Good Practice in Development Education in Primary Schools:

Guidelines for School Placement Tutors

Oideachas Forbartha i Socrúchán Scoile: Treoirlínte do Theagascóirí

DICE
Development & InterCultural Education

Contents

About the DICE Project

The DICE Project is a national strategic educational initiative, funded by Irish Aid. The DICE Project's vision is of a supportive and enabling environment within Irish primary schools where teaching of good quality development education and intercultural education is taking place, thereby enabling pupils to learn effectively and understand their role as global citizens living in a diverse society and contributing to a just and sustainable world.

In working towards this vision, the project's mission is to provide support to five institutions involved in Initial Teacher Education (ITE) at primary level to utilise, develop and further extend staff capacity and expertise in integrating development education and intercultural education into existing ITE programmes. It is envisaged that this initiative will equip student teachers with the necessary values, ideas, skills and capacities to integrate development education and intercultural education across all relevant areas of the Primary School Curriculum (PSC).

The project is implemented by the Church of Ireland College of Education; Marino Institute of Education; Mary Immaculate College, Limerick; St Patrick's College, Drumcondra; and the Froebel Department of Early Childhood and Primary Education, Maynooth University.

Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate and play articulate roles in the public sphere (Greene, 1985: 4).

Acknowledgements

Purpose of the guidelines

These guidelines have been developed by the DICE Project to provide good practice guidance to School Placement Tutors in identifying and assessing the ability of student teachers to effectively integrate development education within their long-term and short-term planning and while teaching their lessons during school placements.

They complement other guidelines that have previously been developed, such as IDEA's *Good Practice Guidelines for Development Education* in Schools and provide specific input on linkages between development education and the PSC. Guidance and information on key terms, concepts and methodologies relating to development education is also included.

Section 1: What is Development Education?

Within the PSC, development education is viewed and interpreted as a cross curricular aspect of primary school practice.

'Development education is an active learning process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship' (Irish Aid, 2007).

It is based on an understanding of the importance of critical thinking, the need to challenge stereotypes and to empower children to support change towards a more just and sustainable world (adapted from Bourn, 2011).

In other words, development education is an integrated dimension of the PSC, which provides children with the opportunity to see, understand and improve the global world in which they live.

Development education shares common teaching methodologies and values with intercultural education, citizenship education, human rights education, education for sustainable development and others. Development education arguably employs the widest perspective of these adjectival educations (Fiedler et al, 2008) and is notable for its particular emphasis on global justice issues.

You are a human being. Your home is planet earth. You live in an interrelated world. You need to learn to care, think, choose and act to meet global challenges (Adapted from ASCD-Anderson, Nicklas & Crawford 1994: 7).

Section 2: Development Education in the Primary School Curriculum

The general aims of primary education as outlined in the PSC are:

- to enable the child to live a full life as a child and realise his or her potential as a unique individual;
- to enable the child to develop as a social being through living and cooperating with others and so contribute to the good of society;
- to prepare the child for further education and lifelong learning.

The PSC highlights the *'importance of a balanced and informed awareness of the… world'* and how such *'an awareness helps children to understand the world'* contributing *'to their personal and social development as citizens of a global community'* (DES, 1999:27).

Development education offers a potential means of reaching these general aims. Strong links to development education are evident across all areas of the PSC.

Development education informs:

- multiple perspectives in the teaching of History, Geography, Science, Environmental Studies, Health Education, etc;
- the choice of literature studied in English and Gaeilge;
- the themes explored in visual arts, drama, music and physical education;
- the context and content for problem-solving in mathematics.

Additionally, a development education approach aligns with the ethical framework and values set out by the Teaching Council (2012) in its *Code of Professional Conduct for Teachers*. Here the civic and social value of education is acknowledged, and it is stated that Teachers should *"be committed to equality and inclusion and to respecting and accommodating diversity". Teachers are also required "to create an environment where pupils/ students can become active agents in the learning process and develop lifelong learning skills"*.

The curricular areas

Development education can be explored through the lens of particular curricular areas such as geography, history, science, health education, etc.

Exemplar 1: Geography

An aim of the Geography curriculum is *'to foster an understanding of, and concern for, the total interdependence of all humans, all living things and the Earth on which they live'* (DES, 1999:5).

It also states that Geography should help *'children to make sense of their surroundings and the wider world'* enabling *'the child to play responsible roles as an individual, a family member and a member of local, regional, national, European and global communities'* (ibid).

The Strand "Human Environments" for 5th and 6th classes includes specific strand units focusing on *'Trade and development issues'* and *'People and other lands'*.

