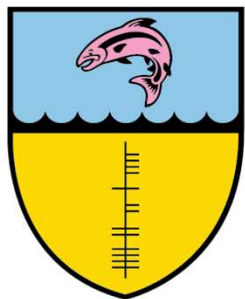




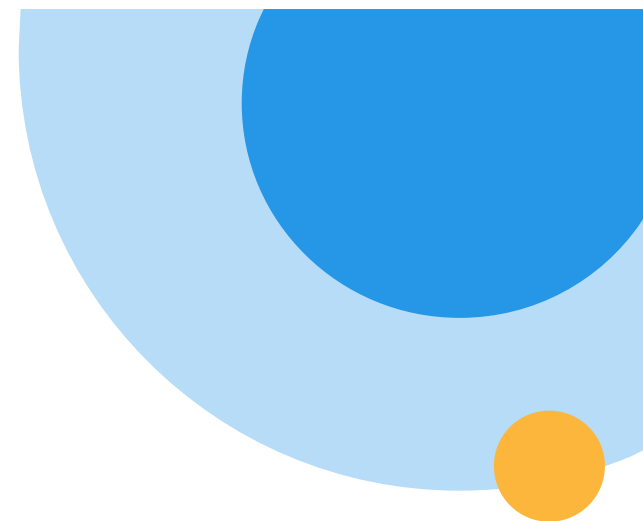
**HIBERNIA
COLLEGE**

Embedding Global Citizenship Education in Initial Teacher Education through a Whole- Institution, Partnership-Based Approach

Item Type	Presentation
Authors	Nunan, Patricia
Rights	CC0 1.0 Universal
Download date	2026-05-11 05:44:32
Item License	http://creativecommons.org/publicdomain/zero/1.0/
Link to Item	https://iasc.hiberniacollege.com/handle/20.500.13012/270



**HIBERNIA
COLLEGE**



**Elevate Ireland Spotlight Series:
Thursday, 19 February 2026**



#HCBECOMINGATEACHER



HIBERNIA
COLLEGE



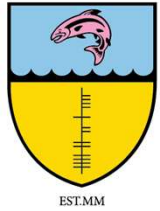
Patricia Nunan

Assistant Professor in Education,
Programme Director of PME, Post-Primary

pnunan@hiberniacollege.net

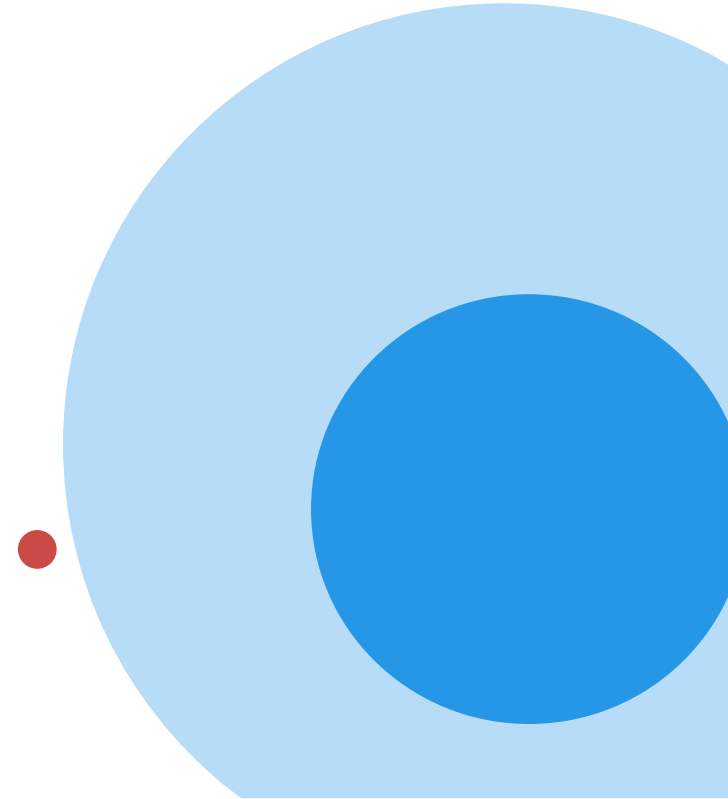
hiberniacollege.com/faculty-profile/patricia-nunan/





HIBERNIA
COLLEGE

**Enabling Student Teachers:
Developing Global Citizens through
a Whole College approach**



Learning intentions



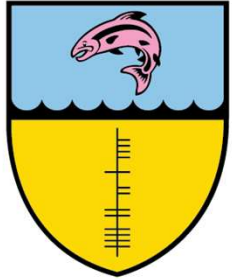
To explore Education for Sustainable Development in Hibernia College



To examine how ESD is embedded in the Professional Master of Education (PME) Post-Primary programme



To explore how Hibernia College supports student teachers and their Treoraithe (Co-operating Teachers) to embed ESD in their classroom practice



EST.MM

HIBERNIA
COLLEGE

Introduction

[#HCBECOMINGATEACHER](#)

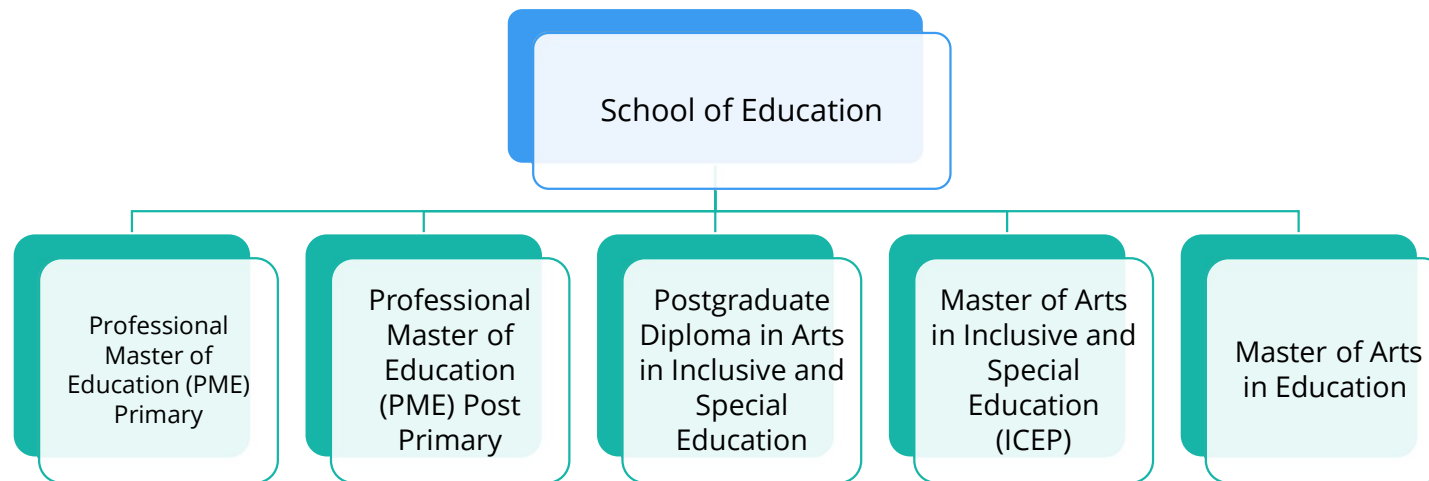


HIBERNIA
COLLEGE

Celebrating **25** years in Education



Background



The Blended Learning Model

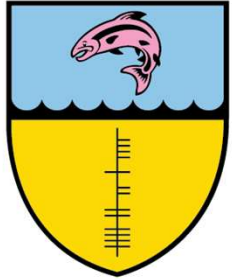


Definition

“all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”
(UNESCO).

