Types of Courses and Supports



In relation to the limitations to the engagement with DE and ICE there were some differences in relation to the issue of time constraint and perceptions in relation to the overcrowded curriculum and the lack of adequate initial teacher education. As the table below highlights, those who undertook an elective courses identified these issues as being more significant than those who participated on compulsory courses.

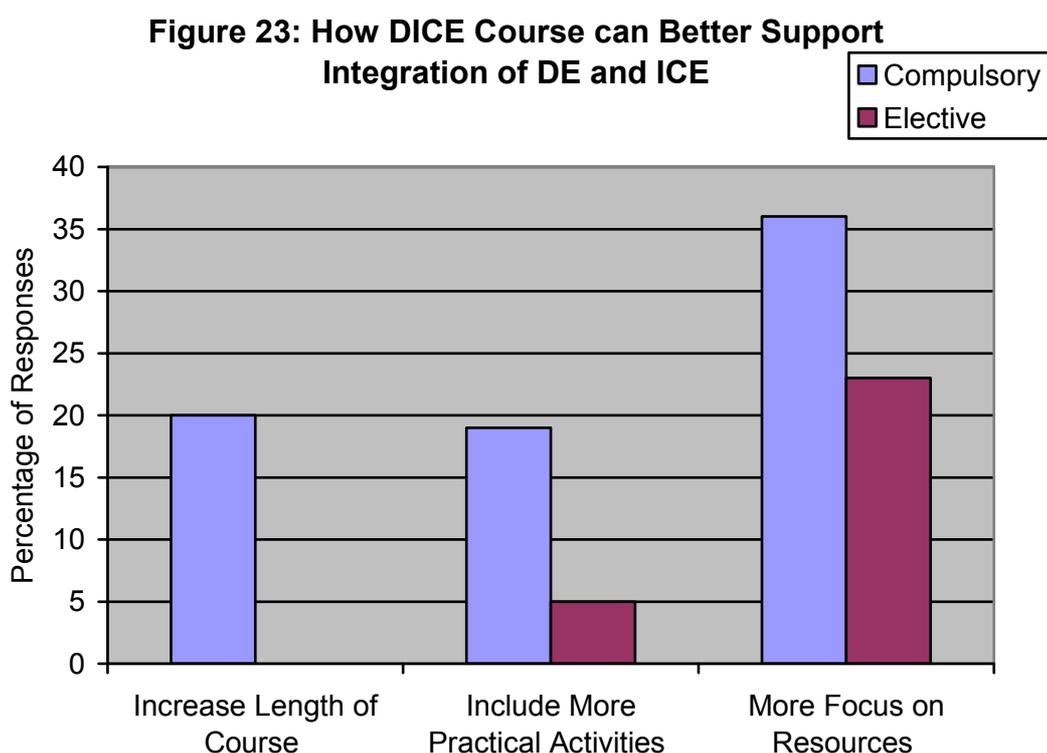
Figure 22: Type of Course and Limitations



Future Needs

An analysis of suggestions in relation to future DICE courses indicated two areas of difference between responses from those who participated in a compulsory course and those who undertook elective courses. One fifth of those who participated in a compulsory course suggested that the course should be lengthened while none of those who undertook an elective mentioned the need to lengthen the course.

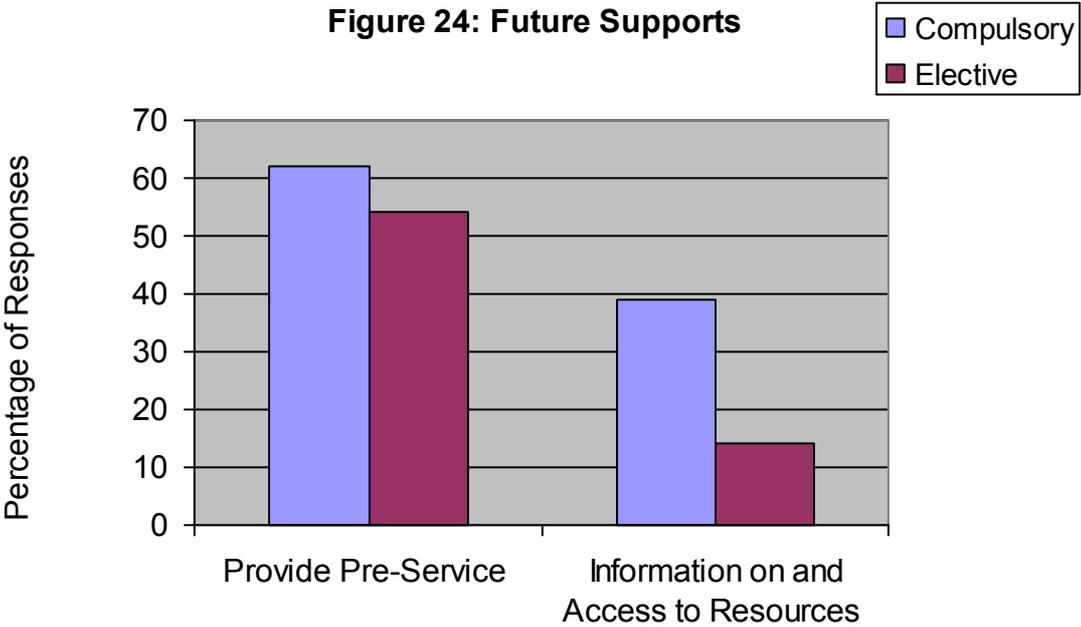
However, it is worth noting in this context that there were other suggestions from both groups in relation to restructuring the course, the importance of integrating it into overall teacher education and/or making it compulsory for all students. A total of 19% of those who participated in a compulsory course suggested the need to include more practical approaches on the course while only 1 respondent from an elective course made a similar suggestion. In relation to resources, 30.5% of respondents who attended compulsory courses identified the need for a greater focus on resources, compared with 23% of those who attended elective courses.