Exemplar 2: Social, Personal and Health Education (SPHE)

Development education is particularly evident within the third strand of the SPHE curriculum *'Myself and the Wider World'*, where children are encouraged to develop a sense of the *'interdependent nature of the world in which they live'*.

SPHE's stated aims highlight how learning about *'individual and group rights and responsibilities'* will have a bearing on children's decisions and actions both now and in the future (DES, 1999: 2).

The SPHE curriculum aims to facilitate children in taking pride in *'national, European and global identities and to come to an understanding of what it means to be a citizen in the widest sense'* (ibid: 3).

Almost all curricular areas identify development education as part of their aims. While development education is taught in an integrated manner in the classroom, teachers must continue to enhance their own knowledge and maintain their commitment to the global dimensions implicit in the PSC.

Development education frames issues of global development in a way that allows children to reflect critically on the issues, respond cognitively and emotionally to them, and consider the effects of their own actions on these issues.

An example of such an issue is the provision (cultivation, growth, packaging, marketing, dissemination and consumption) of food in countries across the global community. Teachers may look at this issue from a variety of perspectives, building on the core concepts of development education (See Section 4) and considering ways in which children may respond to such an issue.

The framing of global development issues in this way is critical, as the attitude we adopt to an issue can dictate how we respond to it - if we think that an issue is intractable then we will not try to improve it. Development education has a distinct approach and thereby makes a specific contribution to the curriculum that would otherwise be lacking.

Children and Development Education

Children are aware of and are affected by the wider world (Ruane et al, 2010).

Studies have shown (Holden 2007; Ruane et al 2010) that when facilitated correctly, children are not only cognitively capable of engaging with complex global issues but that they both value and enjoy this new learning.

A number of development education specific assessment approaches have been developed to measure attitudinal change amongst children who engage in development education lessons (RISC, 2010).

Section 3: Why Engage In Development Education?

Development education at primary school level aims to:

- give children support in learning about the wider world;
- explore the links between local and global issues;
- develop an attitude of concern and consideration towards local and global issues;
- address justice and equality issues at local, national and international levels.

The world is becoming smaller day by day. The effects of events occurring around the world are increasingly being felt here at home. Even very young children are continually making sense of their world, including the wider world. Educators must think of the immediate and long term needs of the children in their classrooms. Educators must focus on the skills and attitudes that will enable children to live happy lives in the here and now, while also equipping them to meet the challenges they will face in the world of tomorrow. Children need to know how their lives are linked with other people in the wider world and how they can effect positive change through their thinking and their actions as global citizens.

Teachers must be able to meet this challenge in a confident, competent, creative and skilful manner. This does not mean that they must have the solutions to all of the issues raised. Such issues are inevitably complex and multi-faceted and there are no simple 'right' answers in dealing with these issues.

The aim is not to create students who will 'parrot' their teachers' opinions but to equip students with the skills and motivation to consider these issues for themselves, to creatively envisage the possibility of change and to engage in projects that raise awareness and produce actions for positive change.

Section 4: Core Concepts of Development Education

As development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live, it therefore seeks to engage children in analysis, reflection and action. Development education is based on certain core concepts that provide a conceptual framework for children's exploration of global development issues. These concepts are interrelated and can be used to nurture skills in communication and critical thinking (DICE, 2008).

Teachers need to link these core concepts with the specific objectives and strands explored in each curricular area. A development education approach will deepen and enhance the learning in these areas by exploring the wider issue as it impacts on people and our ability to live sustainably on this earth.

It is of the utmost importance that children are offered positive information and possible solutions to problems, and that their own skills are valued as an important contribution to positive action.

The following is a list of core concepts in Development Education (DICE, 2008) and suggestions for exploring them:

- **Global Citizenship:** Are we taking any action on this local/global issue? Are we creating an awareness of global citizenship during our teaching?
- **Human Rights:** What do we mean by human rights? Are human rights being respected? How can rights be applied in practice in the classroom, school and beyond?
- **Social justice:** Is it fair? Are there issues of inequality, locally and globally? What can be done?
- **Interdependence:** 'Before you finish your breakfast in the morning, you have depended on half the world' (Martin Luther King). It is important that children understand the concept of interdependence as the world is inextricably interrelated. We are linked to others across the globe through: the products we buy; the energy, communications, transport and other systems we depend upon; and through issues such as pollution, deforestation and climate change. What are the links between our local action and these issues? How are these issues linked to each-other and development?
- **Values and perceptions:** What are the values, beliefs and values involved in sustaining this issue?