“GCE is not a single subject with a set curriculum but rather a framework, a prism through which education is seen.”
UNESCO, 2025

Global Citizenship Education: to include Education for Sustainable Development; Wellbeing (personal and community); Social Justice, Interculturalism. There should be demonstrable integration between Inclusive Education and Global Citizenship Education rooted in the principle of care for others.
Céim, 2020



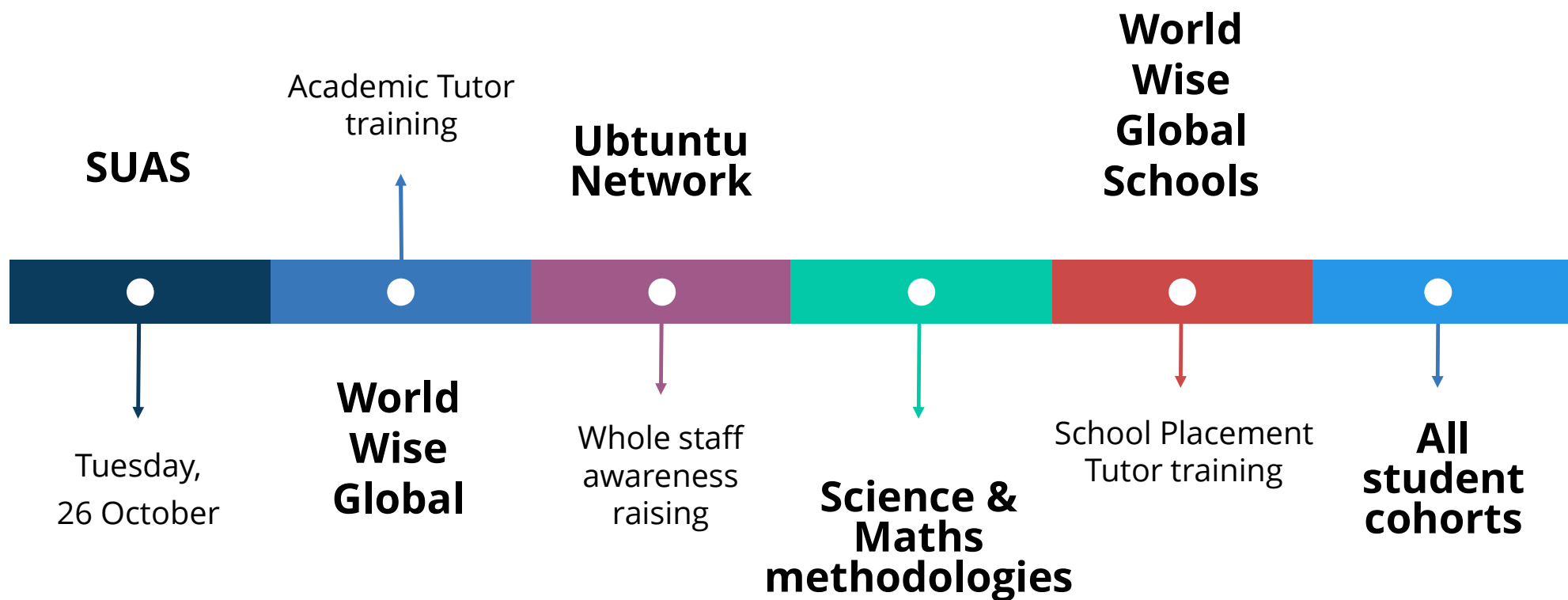
EST.MM

HIBERNIA COLLEGE

From Awareness to Enablement

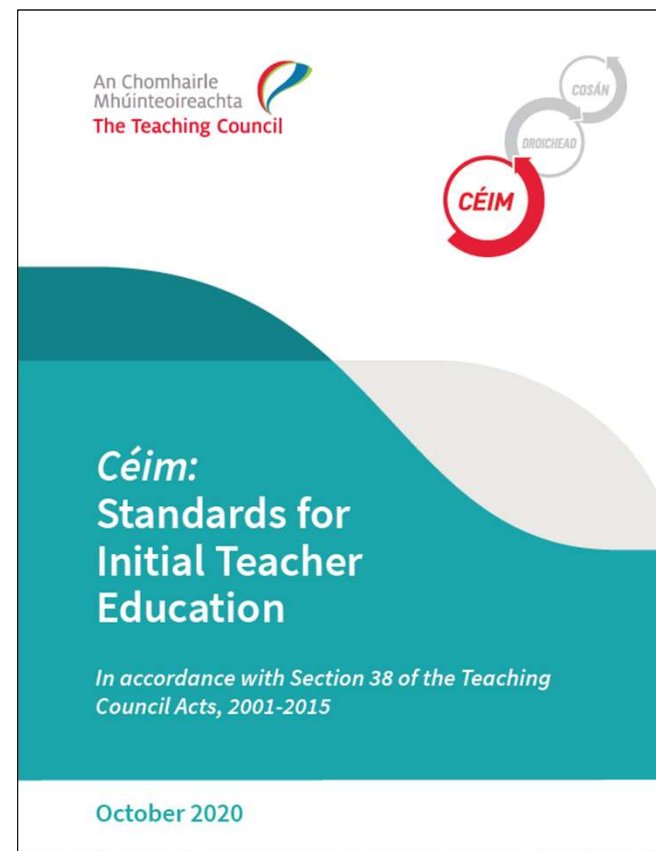
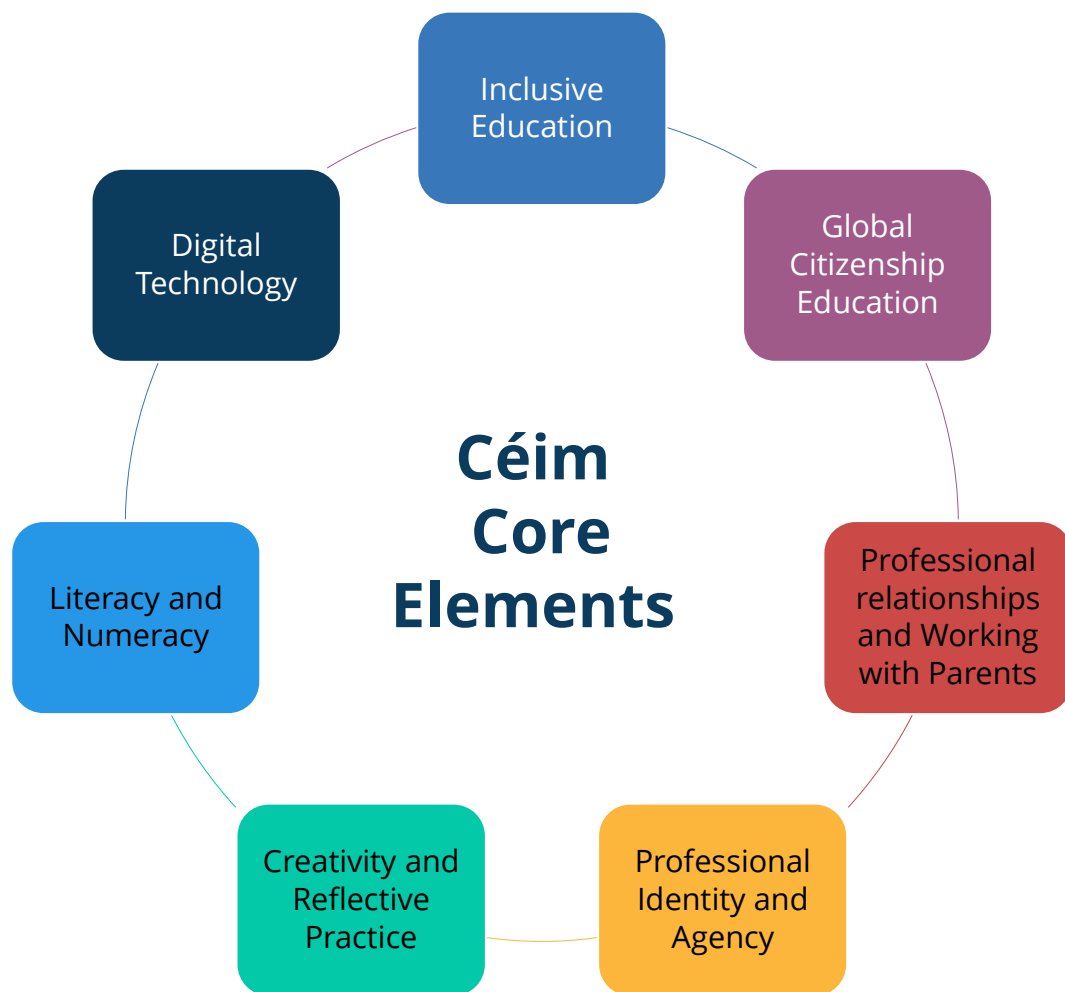
[#HCBECOMINGATEACHER](#)