In terms of their own future needs, those who participated in a compulsory course focused on the area of resources with 39% of respondents identifying the need for access to and information on resources. In comparison just 14% of respondents who undertook an elective course identified resources as a need in terms of future support.

Finally, the need for on-going provision of in-service was identified by 62% of those who participated in a compulsory course in comparison to 54% of those who attended elective course.

Figure 24: Future Supports



3. KEY FINDINGS

This presentation on key findings is structured so as to address some of the key areas identified within the overall research proposal, namely:

- The extent and nature of DE and ICE teaching by former participants on DICE courses, including their understanding of DE and ICE.
- The extent to which the DICE course has enabled teachers to engage in DE and ICE teaching.
- How teachers can be further empowered to take a more active role in DE and ICE teaching.

The analysis of the data in the previous section in relation to any differences between the experiences of those who participated in compulsory courses versus elective courses will also be included as appropriate in the discussion of each of the above three themes.

3.1 THE EXTENT AND NATURE OF DE AND ICE TEACHING

The extent and nature of DE and ICE teaching by former participants of DICE course can be considered from a number of starting points, the value they believe DE and ICE has in their school, their understanding of DE and ICE itself as well as their motivation.

At an institutional level it is clear that the majority of respondents believe that DE and ICE are valued in their schools, however, almost a fifth indicated it was not considered very important. Figures such as these, indicate that there is an opportunity to build on the positive attitude towards DE and ICE that exists in the majority of schools while at the same time extending it further to include an even greater number of schools.

What is also clear is that when examined more closely, the fact that it was not seen as valued within the school, did not necessarily impact directly on the personal choice of teachers to engage in DE and ICE as half of those who believed it was not seen as important in their schools did engage their pupils in DE and ICE themes. Thus personal motivation remains a high factor in the decision to engage in DE and ICE teaching.

Overall most respondents (two-thirds) had included DE and ICE in the year 2006-7 which gives testimony to the value given to DE and ICE among many primary school teachers, though their reasons for engaging with the issues may have differed.

Key Findings

- The majority of respondents believe that DE and ICE are valued within their schools.
- The majority of respondents explored DE and ICE themes with their students in the previous academic year.

3.1.1 Understanding of DE and ICE

Within the DICE project, DE and ICE are seen as both independent and interrelated fields of education. The historical decision to engage students in an exploration of these educations under a common project, namely DICE, has resulted in the establishment of a framework which includes 8 key concepts within DE and 5 broad concepts within ICE. The value placed on this independent yet interrelated approach arises from the fact that it can enable practitioners navigate what is often *a complex and unwieldy area* (DICE, 2008: 20, Global Dimensions).

The depth and extent of exposure to both fields is an important aspect in the preparation of teachers. An in-depth understanding can support the capacity to use the variety of concepts from both fields. However, for such an approach to be effective it would seem important that clarity exists about the individual purpose and distinctiveness of each approach as well as their interrelatedness.

While acknowledging that telephone interviewees were asked to define DE and ICE without the opportunity for in-depth consideration, their answers in many cases lacked a depth of understanding and analysis. Development Education where it was understood as a distinct area was very much related to poverty, *'learning about people from the third world who are suffering from poverty, learning about why they are poor, problems and inequalities*, whereas Intercultural Education was in many cases about *newcomers, about people, their religion, their values and learning to live together*. For those who saw DE and ICE as an integrated activity, it is clear the majority of interviewees were in practice actually more engaged in ICE than DE.

What was distinctly missing from participants understanding of Development Education was the concept of action, and this was further evidenced in responses to a direct question within the questionnaire on actions undertaken by pupils. The questionnaires highlight that ideas about what constitutes an action were in the main limited to ideas about raising awareness. What would seem to be needed is a further exploration of the idea of 'the display' as an action and what else might constitute positive actions at primary school level, for example, making a decision to turn off a water tap at home in the context of

environmental sustainability, or visiting another class to garner support from other children about addressing a particular issue.

In relation to Intercultural Education, it is also worth highlighting that for some respondents teaching in Gaelscoileanna or in schools where pupils were predominantly 'white Irish', DE and ICE were seen as irrelevant because children were from a homogenous group. This points to a lack of a deeper understanding both of DE and ICE as both are concerned with issues of justice for all children. Both are also concerned with relationships among people, whether within our local communities and broader society and with the wider world. There is therefore a need to address the lack of understanding in relation to value and relevance of both DE and ICE no matter what background, for example, ethnic, religious or social of the pupils.

In terms of the benefits to the children, the greatest benefit identified was the children's social interactions – this would seem to point to ICE being the major focus rather than DE. The issue of a 'sense of justice' or 'fairplay' or similar was not alluded to with one exception. In addition, where 'equality' was mentioned, the main emphasis was on equality within the classroom rather than the wider world.

There was a clear difficulty for teachers in identifying skills which were particular to DE and ICE. This may have been because many DE and ICE skills are also skills promoted within the curriculum e.g. critical thinking, analysis, discussion. If such is the case, there is at a minimum, an opportunity to highlight the common skills and their particular relevance to a DE and ICE approach to teaching.

Key Findings

- Definitions of DE and ICE were basic in terms of their purpose and distinctiveness.
- Definitions of DE were not inclusive of an action component.
- Where an integrated approach is adopted in practice it seems to be more weighted towards ICE than DE.
- The lack of a deeper understanding of DE and ICE is impacting on ideas about what is appropriate or not appropriate to teach.
- There is a lack of concrete understanding and demonstration of the development of DE and ICE skills by teachers among their pupils.