- **Equality:** 'We are all created equal' (UDHR). What does equality mean and what is its practical application in the classroom and school context, and in the wider world?

- **Diversity:** We are all different, but we are all equal. How do we recognise and normalise 'difference'?

- **Sustainable development:** Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Is the situation you are examining sustainable?

  ◗ Global warming and climate change: the concept of climate justice.

  ◗ Valuing and appreciating the earth and its resources: trees and forests; water sources; soil and all that lives in it; and mineral resources. Learning not only about trees, habitats and rivers, but learning how humans have used and misused these resources and exploring new less harmful ways to live.

  ◗ A finite earth – dealing with waste.

  ◗ Energy: how we meet the energy needs of people in the 21st century.

  ◗ Economy and Society: balancing the needs of all in a global economy and society and addressing inequality.

Other **thematic** areas that may be explored in development education include:

- **Gender:** addressing understandings of gender roles and the issues which arise from them for both men and women; and considering how gender inequalities often disadvantage women – the UN state that empowering women is an indispensable tool for advancing development and eradicating hunger.

- **Trade:** the impact of unfair trade rules and Fair Trade.

- **Food Security and Nutrition:** How we feed ourselves: hunger; farming around the world; trade; food miles; crops for biofuels.

- **Global Health:** access to healthcare, well-being, communicable diseases.

The essence of development education is to critique the way the world works, to understand our place in the world and to reflect on how we might use our knowledge and skills in big or small ways to make the world a better place.

Section 5: Methodologies

In order to support critical thinking, respect for different perspectives, equality and interdependence we must offer children opportunities to *__practice__* these skills and values as they engage in development education. Active methods are essential where children engage in dialogue and work together to understand the world and their place in it. Engagement with the core concepts of development education involves both the head and the heart and supports new actions in the lives of children, even at a small scale level.

Methodologies that support development education include:

- **Simulation exercises:** games that involve children in interactive tasks often generate strong feelings, which can be unpacked in discussion to reflect dynamics in the world. Examples are *'The Trading Game'*, which explores how international trade affects a country's economy and *'Rafa Rafa'*, which explores culture shock.

- **Photographs:** children explore a personal response to photographs and listen to the responses of others, recognising how our life experience shapes our interpretation of the images.

- **Case studies:** developing narrative imagination through studying the lives of children in different contexts.

- **Dialogue:** offering a response to texts, videos and songs, allowing for multiple responses and questions without a demand for consensus or the need to provide a definitive answer.

- **Cooperative games and activities:** playing to build collaboration among children and to create a climate of affirmation, where each child is valued.

- **Ranking exercises:** supporting children in assessing priorities and exploring values.

- **Circle time:** facilitating all children in having a voice and offering their thinking on open questions.

- **Artistic expression:** responding both creatively and cognitively to the themes being explored through creative writing, poetry, art, music or drama activities such as 'role play', 'conscience alley' and 'teacher in role'.

- **IT research:** using the internet to bring the world into the classroom.

- **Letter writing:** expressing concerns and opinions and engaging in active citizenship.

- **Debate and discussion:** reflecting on topics through multiple perspectives and building confidence among students to engage with the issues in a robust and dynamic manner.

A constant dialogue on such topics is necessary in the classroom. This will entail discussing issues at a global level and then exploring how these same issues play out locally. This will support and encourage the children in taking responsibility for their own actions. Furthermore it will develop hope and initiative in our young children. An example of this would be to commit to 'Walk to school on Wednesday' following a discussion about depleting oil resources.

It is noted that:

- Children show a great deal of interest in and concern about children around the world whose human rights are denied or compromised.

- Strong feelings emerge, perceptions are challenged and respectful curiosity is supported.

- It is important to allow for an appropriate action component to the work in order to give expression to children's concerns and initiatives.

- Without an action component, no matter how simple, children are at risk of feeling powerless or seeing the issue as an intellectual exercise.

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world" (Freire, 1970).

Section 6: Guidelines for Images

Use of Images

Images, in particular photographs, are among the most immediate and effective tools for exploring global issues in the primary classroom. However, images need to be chosen and used carefully, with consideration both for the people and situations depicted in them, and for the children who will view and interpret them.

Images and Global Issues

Photographic images can complement teaching about the lives of people in other countries through providing a starting point for observation and discussion. Photographs encourage children to look and ask questions at various levels, encouraging critical and imaginative thinking. They provide many opportunities for children to experiment with language and terminology.

Developing Visual Literacy

- Crucially, the use of photographs in the classroom encourages the development of visual literacy: the ability to 'read' and interpret images, using clues and information about how images are constructed (i.e. point-of-view, perspective, framing or cropping) and for what purpose (i.e. fundraising or development education).