GCE Awareness Week October 2021



Slide 10

PN1 [[@Stephanie Quinlan](#)] can you do anything with this one?
Patricia Nunan, 2026-02-18T15:50:59.373





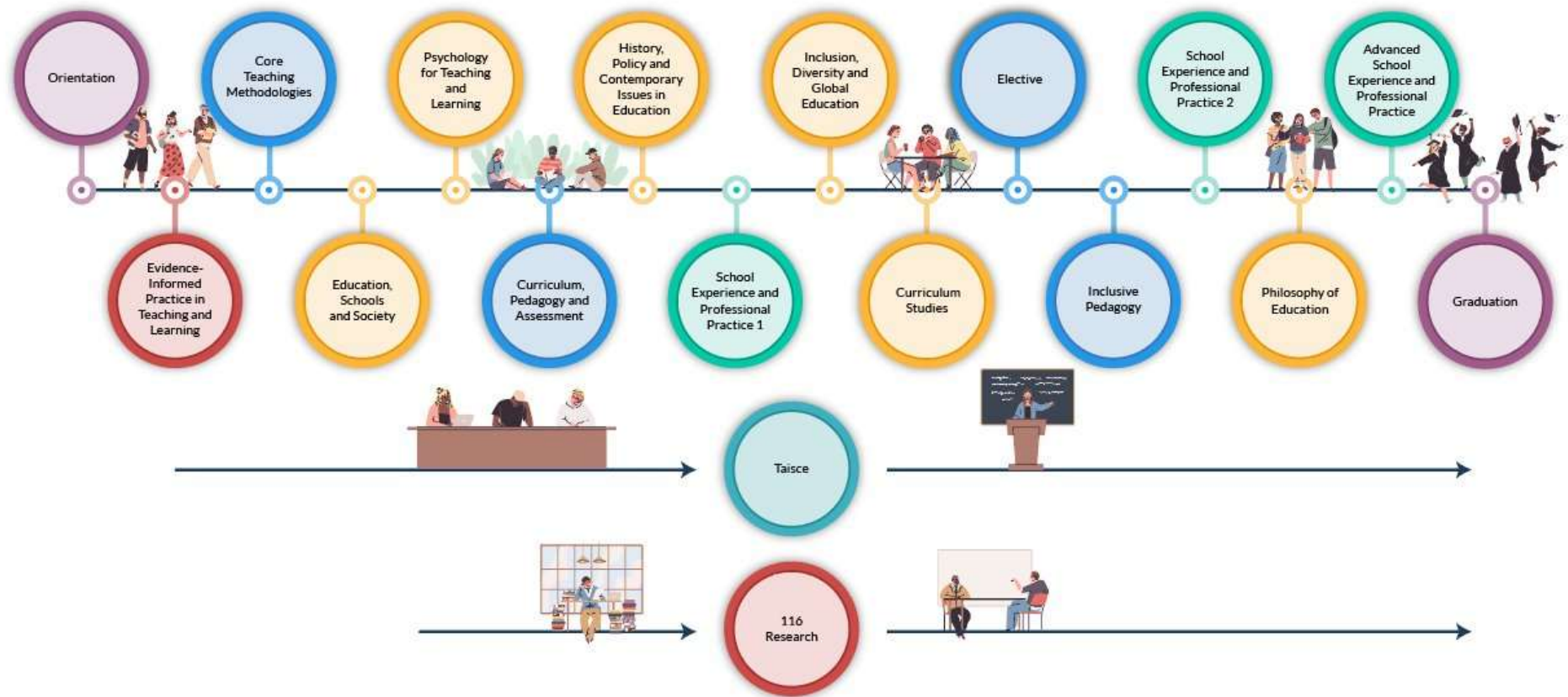
EST.MM

HIBERNIA
COLLEGE

Curriculum Design as a tool for Student Enablement

[#HCBECOMINGATEACHER](#)

PME Programme Modules



Embedding GCE across the programme



Programme-Wide Integration

- **Core Value:** GCE is a cross-cutting theme in all PME Post-Primary modules.
- **Purpose:** To prepare teachers to foster inclusion, sustainability, empathy, and social justice.
- **Alignment:** Supports UN SDGs, the Teaching Council's *Cosán* and *Droichead* frameworks, and national priorities on inclusion and global awareness

Module-Level Embedding



Module / Area	Examples of Global Citizenship Education (GCE) Integration
Inclusion, Diversity & Global Education	Focus on global justice, interculturalism, and equality in education. Reflection on positionality and inclusion.
Curriculum Studies	Examines global perspectives in curriculum design. Links to Universal Design for Learning (UDL).
Philosophy of Education	Session 2: The Purpose of Education – explore philosophical perspectives linked to social justice
Professional Practice	Reflection on identity as global educators. Embedding inclusion, justice, and sustainability in classroom practice.
Research Project	Opportunities to explore global and social justice themes through action research or critical inquiry.
Politics and Society	SDG 10: Reduced Inequalities; North/South divide activity using chocolate coins; citizenship projects, Ubuntu, narrative pedagogies.

Agricultural Science	SDG 6 & 13: Clean water, climate action; focus on sustainability, policy, and environmental impact.
Accounting	SDGs: Decent Work, Responsible Consumption, Sustainable Cities. Ethical business and financial literacy.
Mathematics	SDGs 3, 4, 12, 13, 15: Inclusive lessons, growth mindset, sustainability data projects, appreciation of math in nature.
English	Themes: Climate Action, Wellbeing, Gender Equality, Race, Social Justice – through literature, film, and creative writing.
MFL & Gaeilge	Teach language through global themes (food, justice, environment). *An Triail* (social justice), *Géibheann* (animal rights).
Digital Technology (Elective)	SDGs 4, 9, 10, 12: Promote equity, innovation, accessibility, and responsible digital use.
Wellbeing (Elective)	SDGs 3 & 16: Focus on wellbeing, restorative conversations, relationships, and learning communities.
Economics	SDGs: Decent Work, Innovation, Inequality, Responsible Consumption. Links to sustainability and national policy.
101 Evidence-Informed Practice	Blending diverse knowledge sources and applying rigorous inquiry to support SDG 4: Quality Education.

Pedagogical Approaches

Active methodologies: Critical inquiry, debate, simulation, and problem-based learning

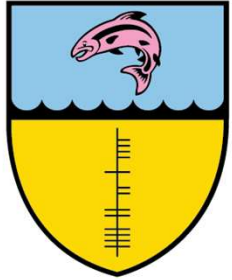
Collaborative reflection: Digital Padlets and group discussions on global challenges.

Cross-curricular connections: Linking subjects (e.g., Science, Geography, CSPE,) to global themes.

Allowing students to become...

Graduates who act as agents of change and reflective practitioners.

Enable the development of learners' critical thinking, empathy, and responsibility toward a sustainable and equitable world.