3.1.2 Inclusion and Delivery of DE and ICE

In some schools, DE and ICE are already included in the ethos and policy of schools and a whole school approach is already seen as a way forward e.g. many of the Educate Together Schools in this study have a person with a post of responsibility dedicated to the area. In such cases, not only was there no need for the respondents to advocate within their schools for the inclusion of

DE and ICE, but there was the opportunity for teachers to contribute to and build on what was already embedded within the school.

In schools where DE and ICE were not already apparent, it would appear to be particularly challenging for recently qualified teachers to promote its inclusion in whole school planning and within the school's ethos. Reasons given related both to the teachers' own lack of knowledge and experience and the perceived resistance from more experienced teachers. There is also the added factor that schools take a variety of approaches to whole school plans. In some cases, it was noted that the principal or the experienced teachers on the staff developed the whole school plan without consultation which resulted in there being a lack of opportunity to work towards the inclusion of DE and ICE in a whole school approach or the opportunity to influence its inclusion.

However, in relation to the explicit curriculum, the questionnaires revealed that DE and ICE are being addressed at every level of the primary school, from junior infants to senior classes. Responses highlight that teachers are seeing and engaging in curriculum opportunities, and for the most part these are supported by curricula such as, SPHE, particularly themes such as Identity and Belonging, and SESE, with particular reference of Distant Localities.

For some respondents teaching junior classes, there was the belief that the concepts and themes were too difficult and that DE themes were more relevant to senior classes, in particular 5th and 6th class. Similarly, with regard to ICE, racism was not considered an issue relevant for younger children. While this points to the issue of understandings of DE and ICE, it also highlights potential gaps in relation to particular class groups, themes and issues. In addition it highlights the lack of capacity and confidence among teachers to addressing DE and ICE issues with younger children. It would therefore seem important that significant work be undertaken on the relevance of and approaches to including DE and ICE in early years education, which includes some of the most formative years in terms of learning.

In relation to the approach being adopted by teachers, the integration of DE and ICE was seen by some as enabling in that it helped address time constraints which might have arisen if teachers had sought to engage in DE and ICE separately. It would also appear that both planned interventions and incidental opportunities were being utilised by teachers. Where a preference was being made for an incidental approach, DE and ICE were on the one hand seen as being more than a subject while on the other addressing a gap in textbooks which did not adequately provide for DE and ICE. However, what might be lost in both of these approaches is the value of planning as an important method of integration.

Key Findings

- DE and ICE are being explored at all levels of primary school and through the majority of curricula.
- Some DE and ICE issues are not recognised as being relevant to particular age groups such as Junior Infants, while other issues are seen as being too controversial for exploration in the primary classroom.
- Where DE and ICE are part of school ethos and policy former DICE students can play an active role.
- The use of a combined planned and incidental approach seems to be most favoured by teachers.

3.2 IMPACT AND INFLUENCE OF DICE COURSES

In relation to the impact and influence of DICE courses on teachers exploring DE and ICE themes and issues with the children in their class, a significant number of respondents felt the DICE course had influenced their teaching.

However, what is interesting to note is that for the majority of teachers the core influence in their adopting such approaches seems to relate to the diversity they are encountering in the classroom as opposed to any overt commitment to DE and ICE or as result of the DICE course.

It is also true to say that when the issue of impact and influence was explored within the interview context, it does appear that visits to Africa was a significant factor for some in terms of motivation while other factors included the integration of DE and ICE issues on some areas of the college curricula, in particular SESE and English.

3.2.1 Specific Contributions of DICE Courses

In terms of the overarching aim of DICE courses this study would indicate that it is achieving its aims – that is, supporting the integration of DE and ICE within the primary curriculum.

In terms of teacher preparation, most respondents felt that the DICE course had provided a good grounding, stimulated their interest and introduced useful methodologies.

The topics considered most helpful related to those which tied in with the curriculum e.g. in relation to DE, food and trade as explored in SESE (Geography) and in relation to ICE identity and belonging as explored in SPHE. These topics are also mirrored in the curriculum of DICE courses. This is to be

expected in terms of preparing teachers for the practical application of the extensive range of concepts which comprise DE and ICE.

Key Findings

- DICE courses are impacting on the inclusion of DE and ICE in the curriculum.
- Experiences of teaching activities and introduction to resources are valued as key components of the course.
- The link between DE, ICE and the Primary Curriculum as a means of introducing key concepts seems to benefit and prepare teachers for an active engagement with the curriculum.

In terms of methodologies, the data reveals that the introduction to a range of discussion techniques and an active engagement with methodologies such as role plays, simulations, the use of drama all equip teachers to successfully develop and explore DE and ICE themes with their pupils. It is interesting to note that respondents who undertook an elective course identified that their experience of teaching activities was of significant influence, while those who did the compulsory course highlighted that they would have benefited from more hands-on experience of teaching activities. The strength of the methodological component within the elective course seems, as to be expected, more conducive to encouraging confidence among teachers.

Another area of note in terms of influence and impact would seem to be in relation to awareness of and capacity to source and use resources. The introduction to resources on the course features highly in participants' view of important influences as well as an important need.

However, the issue of impact of the DICE course is perhaps best summed up in relation to its role as a primer. Within the context of teacher education in general, whether participants undertook a 10 hour, 20 hour or 40 hour module the proportion of time given directly to DE and ICE is relatively low. However, the study would point that those who undertook the course endorse its value and have ideas as to how its impact can be increased and how their current needs can be met.