- Considering the visual world we live in, it is essential that children are encouraged to engage with and discuss images, taking time to explore the multiple perspectives and interpretations possible. There is a huge range of engaging image-based activities which encourage the development of critical visual literacy. Examples can be found at the sites below:

http://www.oxfam.org.uk/education/resources/photo-opportunities
http://www.tidec.org/sites/default/files/uploads/2c.50%20Compass%20rose_0.pdf

Recommended Approaches

- Images are flexible and can be used repeatedly in different ways across different curricular areas, facilitating integration.

- When using images to approach global development issues, it is important to focus first on what is similar to the children and their own lives, before moving on to the unfamiliar and more complex aspects of people's situations.

- The images or photo packs used should be of good quality, both technically (e.g. colour, composition,

clarity) as well as content-wise (up-to-date with lots of scope for speculation and discussion).

- The teacher should be well-prepared in terms of how s/he has selected the images (e.g. context, backstory and range of perspectives depicted) and their appropriateness for the particular class and group of children. Teachers should be mindful of the sensitivities of children who may be from localities depicted in the images.

- Remember, what is absent from a photograph is often as significant as what is present. Care should be taken to ensure that a balanced range of photographs are included in the lesson.

Some Key Considerations Relating to the Use of Images:

- Is the image clear and unambiguous, with relevant captions, or does the teacher need to guide the children in 'reading' it?

- Is the image honest and authentic – or has it been set up?

- Are the people depicted sensitively and with respect?

- Do the images show a range of ethnicities, role models and realities? (challenging stereotypes and stock expectations)

- Do the images encourage the children to identify and empathise with the people and situations depicted?

For the 'Golden Rules' on using images please see: the Dóchas Code of Conduct on Images and Messages; Comhlámh's Images of the South: Guidelines for primary educators for working with photographs from around the world and "Golden Rules for Using Images" (Fiedler et al, 2008, p. 93).

> "Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies." Kofi Annan

Section 7: Language and Terminology

It is equally important to consider the language we use in development education. This language is constantly evolving. Some of these terms are still being debated, even among development educators.

Key terms relating to these guidelines are outlined here:

- **Charity approach:** a charity approach assumes the need to 'help' those in difficulty; it can encourage a tendency to ignore the justice or injustice of any situation and limit our response to addressing the symptoms of the problem without exploring the underlying structural causes.

- **Complexity:** an understanding that there are not always definitive or 'right' answers to the complex issues challenging the world today, and that both teachers and children can learn to explore the diversity of opinions and possible ways forward without having to 'solve' the problem.

- **Ethnocentrism:** a belief (conscious or unconscious) in the superiority of one's own cultural values; judging people of other cultures on the basis of the values and standards of one's own culture. This can lead to 'them and us' thinking, an attitude which divides the world into 'people like us', assumed to be 'superior' or 'normal' and then the 'Other'.

- **Global citizenship:** an acknowledgement of the responsibilities all human beings have towards each other and to the earth; understanding the need to tackle inequality and injustice.

- **Global justice:** an umbrella term encompassing ideas about the unequal impacts of globalisation, and moral reflection on international relations and increasing global inequality.

- **Global South:** a term now widely used instead of 'Third World', and complemented by the term 'Global North'. 'Majority World' is also used to describe the Global South. The concept of 'developing' and 'developed' countries is also problematic; the use of these terms demands a critical exploration of the meaning of 'development'.

- **Local and Global:** from local communities to global systems, the world is a web of inter-linking networks – these terms are used in exploring the ways in which we are linked to each other in our everyday lives. (See also Interdependence in Core Concepts Section).

- **Perspectives:** we tend to see things from our own viewpoint; an essential part of development education learning is to attempt to see things from

the perspective of other people and to understand 'where they are coming from'. And in this learning, we realise that to 'stand in someone else's shoes', we must take off our own!

- **Rights-based approach:** assumes the rights of people as described in the Universal Declaration on Human Rights, but also assumes the possibility of people's agency in their own solutions. Structural issues are explored as a way of bringing about a more just system.

- **Voices:** allowing for the opinion and perspective of other people to be heard, for their voice to be included in any debate on local or global issues

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Appendix 1

Development Education in Primary Schools
Summary of Key Issues
To be applied to all integrated development education lessons taught in primary classrooms.