EST.MM

HIBERNIA
COLLEGE

Student Voice and Choice

[#HCBECOMINGATEACHER](#)

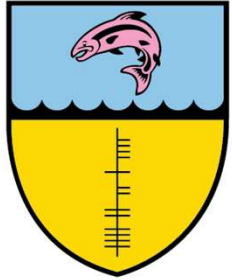
Student voice: Elective on Education for Sustainable Development

Module learning outcomes

On completion of this module, you should be able to:

1. Explain the historical and policy context of the Sustainable Development Goals (SDGs) 2030 and the ESD strategy, as well as concepts of and challenges to the SDGs/ESD
2. Understand Ireland's role in sustainable development, both in local and global contexts, and critically reflect on that work
3. Design learning activities within the theme of sustainable development/ESD that can be implemented as part of teaching practice
4. Critically reflect on your own learning about ESD and our individual roles in achieving sustainability
5. Analyse the role of educational institutions in preparing pupils for a sustainable future





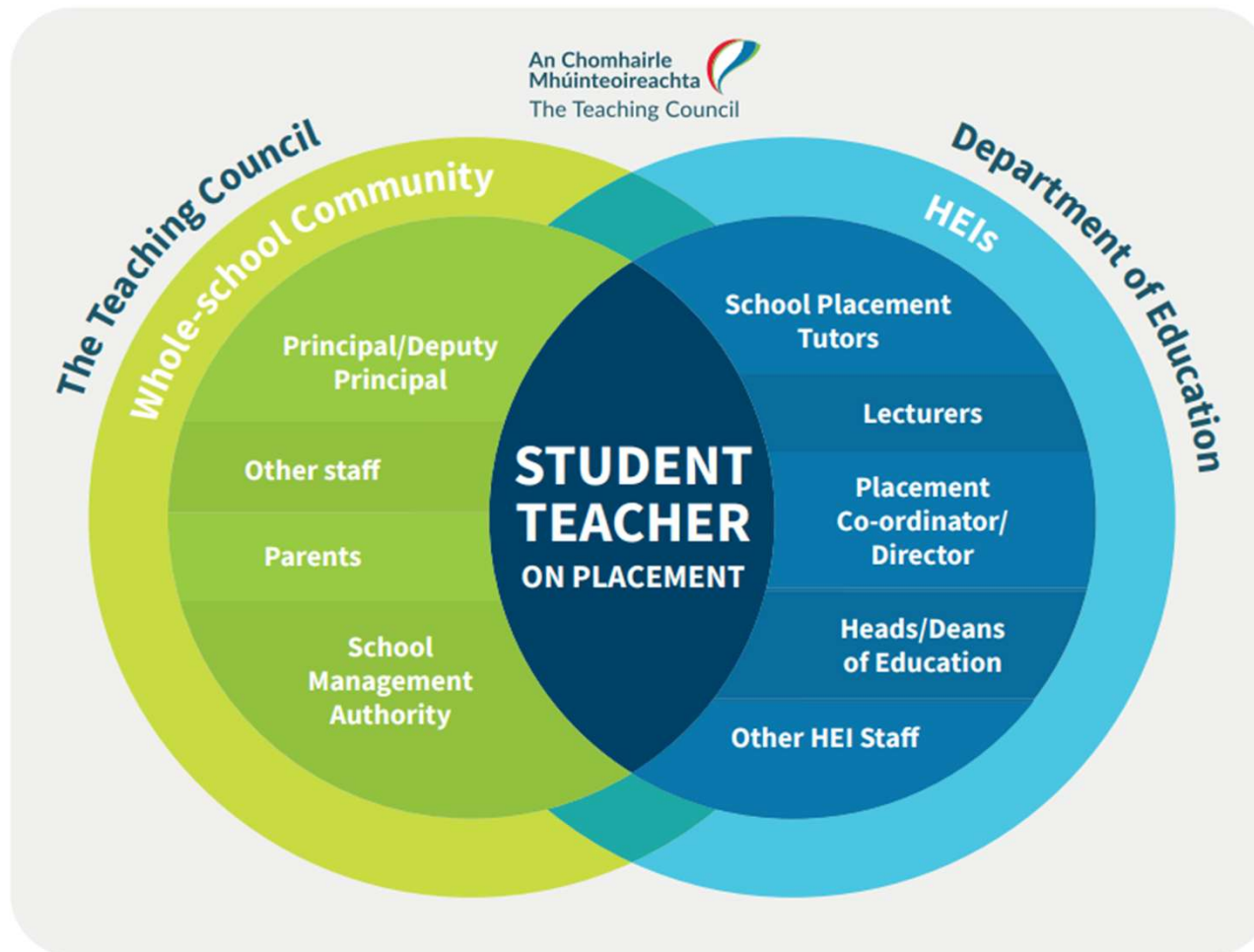
ESTMM

HIBERNIA
COLLEGE

Bridging Theory and Practice: Community of Practice

[#HCBECOMINGATEACHER](#)

Influential others

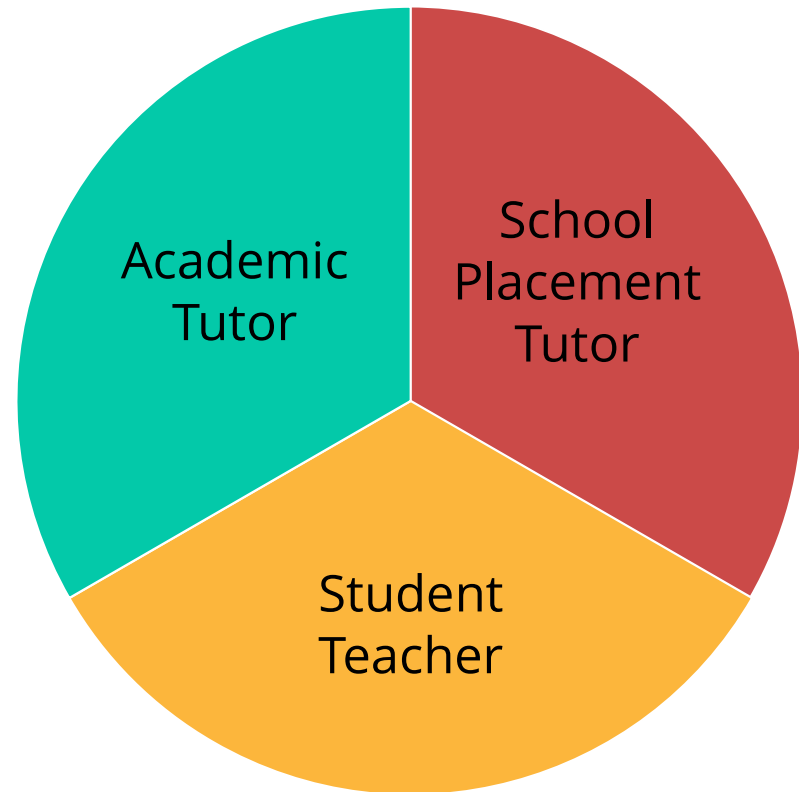


Guidelines on
School Placement
(Teaching Council,
2021)

Supporting knowledge development and sharing of practice

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

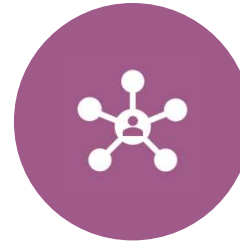
*Etienne and Beverly
Wenger-Trayner (2015)*



Subject Methodologies modules



History PME PP students are introduced to the pillars of Global Citizenship Education and the SDGs.



In groups they identify where they can make connections between these pillars and SDGs.

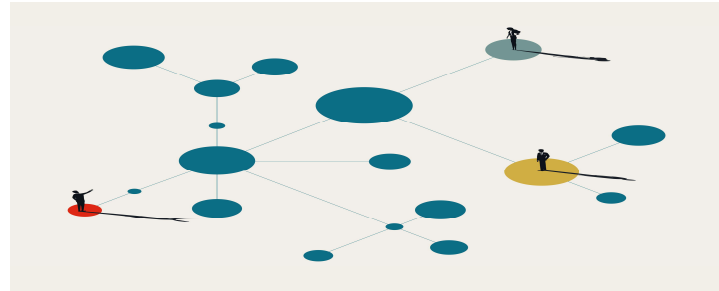


I demonstrate how I would use these within a lesson with my own history students.