3.3 EMPOWERING TEACHERS TO TAKE A MORE ACTIVE ROLE IN DE AND ICE

In terms of increasing the capacity of teachers to engage with DE and ICE participants involved in the research had very specific ideas on how they could be empowered to take a more active role. These ideas relate to four key areas

- The provision of DE and ICE within Initial Teacher Education
- The provision of specific courses in DE and ICE

- Support for recently qualified and other teachers
- The Need to Advocate for DE and ICE

3.3.1 The Provision of DE and ICE within Initial Teacher Education

It was felt by some respondents that DE and ICE (either through the current course or through a more expanded version, see below) needed to be compulsory or part of the wider initial teacher education programme.

Suggestions as to how this might be achieved varied, with many respondents during the interview process acknowledging that if more DE and ICE were to be included then other areas within the professional preparation might receive less attention.

However, what the research does show is that respondents do see a need for teachers to be adequately prepared to address development and intercultural education themes and issues. For them this capacity must be located within their teacher education experience.

It would seem that what is being advocated, without being clearly named, is a whole college approach to DE and ICE. There seems to be a need to consider how DE and ICE can best permeate teacher education activities, and how specific initiatives or experiences could be enhanced. For example, for many students who participated in a DICE course the greatest motivators included guest speakers and Réalt returnees, such initiatives need not be confined to a specific DE and ICE course. There would seem to be room for a more strategic approach to be taken to establish links between DE and ICE courses and programmes that send volunteers on overseas teaching experiences such as the Réalt programme. The link to other whole college events such as Global Days could also provide support at whole college level. There is also room for a more strategic approach in advocating for the inclusion of DE and ICE across a range of curricular modules within initial teacher education courses: SESE and SPHE are two areas identified by respondents but individual respondents identified additional areas sometimes based on their own interests e.g. Language. If DICE courses promote a cross-curricular approach to DE and ICE, it is a logical precursor to have a cross-curricular approach mirrored in Initial Teacher Education.

However, notwithstanding such initiatives there is an explicit need to examine how the provision of specific courses in DE and ICE can further empower teachers to engage in DE and ICE in the classroom.

3.3.2 The provision of specific courses in DE and ICE

In terms of provision of specific courses in DE and ICE, it is clear that former participants think there is much scope to mainstream DE and ICE within the overall curriculum. There were suggestions from some that the course could benefit from being examinable and accredited. It is clear that any compulsory DICE course could only ever address a minimum set of objectives while

elective courses could have more ambition. Obvious consideration needs to be given to how it might be possible to extend the length of compulsory courses and to ensure that electives are available to a wider range of students.

In relation to its overall purpose, it is clear that respondents want to ensure that any course in DE and ICE would have a strong emphasis on the primary curriculum and practical classroom activities. In addition to advocating for a whole college approach to DE and ICE in Initial Teacher Education, respondents identified the need for a more structured exploration, within future courses, of how classroom teachers could influence the inclusion of DE and ICE through whole school planning. Similarly, respondents suggested that the exploration of how school ethos could support DE and ICE be included in future courses. Practical suggestions that could take place within this area include bringing in principals as guest speakers so students hear of the reality of a whole school approach to DE and ICE or visiting schools with multi-cultural pupil cohort or including DE and ICE as part of Teaching Practice. In this way the breadth and depth of engagement is shared across the whole curriculum.

Key Findings

- Consideration needs to be given to embedding DE and ICE within a whole college approach and making strategic links across the curriculum as a whole.
- The length and breadth of course can be developed to meet teachers' needs.
- Introduction to teaching activities and resources play a significant role in building capacity.
- A greater emphasis on school planning and encouraging a whole school approach to DE and ICE would support teachers in introducing these concepts once they are in school.

3.3.3 Support for Recently Qualified and Other Teachers

This research highlights that there has been no significant decline among individual teachers in engaging in DE and ICE in their first years of teaching. In some cases their commitment has increased, while in the cases where it has lessened it seems to be related more to misperceptions rather than a lack of commitment. However, it is also clear that those who are committed in the beginning years of their career require further support.

A number of areas have been identified by respondents as being of 'immediate' need to them, with particular attention required in the area of resources and on-going in-service.

Many respondents specifically identified the need for resources relevant to the full range of age groups with particular mention being given to the need for resources for the younger age groups. Alongside this there was also a need expressed in relation to the need to be able to access resource materials on a

regular basis and examples were given of the need for resource centres or a central website or links to websites for primary teachers

Attending a DICE course as recently as two years ago was perceived by some as being a significant lapse of time and it was clearly stated that on-going in-service was needed.

While all respondents in this research had participated in a DICE course, they were readily able to identify the need for support for longer term qualified teachers who are not familiar with DE and ICE.

They also identified a role of in-school professional development which could help build understanding and commitment within schools. It was also clear where there were teachers with specific responsibility for development education and/or intercultural education there was a value in developing opportunities for supporting these individuals.

Key Findings

- Access to and information on resources is an immediate need faced by recently qualified teachers
- Access to on-going professional development to support inclusion of DE and ICE for longer term qualified teachers was also necessary.
- Individuals with responsibilities for development and/or intercultural education can be supported through the development of support mechanisms.

3.3.4 The Need to Advocate for DE and ICE

Some of the limitations identified by the respondents related more to school organisation and curriculum development than to their own adequacy to engage with DE and ICE.

The issue of the over-crowded curriculum and resultant time pressure is outside the remit of the DICE course. However, as these issues are recognised as needing attention by all levels within the primary education sector, there is the need for continued advocacy within the development education/intercultural education sector.