▶ **Promoting justice for all**

▶ **Ensuring global development**

▶ **Starting from young people's experiences**

▶ **Promoting human rights for all**

▶ **Cultivating global citizenship**

▶ **Listening to young people**

▶ **Exploring the connections between young people in Ireland and the Global World**

▶ **Understanding the causes and consequences of global poverty and inequality**

▶ **Learning from and sharing with people in the Global World**

▶ **Understanding how our actions affect people in the Global World**

▶ **Ensuring an approach based on justice rather than on charity**

▶ **Learning through participation and action**

▶ **Challenging stereotypes and prejudice**

▶ **Respecting different cultures and challenging the dominance of one culture over another**

▶ **Having fun while learning about development education issues**

▶ **Learning how countries depend on each other**

▶ **Ensuring solidarity with people who are poor, discriminated against or marginalised**

▶ **Showing concern for the environment**

▶ **Celebrating the diversity of people in our world**

▶ **Enabling young people to imagine a better world**

▶ **Taking action for a more just and fair world**

## Appendix 2

Reflective questions for School Placement Tutors

Prompts for School Placement Tutors to identify indicators of good practice in development education while visiting a student on school placement

Preparation for Teaching and Learning:	Yes	No	Notes
Did the student include a global dimension/theme in their lesson plans? What was the theme?			
Documentation that indicates evidence of concepts, understanding and skills being developed while teaching a specific area of the curriculum.			
Documentation which indicates evidence of concepts, understanding and skills being developed as an integrated cross-curricular approach to a development education theme.			
Teaching observed:			
What teaching skills and approaches, resources and language were used by the student to support development education?			
Did the student promote an understanding of inequality, injustice and/or discrimination locally and/or globally in any lessons? Did they present diversity?			
Were the children invited properly to imagine and empathise with the lives of others in different contexts?			
Did the student avoid using stereotypes and challenge a 'them and us' attitude as well as promoting ideas relating to the equality and interdependence of people?			
Evidence of opportunities for active engagement of all pupils in the teaching approaches and the resources used.			
Evidence of use of appropriate resources and promotion of critical enquiry around core concepts of development education.			
Was a rights-based rather than a charity approach adopted during the lesson?			
Were the children encouraged to think about positive actions they could take in their own lives?			
Reflective practice by student during school placement about experiences of teaching			
Did the student evaluate their lessons and teaching of development education and own perceptions relating to issues raised?			
Did the student note challenges they had experienced and implications for future planning and teaching?			

Appendix 3

Reflective questions for student teachers

1.   Was I sufficiently informed on the topic/theme chosen for the lesson taught?

2.   Was I clear about the learning outcomes relating to this development education exercise?

3.   Did I consider my own perspectives and assumptions about this topic?

4.   Did I prepare and effectively use appropriate learning aids for the lesson?

5.   Did I include a wider perspective(s)? How? Did I present a Eurocentric, national or global perspective? How do I know?

6.   Were active methodologies used in teaching the lesson?

7.   Were the images used in the lesson in keeping with good practice guidelines?

8.   Was due consideration given to ensure that appropriate language and terminology were used in the lesson?

9.   Were there challenges that I experienced in teaching this? What way would I approach this if I taught it again?

10.   Was each child's contribution (and answers) taken seriously and did the lesson allow for multiple perspectives?

11.   Was the participation of the children in the learning activities satisfactory?

12.   Did I ensure that the children did undertake actual work during the lesson?

13.   How can I improve my next lesson in this area?
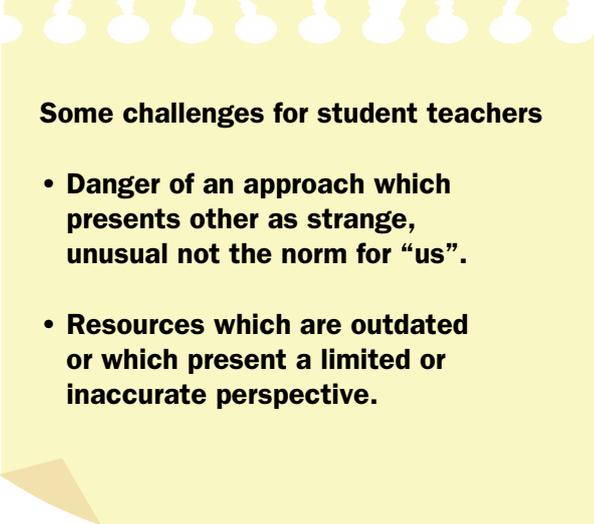
Some challenges for student teachers

- Danger of an approach which presents other as strange, unusual not the norm for "us".

- Resources which are outdated or which present a limited or inaccurate perspective.