They then design a lesson incorporating these elements.

Next Step



Link the History topic to a SDG



Gender Equality

Changing Role
of Women in
Ireland in 1960s

SDG 5

- Gender Equality: Equity / Fairness
- What inequalities or unfairness can you see in this issue/situation? - Why are they unfair? - Whose voices are loudest? - Who/what group would you like to hear more from? - What can be done to ensure that those who are marginalized have more of a voice and power?

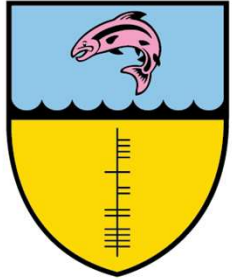
School Placement Lesson Planning Day

Learning Intentions for today's lesson



Learning Intentions : At the end of this lesson, students will be able to ...

- ▶ LI1 – Explore the universal call of action to transform the world by examining Critical Literacy and Sustainable Development Goals.
- ▶ LI2 - Understand the concept of global inequalities, how they have happened and develop the capacity to respond to issues of global injustice in solidarity with others.
- ▶ LI3 – Consider critical thinking skills to everyday situations and apply them in order to take appropriate actions for a more just world.



EST.MM

HIBERNIA
COLLEGE

Tutor Development supporting Student Enablement

[#HCBECOMINGATEACHER](#)

Supporting GCE amongst faculty



- Home
 - My Programme
 - Learning Technology
 - Adjunct Faculty Hub** ▾
 - Library ▾
 - Registrar's Office ▾
 - Student Support
- Technical Support

Home > PMEPP Academic Tutor > PMEPP Global Citizenship Education

Global Citizenship Education

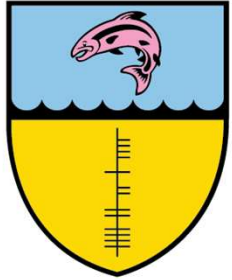
Hibernia College - 1yr
Global Citizenship Education: Subject Resources

Teacher Handbook GCE PDF Teacher Guidebook English	Gaeilge: Teacher Handbook GCE PDF Teacher Handbook IRISH	Active Methodologies GCE DOCX .Methodology 1 - Problem_Solution Tree	Active Learning Methodology Using Photos DOCX Methodology 2 Using Photos
GLOBAL EDUCATION Children in Crossfire	GLOBAL EDUCATION Children in Crossfire	GLOBAL EDUCATION Children in Crossfire	GLOBAL EDUCATION Children in Crossfire

JUNIOR CYCLE CIVIC, SOCIAL AND POLITICAL EDUCATION (CSPE) PDF WWGS GCE CSPE PR	JUNIOR CYCLE GEOGRAPHY PDF WWGS DoingDE Geography 2019 web	JUNIOR CYCLE HISTORY PDF WWGS DoingDE History Junior 2018 WR	JUNIOR CYCLE SCIENCE PDF JC Science
JUNIOR CYCLE ENGLISH PDF WWGS DoingDE EnglishSenior 2018 web	JUNIOR CYCLE ENGLISH PDF WWGS DoingDE English 2017 lowres	JUNIOR CYCLE BUSINESS STUDIES PDF JC-Business	NUATHEANGACHA IASACHTA PDF WWGS ModernForeignLanguages Irish



[GCE on the Academic Tutor Hub](#)



EST.MM

HIBERNIA
COLLEGE

Supporting Cooperating Teachers

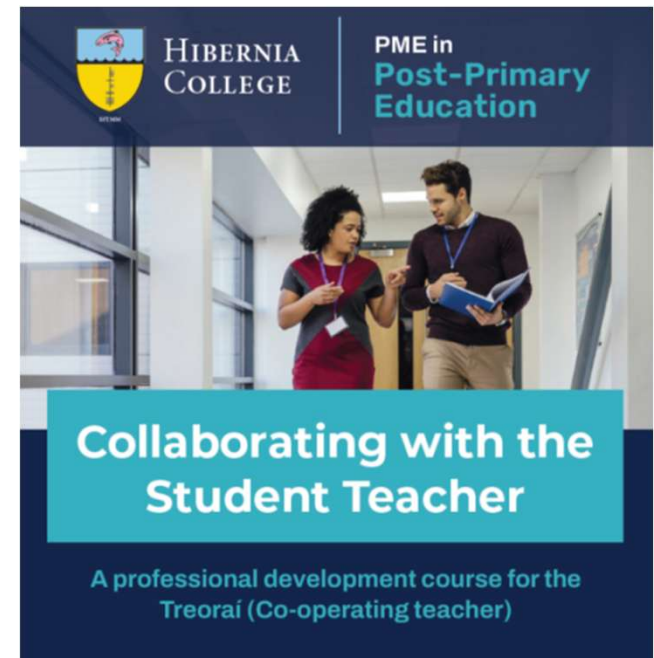
[#HCBECOMINGATEACHER](#)

Support Cooperating Teachers



Where did this arise from?

Collaborative professionalism: an exploration of the Treoraí's role and professional learning needs in supporting a student teacher during the practicum experience of an ITE programme in Ireland



Professional Learning Supports

Outline

Treoraí Handbook

The purpose of the handbook is to provide the Treoraí with valuable information on the school placement module.

This resource aims to bridge the information gap and better equip Treoraithe in their roles.

Module 1 Observing Teaching and Learning

The first module presents some suggested techniques and strategies for observing student teachers in the classroom with suggestions for focused discussion and reflection.

“Both the handbook and resource itself is amazing, I look forward to the day where this is unified.”

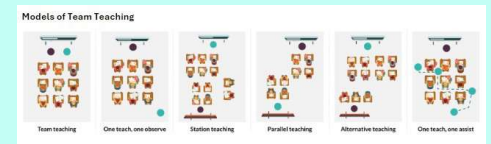
Module 2 Feedback and Reflection

The second module aims to enhance the ability of Treoraithe to provide impactful feedback and foster a reflective mindset in student teachers

“One participant described the Treoraí handbook as giving Treoraithe access to the “nuts and bolts of school placement”.

Module 3 Team Teaching

Team teaching, where a student teacher collaborates with an experienced teacher in the classroom, can significantly enhance the learning experience for both the student teacher and the pupils.



Module 4: Global Citizenship Education for Treoraí



URL	Download your Treoraí handbook	Done: View
SCORM package	Observing Teaching and Learning	Done: View
SCORM package	Giving Feedback and Facilitating Rich Reflection	Done: View
SCORM package	Team Teaching	Done: View
SCORM package	Global Citizenship Education for Treoraí	Done: View

Learning intentions

This lesson supports you in achieving the following course learning intentions:

- 1 Reflect on what Global Citizenship Education (GCE) is and its importance within the curriculum
- 2 Consider the guiding principles of GCE and how to best implement them
- 3 Examine ways in which you can incorporate GCE (more) into your own practice or subject specialisms and support the student teacher to do the same
- 4 Explore opportunities and methods for addressing contemporary crises within your own practice and guiding student teachers to do the same

Global Citizenship Education for Treoraí

35% COMPLETE

- INTRODUCTION TO GCE
 - What is GCE?
 - Guiding principles and SDGs
 - Paulo Freire and Development Education
- TEACHING GCE
 - Active teaching and learning methodologies
 - Cross-curricular links to GCE
 - Addressing contemporary crises with GCE
- CONCLUSION AND REFERENCES

Part 2 of 8

Guiding principles and SDGs

Critical literacy in GCE

Critical literacy is essential for effective GCE. It involves exploring different ways of how we see reality. It requires 'unpacking our lenses' to become aware of:

- The perspectives we hold and the contexts they developed from
- Others' perspectives and contexts

There is quite a lot of background learning to critical literacy, but the essence of it can be condensed as follows.