Further to this, promoting the inclusion of DE and ICE in school ethos, policy and within a whole school approach may best be addressed through school principals or in conjunction with the relevant statutory bodies such as the NCCA or the Primary Professional Development Service (PPDS). Again, the data from this research might be usefully included within any submission on same.

Finally, while the development of resources and providing support through its website is part of DICE's remit, the issue of in-service support to teachers in the

classroom or to whole schools is a wider issue and may need to be taken up with the statutory bodies or NGOs engaged in DE and ICE. However, it is clear that teachers who participated in the DICE course do see a role for DICE outside its commitment to initial teacher education.

Key Findings

- The issue of the perceived over-crowded curriculum remains an area of concern in relation to the place of DE and ICE within teachers practice
- There is a role for DICE in advocating or support on-professional development both at a whole school level as well as at an individual teacher level

4. CONCLUSIONS

As stated from the outset this research was undertaken within Phase II of the DICE project and but looked back on the experience of students who undertook a course in DE and ICE over the period 2004-2007.

Inevitably a lot has happened since then, which in many respects augurs well for the capacity of the DICE Project to address issues as they emerge. The provision through Irish Aid of dedicated part-time lecturers within each of the five teacher education colleges, Coláiste Mhuire, Marino, Church of Ireland College of Education, Froebel College of Education, St Patrick's College, Drumcondra and Mary Immaculate College is a major step forward. The key findings of this research could be viewed as a guide for these part-time lecturers and their colleagues in terms of how to further embed DE and ICE within the colleges so as to prepare teachers for engaging with these issues when they take up their positions within primary schools. Their task could well be to

- Work more strategically to create a whole college approach to DE and ICE;
- Give consideration to extending the length and breadth of dedicated courses in DE and ICE;
- Develop among student teachers a clearer understanding of the value and purpose of DE and ICE and how they interrelate;
- Address the importance of the action component within DE and the fact that ICE is for all schools, not just schools which have visible diversity in terms of ethnicity etc;
- Use or continue to use methods which support active learning approaches that encourage student teachers to engage with relevant issues and resource material;
- Explore strategies and supports for engaging early years children in DE and ICE issues;
- Give additional attention to the area of skills with particular reference to the type of skills DE and ICE promote;
- Give additional time to examining the role of school ethos in supporting DE and ICE and how approaches to whole school planning can be adopted.

What is clear is that DICE courses have provided a valuable introduction to DE and ICE for those who participated in the courses. However, as with all learning, there is a need for on-going critical reflection and learning. Therefore in terms of DICE Core which commissioned this research, the conclusions could point to a series of tasks for the years ahead, namely to

- Advance its research remit to include research into the areas which will support DE and ICE for example, how DE and ICE is being introduced and can be developed in junior classes, researching the variety of

actions that are being undertaken in primary schools as a means of disseminating good practice.

- Seek to address the issue of on-going professional support particularly among recently qualified teachers and those who have particular posts or responsibility for the area of DE and ICE.
- Address the need for education resources through perhaps the provision of an on-line resource bank and links to resources for primary school teachers and where appropriate to consider developing some resources, particularly for early years educators.

The interest and commitment evident among the teachers consulted during this research augurs well for the future of DE and ICE in the primary classroom. Their responses have provided those committed to supporting DE and ICE with practical insights into the opportunities and challenges involved in integrating a DE and ICE approach.

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APPENDIX I

Sample Overview of 10-hour Intercultural and Development Education module

Compulsory Course

This course is a 10-hour (5x2 hour sessions) module that aims to offer participating students the opportunity to consider how they might introduce a global and social justice perspective within their teaching. This short course can be viewed as an introductory course that is offered across the college to all students as a compulsory part of their curriculum.

Session	Aim
Session 1: Setting the Scene	To introduce student teachers in an active and participative way to the rationale for and practice of development education and intercultural education.
Session 2: Culture and Interculturalism	To engage students in an exploration of the concept of culture and how this concept influences the intercultural practice of teachers and therefore what children learn.
Session 3: Human Rights and Human rights education	To develop among students the capacity to introduce concepts of human rights and responsibilities in their curriculum
Session 4: Specific subject area - Geography Topic: Teaching about 'Natural Disasters'	To give students the practical experience to using a specific subject area as a medium for development education and intercultural education.
Session 5: Introducing the Millennium Development Goals/ Review of Course	To ensure that students have the opportunity to revisit some of the core ideas presented in the module through an exploration of the Millennium Development Goals and to evaluate the module as a whole.

APPENDIX II
Sample Inclusive Education
Development and Intercultural Education

Elective Course

The following table offers an outline of a structure for introducing student teachers to a more comprehensive approach to development education and intercultural education. The whole module constitutes 42 hours of student engagement.

Module Aim	To prepare students teachers to act as agents of change by giving them an understanding of and practice in development education and intercultural education.
Module Objectives	<ul style="list-style-type: none"> ▪ To increase students' knowledge of relevant issues and the range of teaching strategies and resources which will assist them in incorporating global and intercultural perspectives ▪ To provide students with an opportunity to reflect on their own attitudes to development, justice and diversity issues at local and global level ▪ To enable students to recognize and respond to opportunities for the promotion of a global and justice perspective within the primary school curriculum
Introduction Explore key concepts and themes	The purpose of this session is to introduce students to the idea of the global dimension in education through development education and intercultural education while introducing the key concepts and methodologies to be used throughout the course.
Interculturalism and the Primary Classroom (part 1) Diversity and Social Justice, Similarity and Difference	This session explores the meaning, perceptions and characteristics of culture. It aims to explore the notion of different worldviews and how this impacts on schools, the classroom and teaching strategies
Interculturalism and the Primary Classroom (part 2) Diversity and Social Justice, Human Rights, Similarity and Difference	This session deepens the discussion of culture and worldviews by looking into the meaning of symbols and introducing the concept of perspective consciousness. It explains key terminology, research findings, and the key learning objectives for social justice education. The <i>Intercultural Guidelines</i> for primary schools (NCCA, 2005) are introduced.