With **any** statements or subject matter (not just global issues), critical literacy involves thinking about **four** simple questions. To see them, scroll across:

1

Part 3 of 8

Paulo Freire and Development Education

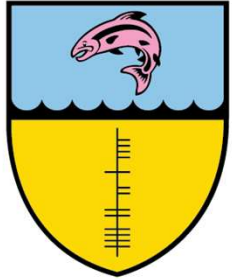
Banking model vs. critical pedagogy

The methodology you use is important. For GCE, in particular, it should be active. Paulo Freire spoke of the 'banking model' where the teacher is lecturer and the pupils are like containers needing to be filled with knowledge from the teacher. He considered this style as oppressing to pupils and teachers alike.

He then created the concept of 'critical pedagogy', 'where the teacher doesn't teach, but is learning while in dialogue with the students. And the students learn while teaching. In critical pedagogy, the student's actions aren't limited to receiving, sorting and storing the teacher's banking deposit.' (Pedagogy for Change, no date)

Active learning in the curriculum

Of course, Freire isn't the only educationalist and theorist who has championed the importance and benefits of active teaching and learning methodologies. Due to the overwhelming educational research throughout the years, similarly, the *Framework for Junior Cycle 2015* (Department of Education and Skills, 2015) outlines the curriculum and assessment arrangements that will provide pupils with learning opportunities that achieve a balance between **learning subject knowledge** and **developing a wide range of skills and thinking abilities**.



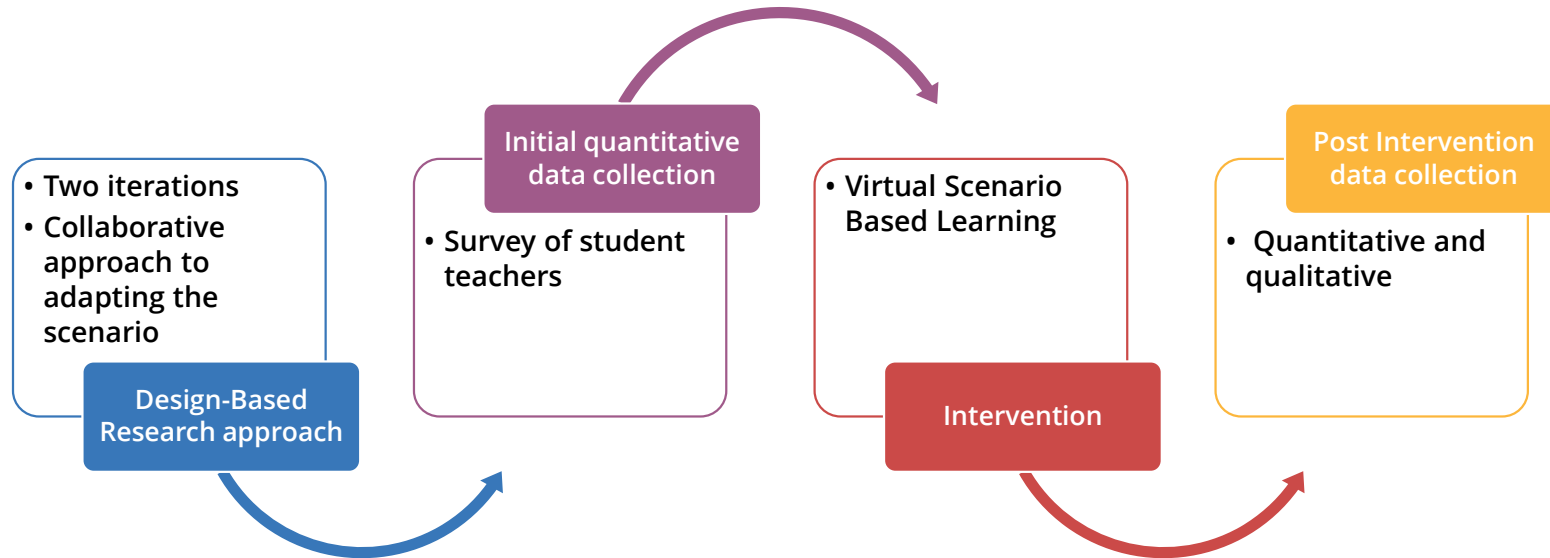
EST.MM

HIBERNIA
COLLEGE

Future Directions

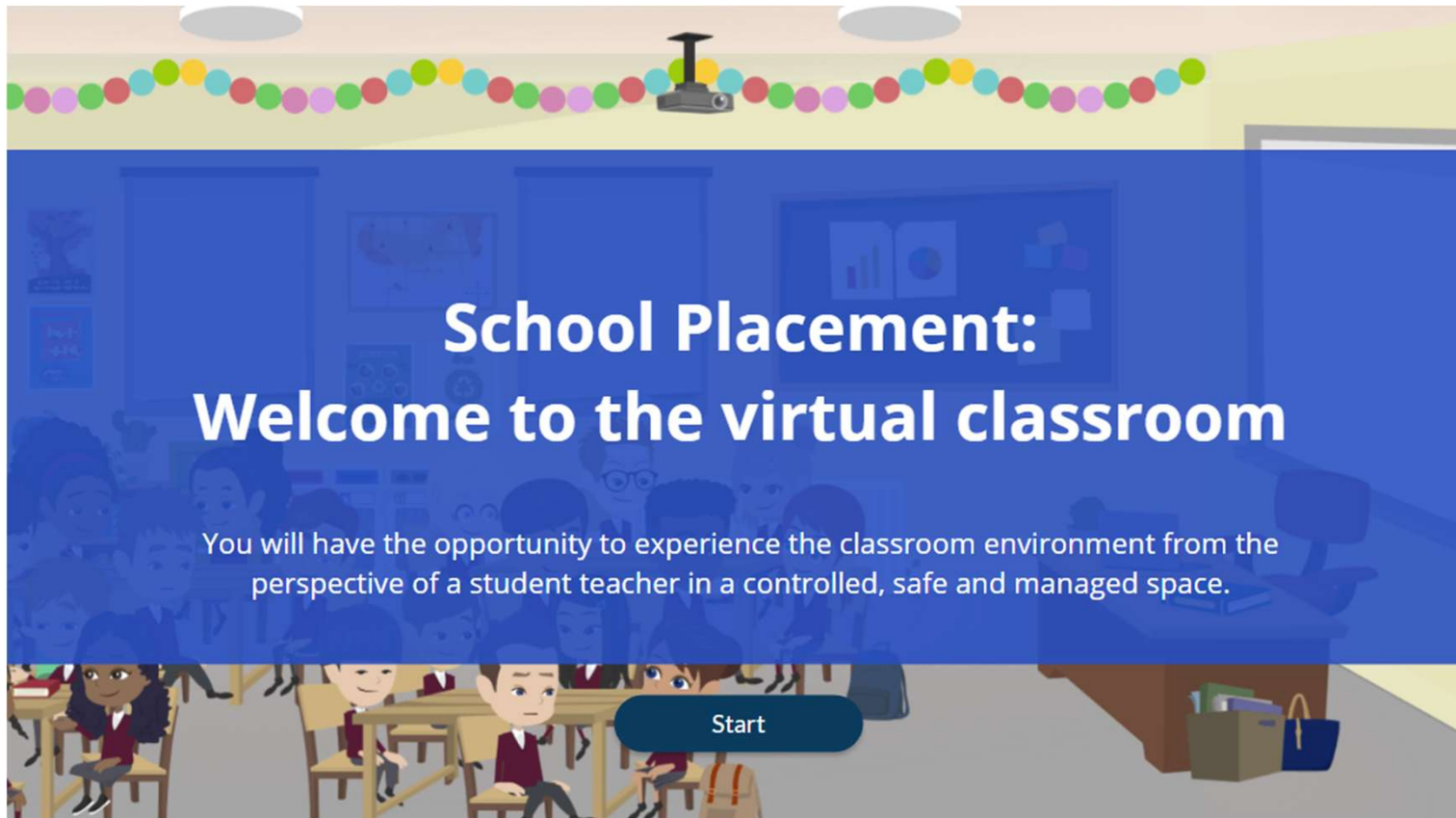
[#HCBECOMINGATEACHER](#)

Promoting learner enablement and development



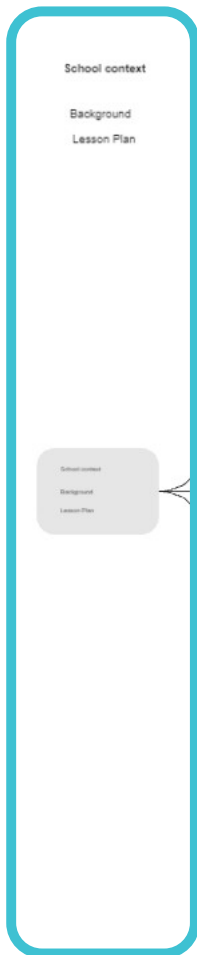
Virtual Scenario Based Learning

- Exploring an emotive issue in the classroom



School Context

Background and Lesson Plan



Would you like to review the prior knowledge of the children?
Consider why it is useful to understand prior knowledge as part of the learning context.

Prior knowledge
from second class

2

Prior knowledge
from third class

3


Lesson Plan

Previous
Next

Prior knowledge from second class

The children have experience weighing and reading the weight of various objects using different weighing devices - for example, direct handling, beam/pan balance, spring balance and homemade weighing devices using elastic. These devices include:

- Digital kitchen scales
- Non-digital kitchen scales
- Digital bathroom scales
- Non-digital bathroom scales
- Luggage spring scales



The children are familiar with the terms **heavy, heavier, heaviest, light, lighter, lightest, more than, less than and equal>equals.**

They are familiar with **1 kg, ½ kg and ¼ kg** weights.

Prior knowledge from third class

You have planned and taught four lessons on weight this week. This is the fifth and final lesson on the topic, in which the children will apply problem-solving and reasoning skills to a practical real-life scenario. So far, the class has engaged in various activities including estimating, comparing, measuring and weighing items ranging from 0–1000 g/1 kg.

In the previous lesson, the children estimated the weight of an item, weighed it, read the weight and compared it to their original estimation, all within the range of 1000 g/1 kg. Through exploration, they discussed the suitability of the devices, for example, bathroom scales are more suited to weighing a full school bag than the kitchen scales. Not all children were comfortable with reading the weight of items and require more practice.

The next learning step for the children is solving and completing practical tasks and problems involving the addition and subtraction of units of weight (kg and g). They have experience in adding and subtracting numbers, both with and without renaming, up to 1000.

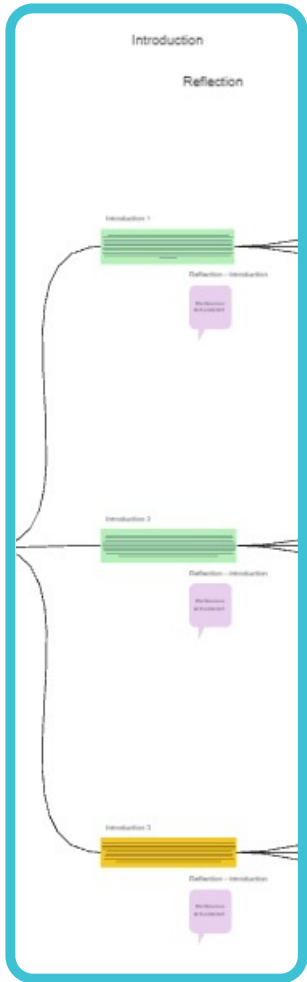
Consider: How will the learning objectives be met throughout the lesson?
It is important to ensure that you address all learning objectives.

Lesson Plan

Please use precise language. You may use bullet points. Please write in the third person. Please consult the Guidelines for Lesson Plans prior to completing.

School Placement	
Class Level:	Third class
No of Children:	26
Subject:	Maths
Strand(s):	Measures
Strand Unit(s)/Element(s):	Weight
Content Objective(s)/ Learning Outcome(s):	Through appropriately engaging learning experiences children should be able to compare, approximate and measure weight using appropriate instruments, record using appropriate units of measurement and solve and complete practical tasks and problems involving the addition and subtraction of units of weight (kg and g)
Learning Objectives:	<ol style="list-style-type: none"> 1. All children should be enabled to estimate, weigh and compare various objects from 0–1000 g/kg. 2. All children should be enabled to calculate the difference between an estimated weight and the actual weight of a variety of items. 3. All children should be enabled to use a delivery cost table to determine the cost of sending a package to a specific destination.

Introduction



Introduction

Watch the three introductions and choose one.
Consider possible pitfalls, prior learning and the learner profiles of the children.
You will be asked to reflect on your choice.

Introduction A

Introduction B

Introduction C

Previous Next



Introduction Reflection

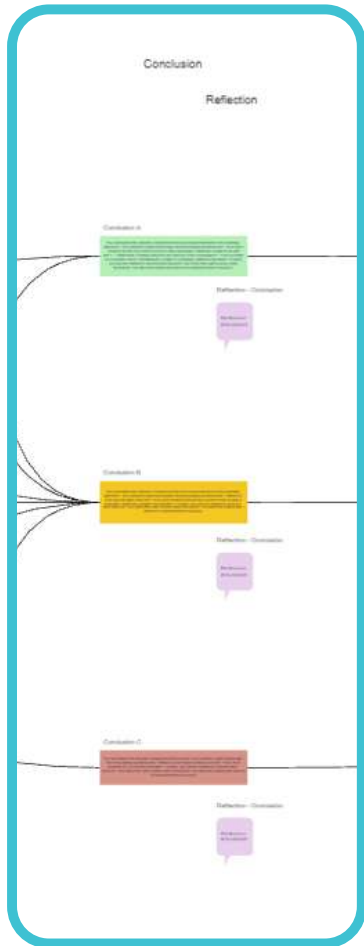
Please reflect on why you chose this introduction B.

Enter your text here.

Submit

https://rise.articulate.com/share/2-jlGe7kYtkXVy3Q5RzJ0ZF2oikTbc-B#/lessons/rIxBNSMoiH_hnHIA-14TZ7mSKiobAJm8

Conclusion



Questions - Measures 1/1

How does Amazon decide how much it costs to ship a package? كيف تقرر أمازون كم يكلف شحن حزمة؟	What kinds of things influence the delivery costs of packages? ما هي أنواع الأشياء التي تؤثر على تكاليف تسليم الحزمة؟
What does weight have to do with this? ما علاقة الوزن بهذا؟	Can you think of a scenario where estimating the weight of a package might be important? هل يمكنك التفكير في سيناريو حيث قد يكون تقدير وزن الحزمة مهماً؟

What is a cost delivery table used for?

How does Amazon decide how much it costs to ship a package?

What does weight have to do with this?

Questions - Measures

What is a cost delivery table used for?
ما هو جدول تسليم التكلفة المستخدمة؟

How does Amazon use a cost delivery table?
كيف تستخدم أمازون جدول تسليم التكلفة؟

Conclusion

Consider:

- Have the learning objectives been achieved?
- Have you been able to appropriately assess and record new learning?
- What would be a good activity to follow this lesson with?