<p>Exploring Development Development, Values and Perceptions, Social Justice, Interdependence</p>	<p>The purpose of this session is to explore the diverse definitions and measures of development. It encourages self reflection, debate and critical thinking. Southern perspectives are explored as well as methods and ideas to use in the classroom.</p>
<p>Global and Local Inequality Development, Interdependence, Social Justice, Sustainable Development, Values and Perceptions</p>	<p>This session highlights the relationship between globalisation and development and the links between local and global inequality. Global efforts to tackle development challenges are examined with special focus on the Millennium Development Goals.</p>
<p>Education for Sustainable Development (ESD) Sustainable Development, Interdependence, Diversity</p>	<p>Through transferable active learning activities, this session links development and the environment. It considers the carrying capacity of the Earth, its natural resources and the competition for these leading to inequality and poverty. Self reflection is encouraged by exploring personal / collective needs and wants.</p>
<p>Teaching Strategies I Diversity, Values and Perceptions</p>	<p>Approaches: This session focuses on the use of story to explore the global and intercultural dimension with younger children (focus on fiction books). It aims to equip students to select 'global' story books (e.g. History and Geography) and to develop learning activities with them.</p>
<p>Teaching Strategies II Interdependence and Diversity, Interdependence, Sustainable Development and Human Rights</p>	<p>Themes: teaching about current events. (SESE – Geography, and Science focus on 5th-6th class) This session focuses on 'natural disasters' and uses the hurricanes as a case study. It explores the science of this phenomenon as well as its effects on people in various parts of the world. Critical engagement with media produced images is an important part of this session.</p>
<p>Teaching Strategies III Social Justice, Equality and Diversity</p>	<p>Curricular Areas: teaching about ancient societies (SESE- History) This session explores issues of equality and social justice as experienced by early peoples of old civilizations. Drawing from resources such as Trócaire's resource pack <i>Our World, Our History</i>, it introduces a variety of active learning methods and knowledge areas that students can use with their pupils.</p>
<p>Teaching Strategies IV Interdependence, Sustainable Development, Social</p>	<p>Integrated Thematic Approach: Food This session is dedicated to explore the links between our Food and social justice and intercultural issues. It strives to investigate the journey of specific food</p>

Justice	items from the point of cultivation until it reaches our tables. It investigates trade justice issues and introduces the Fair Trade movement sampling selected fair trade products.
Preparation for School Visits <u>MID TERM REVIEW</u>	School Visits: Purpose of visits: An exploration of school ethos and classroom practice in relation to DE and ICE. Schools need to be chosen as sites for visits because they offer a particular expertise around global and/or intercultural awareness. This session familiarises students with the intercultural education school checklist from the <i>Intercultural Guidelines</i> .
Human Rights (HR) Education Human Rights, Interdependence, Diversity, Social Justice	In this session students focus on the centrality of Human Rights (HR) to DE and ICE. They are exposed to the Universal Declaration of HR while learning HR based approaches, instruments, classroom activities and terminology for teaching.
Inclusive Education (1) Diversity, Human Rights, Social Justice, values and Perceptions	The focus of this session is to look at the elements that make education inclusive. It does so by exploring a black/ ethnic minority perspective on and experience of the Irish primary education system. Prejudices, cultural norms and intercultural communication are explored.
Inclusive Education (2) Diversity, Social Justice, Human Rights, Values and Perceptions	Building from the previous session, this session focuses on the Traveller perspective on the Irish primary education system. It explores the application of the definition of ethnicity to Travellers and looks at the issue of hostility towards Travellers. It also explores the needs of traveller children, their past experiences and the new approaches in education.
Intercultural Encounters Diversity, Values and Perceptions, Human Rights	This session is creatively planned for students to have direct contact with people from some of the minority groups in Ireland. By becoming aware of their experiences in Ireland, students can develop empathy, discuss and inform their own opinions in relation to the issues their guest speakers are faced with.
Micro-Facilitation	This session is focused on formally assessing students' work while they practice their facilitation skills in a supportive environment. Students deliver a session (in groups of 4) and are provided with constructive feedback in relation to their strengths and areas of development as educators.
Micro- Facilitation (continued)	This session is focused on formally assessing students' work while they practice their facilitation skills in a supportive environment. Students deliver a session (in groups of 4) and are provided with constructive feedback in relation to their strengths

	and areas of development as educators.
Preparation for Teaching Practice	This session is designed to provide students with opportunities to address the necessary elements of planning their sessions, designing suitable learning objectives and conceptualising evaluations for their sessions.
Interconnectedness in DE and ICE All 8 key concepts of DE and core themes of ICE.	This session explores the interconnectedness of issues (health, education, gender, etc) with the environment. It makes links with the Millennium Development Goals and explores Ireland's role in influencing change (Irish Aid). Opportunities for the practical application of this session in the classroom are identified.
Review School visit / Whole School Approach	This session provides students with opportunities to discuss the outcomes of their visits to schools. They discuss the challenges faced by schools and how these are being addressing. Students exchange observations about good practice in schools and make collective recommendations in relation to Whole School DE & ICE approaches.
Review of the Course	This session seeks to bring the module to completion by further reflecting on school visits, considering what constitutes good practice (inclusive of classroom practice and whole school issues) a development and intercultural perspective. It should also include a full module evaluation.

APPENDIX III

STUDY OF THE IMPACT OF DICE COURSES ON THE INCLUSION OF DEVELOPMENT EDUCATION (DE) AND INTERCULTURAL EDUCATION (ICE) IN TEACHING

SURVEY

This study aims to follow-up teachers who have participated in the Development and Intercultural Education (DICE) course and to review the extent to which teachers are including development education (DE) and intercultural education (ICE) within their classroom teaching. Please answer ALL questions as fully as possible.

The information that is gathered through this **questionnaire is anonymous and will not be attributed to any individual or individual school**

SECTION 1: INDIVIDUAL PROFILE

Q.1 Are you: Male Female

Q.2 Which College of Education did you attend:

1. Church of Ireland College of Education
2. Coláiste Mhuire, Marino Institute of Education
3. Froebel College of Education
4. St. Patrick's College

Q.3 How many years have you been teaching (*please exclude this academic year*)

Q.4 Which of the following best describes your role in the last academic year, 2007-8: (please tick ONE box only)

- 1. Vice-Principal
- 2. Mainstream teacher
- 3. Special Education / Resource teacher/ Learning Support
- 4. Language support teacher
- 5. Home School Community Co-ordinator
- 6. Resource Teacher for Travellers / Special Needs
- 7. Other
Please specify _____

Q.5 Which class grouping did you teach in the last academic year 2007-8?

- 1. Junior Infants/Senior Infants
- 2. First/Second Class
- 3. Third / Fourth Class
- 4. Fifth/Sixth Class
- 5. Other
Please describe

Q.6 Have you ever worked in a Developing Country?

(For the purpose of this Study the Developing World refers to low income countries mainly located in Africa, Asia, South and Central America)

Yes No

If Yes, where? _____

How long did you work there? (please give your answer in months) _____

Q.7 Have you undertaken any further qualifications in development education, development studies or international politics?

Yes No

If yes, please name the qualification

Please name the Institution _____

SECTION 2: SCHOOL PROFILE

Q.8 Which of the following describes the type of school in which you work (please tick ONE box only):

State funded primary schools:

Religious school (e.g. Roman Catholic, Church of Ireland, Muslim)

Non-denominational

Multi-denominational

Gaelscoil

Private school

Q.9 How many teaching staff are there in your school? _____

Q.10 Does your school cater for

1. Boys only

2. Girls only

3. Both

Q.11 How many children attend your school? _____

Q.12 Briefly identify the ethnic backgrounds of the pupils in your school

Q.13 In what county is your school located? _____

Q.14 Is your school:

1. Urban

- 2. Suburban
- 3. Rural

Q.15 How, in your opinion, is Development Education and Intercultural Education valued generally in your school?

- 1. Very important
- 2. Important
- 3. Not very important
- 4. Don't know

SECTION 3: DICE COURSES AND CLASSROOM PRACTICE

Q.16 During your Initial Teacher Education did you complete (please tick ONE box only)

- 1. A compulsory course in DICE only
- 2. An elective course in DICE only
- 3. Both a compulsory course and an elective course

Q.17 Name ANY methodologies which were used in the DICE course/s that were particularly helpful in preparing you for DE and ICE in your classroom.

Q.18 Please tick ANY of the following themes or topics, covered on the DICE course/s, that were particularly helpful in preparing you for introducing DE and ICE in your classroom.

- a. Development and Development Education
- b. Culture and Interculturalism
- c. Human Rights and Human Rights Education
- d. The Convention on the Rights of the Child
- e. Interconnectedness in DE and ICE
- f. Natural Disasters
- g. Ancient societies and issues of equality
- h. Millennium Development Goals
- i. Distant localities
- j. Food and trade
- k. Interdependence
- l. Sustainable Development
- m. Equality and Diversity
- n. Racism and bias
- o. Global Citizenship
- p. Social Justice
- q. Peace, Conflict and Conflict Resolution
- r. Identity and Belonging
- s. Inclusive education and Travellers
- t. Inclusive education and Black ethnic minorities

Q.19 Have you included DE and ICE themes or topics in your classroom teaching in the last academic year 2007-8?

Yes No

If you answered Yes, please read the IMPORTANT NOTE before skipping to Q.21

Q.20 If you answered No in Question 19, please give a reason why you did not include DE and ICE in your classroom teaching in the last academic year 2007-8?

Please read the IMPORTANT NOTE below before proceeding to Q.21

IMPORTANT NOTE

- **Q.21 to Q.30 should be answered for the academic year 2007-8.**
- **However, if you have not delivered DE and ICE in that year but have in another year, please answer Q.21 to 31 for ONE of those years and indicate the year in this box**
- **If you have not included DE and ICE in your teaching please go to Question 31.**

Q.21 Please give ONE reason as to why you chose to explore DE and ICE in your classroom during 2007-8 or during the year you have indicated in the box.

Q.22 Within which curricular area/s have you introduced DE and ICE (please tick YES or NO for EACH curricular area):

- | | | |
|---|------------------------------|-----------------------------|
| 1. Language (English, Gaeilge) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Mathematics | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. SESE (History, Geography, Science) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. Arts Education (Visual Arts, Drama, Music) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

- 5. Physical Education Yes No
- 6. SPHE (Social, Personal and Health Education) Yes No
- 7. Religious Education Yes No

Q.23 Please identify THREE DE and ICE themes/issues which you covered in your teaching.

- 1. _____
- 2. _____
- 3. _____

Q.24 Which active methodologies have you used in your teaching of DE and ICE.