Next

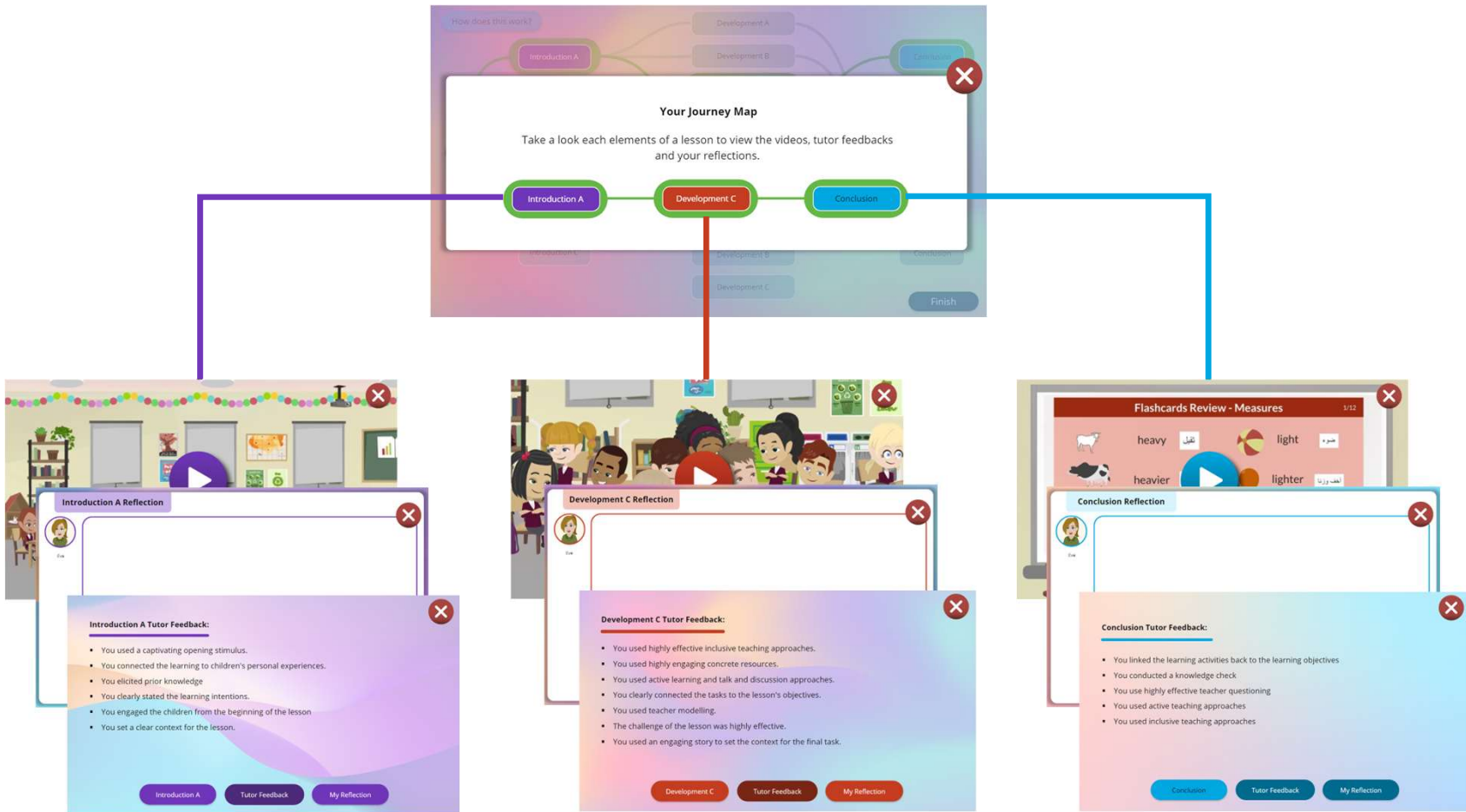
Conclusion Reflection

Please reflect on this Conclusion.

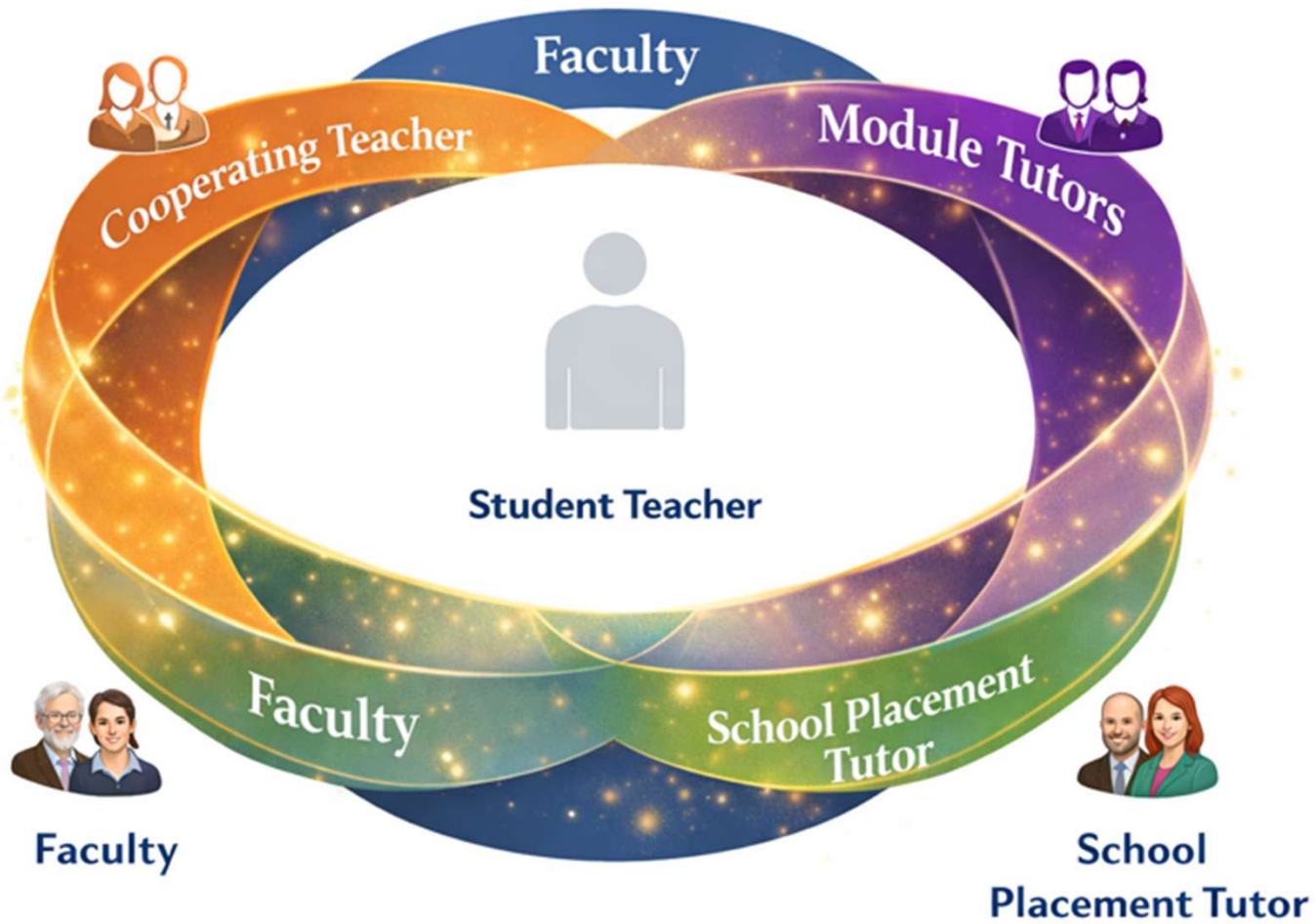
Enter your text here.

Submit

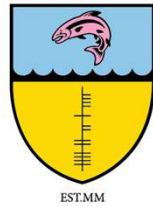
Tutor Feedback and Reflection



Supporting Student Teacher Development



PME in Post-Primary Education



HIBERNIA
COLLEGE

Thank you



Break

Back in 10 minutes

#HCBECOMINGATEACHER



Tea break

Back in 15 minutes

#HCBECOMINGATEACHER



Lunch break

Back in 45 minutes

#HCBECOMINGATEACHER

Icons

The aim for these icons for group discussion or activities.
Please use them in the PowerPoint slides.