Q.25 Give the Titles of, or Name the Organisation/s which produced, any DE and ICE materials which you have used.

Q.26 Identify ANY key learning outcomes for the children in your classroom, bearing in mind Knowledge, Attitudes and Skills

Q.27 Name ONE action (for example, letter-writing, creating a display in the school, inviting guest speaker) undertaken by the children as part of their learning.

Q.28 To what extent has the DICE course influenced your teaching of DE and ICE (Please tick ONE box only)

- 1. Very highly influenced
- 2. Highly influenced
- 3. Influenced
- 4. Somewhat influenced
- 5. No influence at all

Q.29 Which aspect of the DICE course most facilitated you to incorporate DE and ICE in your classroom teaching? (Please tick ONE box only)

- 1. Content
- 2. Participating in teaching activities
- 3. Resources given
- 4. The facilitator
- 5. Other,
Please specify _____

SECTION 4: SUPPORT AND TRAINING

Q. 30 Which, if any, of the following has supported you to incorporate DE and ICE in your classroom teaching? (Please tick AS MANY AS APPROPRIATE)

- 1. School Ethos
- 2. Principal
- 3. Support of other staff members
- 4. Opportunities within the curriculum

- 5. Availability of teaching resources
- 6. Issues in the media
- 7. Projects and other initiatives run by organisations
- 8. Further course/s accessed
- 9. Other,
Please specify _____

Q.31 What has acted as limitations to your engagement with DE and ICE
(please tick Yes or No for EACH)

- 1. Lack of time Yes No
- 2. Over-crowded curriculum Yes No
- 3. Different ability levels among children within the class Yes No
- 4. Lack of teaching resources Yes No
- 5. Lack of supportive school management Yes No
- 6. Lack of adequate initial teacher education Yes No
- 7. Lack of access to on-going professional development Yes No
- 8. Other, Yes No
Please specify _____

Q.32 Identify ANY changes which you think would address these limitations

Q.33 Suggest how future DICE courses could best support the integration of DE and ICE into classroom teaching (e.g. Focus of the course, Length of course, Content, Key Skills to be developed)

Q.34 What supports or training would you like in the future?

To facilitate an in-depth analysis of the information contained in the completed questionnaires, **telephone interviews** will be conducted with a small number of respondents. These telephone interviews will reflect a spread of colleges attended, type of course attended (compulsory or elective), geographical spread of schools and class levels being taught. The telephone interview will take approximately 20 minutes and will be held at a time suitable to respondents. **We would greatly appreciate if you would complete the final page of the questionnaire overleaf and return the completed questionnaire to the address supplied at the end of the page.**

FOLLOW-UP INTERVIEWS

IF you are willing to take part in a telephone interview of approximately 20 minutes,

1. Please supply your contact details:

Name _____

School Name _____

School Address _____

School Tel _____

E-mail _____

2. Please give the telephone number you would most preferred to be contacted at for the interview

Home _____

School _____

Mobile _____

3. Please indicate the most suitable time to be contacted:

1. Morning

2. Afternoon

3. Evening

Thank you for completing the Questionnaire

If you would like to receive a copy of the findings of the Study please supply your name and e-mail address below:

Name _____

E-mail _____

Please return the completed questionnaire by ***Friday October 17th 2008*** to:
Dr. Matthias Fiedler, DICE Project, Church of Ireland College of Education,

APPENDIX IV

Telephone Interviews

Schedule of Questions

1. Understanding of DE and ICE

- Could you give a definition of what you understand by DE and ICE?
- In your teaching, do you distinguish between DE and ICE? If so, how do you do this in practical terms?
- Do you integrate DE and ICE with each other? If so, how? Why have you chosen to do this?

2. The DICE course as a motivating factor to include DE & ICE in classroom teaching.

- What aspects of the content, teaching activities and themes addressed in DICE course motivated you to include DE and ICE in your teaching?
- What other experiences within the college apart from DICE courses motivated you to include DE and ICE in your teaching?

3. The extent to which the DICE course prepared teachers to deliver DE and ICE in the classroom

- DE and ICE can be explored across a range of curricular areas. Which aspects of the DICE course supported you to do this?
- Has the extent to which you include DE and ICE in your teaching increased or decreased over the years you have been teaching? Why? Why not?
- Do you include DE and ICE on an incidental basis e.g. as opportunities arise or is it built into your class or school planning or both?
- In general, would you see opportunities for a whole school approach (i.e. school planning, policy) to DE and ICE?
- Did the DICE course support you to do this? How?
- If not, how could it have supported you?
- Has your experience of the DICE course influenced the inclusion of DE and ICE in your school? If so, how?
- In your view, does the ethos of your school support the inclusion of DE and ICE?
- Has your participation on DICE course contributed to this? How?

4. The children's learning

- What do you see as the value of DE and ICE for the children in the classroom?

- What has been the impact of DE and ICE on the children in your classroom?
- Are there skills which are particular to DE and ICE?
- To what extent did the DICE course contribute to your enabling such impacts?

5. Future DICE courses

- What emphases would you like to see put in terms of themes, methodologies and key skills in future DICE courses?
- How might the DICE course support a whole school approach to DE and ICE?
- Could you suggest any ways in which the DICE course might motivate future participants to include DE and ICE in their teaching?
- Five years from now how would you like to see DE and ICE included in teacher education?

6. Addressing limitations

- One of the limitations to the engagement of teachers with DE and ICE is the perceived lack of teaching resources. What types of resources are most needed?
- How could the DICE course support teachers to access and use resources?
- Are there any other things that limit your engagement with DE and ICE?
- How could the DICE course address these limitations