



PROFESSIONAL DEVELOPMENT FOR INTERNATIONALISATION: THE ROLE OF INTERNATIONAL MOBILITY

My topic for today



Professional development of teaching staff in the internationalised Higher Education environment

- International Competences Matrix
- Strategies for professional development
- The role of international mobility

Internationalisation of teaching and learning



This includes:

- internationalised curricula (I@H)
- international classrooms (international students)
- teaching in English
- international collaboration
- international research

Policy and practice



The missing link between a university's internationalisation policy and successful practice is often the (teaching) staff member:

- not 'on board' – lack of interest in / belief in the management's policy
- insufficiently prepared
- often no structured attention for competence development for internationalisation – training options are often relatively limited
- no comprehensive idea of which competences are required
- professional development trainers have limited experience with competence development for internationalisation

Approach Hanze UAS



The **International Competences Matrix** is a comprehensive outline of competences that teaching staff members need to successfully complete tasks in the international HE environment.

For further information:

<https://www.hanze.nl/eng/organisation/international-affairs/professional-development-for-internationalisation>

INTERNATIONAL COMPETENCES MATRIX

Task / Competence	Intercultural competences in an international context (personal)	Didactic or research competences in an international context (professional)	Competences connected with the personal academic discipline in an international context	Competences connected with the international labour market and working environment of graduates	English Language Proficiency: understanding (listening and reading)	English Language Proficiency: speaking (interaction and production)	English Language Proficiency: writing	Dutch Language Proficiency (for non-native speakers of Dutch)
Teaching in the domestic classroom	Is aware of cultural differences.	Is aware of impact of cultural differences on classroom/ group dynamics.	Is aware of international professional context and developments in his/her discipline.	Is aware of the international labour market of graduates.	CEFR B2 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Curriculum development and IBH (domestic classroom)	Recognises cultural differences.	Recognises impact of cultural differences on classroom/ group dynamics.	Is familiar with international professional context and developments in his/her discipline.	Is familiar with the international labour market of graduates.	CEFR B2 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Counselling and supervising domestic students abroad	Recognises cultural differences.	Recognises impact of cultural differences on the student's learning experience.	Is familiar with international professional context and developments in his/her discipline.	Is familiar with the international labour market of graduates.	CEFR B2 level	CEFR B2 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Teaching in English (international classroom)	Can adapt behaviour to complex intercultural situations.	Can adapt teaching and interaction to culturally diverse classroom.	Is capable of teaching his/ her subject in an international context.	Can adapt teaching to international labour market of graduates.	CEFR C1 level	CEFR C1 level	CEFR C1 level	CEFR A1 level
Curriculum development for the international classroom	Can adapt behaviour to complex intercultural situations.	Is able to make adjustments for cultural differences in curriculum development.	Is able to incorporate knowledge of international context of his/ her discipline in curriculum.	Is able to incorporate knowledge of international labour market of graduates in curriculum.	CEFR C1 level	CEFR C1 level	CEFR C1 level	CEFR A1 level
Academic counselling and supervision of international students	Can adapt behaviour to complex intercultural situations.	Is able to make adjustments for cultural differences in individual counselling.	Is able to incorporate knowledge of international context of his/ her discipline in counselling.	Is able to incorporate knowledge of international labour market of graduates in counselling.	CEFR C1 level	CEFR C1 level	CEFR C1 level	CEFR A1 level
Doing research in a regional or national context	Recognises cultural differences.	Recognises impact of cultural differences on group dynamics.	Is up-to-date on research in his/her subject area, both nationally and internationally.	No specific competences required.	CEFR C1 level	CEFR B1 level	No specific competences required.	Staatsexamen NT II / CEFR B2 level
Doing research in an international context	Can adapt behaviour to complex intercultural situations.	Can adapt to diverse research environments, both nationally and internationally.	Is up-to-date on research in his/her subject area, both nationally and internationally.	No specific competences required.	CEFR C2 level	CEFR C1 level	CEFR C2 level	CEFR A1 level

- Entry level** Level that all teaching staff members may be expected to have; professional development activities are normally not required.
- Intermediate level** Level that not all teaching staff members may have; professional development activities may be required.
- Advanced level** Level that requires advanced knowledge and skills and/or requires a significant increase of knowledge and skills; professional development is (almost always) needed.
- Specialised level** Level that requires specialised knowledge and skills and/or requires a high increase of knowledge and skills; professional development is (almost always) needed.
- CEFR** Common European Framework of Reference for Languages. Describes foreign language proficiency at 6 levels: A1, A2 (basic user), B1, B2 (independent user), C1, C2 (proficient user).

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Teaching in the national language (Dutch) in the domestic classroom, including academic counselling and supervision project work and work placements in a domestic situation	Is able to identify one's own cultural background and biases. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions. Recognizes cultural differences in verbal and nonverbal communication.	Is aware of the fact that different (sub)cultures may be represented in the group and is able to make adjustments for cultural differences in one's teaching and interaction with the group. Recognizes and is sensitive to (subtle) differences between subcultural groups.	Is familiar with the international context and literature of his subject area and is capable of teaching his subject in an international context.	Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to refer to these differences in teaching.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (CEFR B2)	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (CEFR B1)	No specific competences required.	Diploma Staatsexamen NT II. The NT II level corresponds with CEFR B2.
Curriculum development, esp. in relation to the introduction of I@H elements (domestic classroom)	Is able to identify his own cultural background and biases and is able to develop new perspectives on this. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions. Recognizes cultural differences in verbal and nonverbal	Is aware of the fact that different cultures may be represented in the student body of the programme and is able to make adjustments for cultural differences in the interaction with individual students. Expresses openness to intercultural issues as they arise in the curriculum	Is familiar with the international dimensions of the degree programme and is able to incorporate this knowledge in the development of the curriculum or parts of the curriculum.	Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to develop ways of addressing these	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (CEFR B2)	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (CEFR B1)	No specific competences required.	Diploma Staatsexamen NT II. The NT II level corresponds with CEFR B2.

An HRM tool



- A tool to help managers determine whether (new) teachers have the required competences
 - in recruitment of new staff
 - in appraisal talks with current staff >
- A tool to help teachers determine whether they have the required or desired competences
 - to plan personal development

Professional development



Basic assumptions

- Clarity about the competences a teacher needs helps to determine the professional development required > role of ICM.
- Recognise the competences that a teacher can demonstrate.
- Professional development is more effective when it has a direct relation to a teacher's current or imminent tasks.
- Professional development does not always mean taking a 'course' > offer a variety of learning options.

Variety in learning



- Self-assessment > demonstrate competences (or lack thereof)
- E-learning > also useful to have (older) teachers experience e-learning!
- Courses, seminars, etc.
- Learning Lab > a.k.a. Learning Community, Community of Practice
- International Mobility

International mobility



How can we make better use of international mobility in professional development?

At present:

- Mobility tool indicates that staff members experience the relevance in relation to professional development.

But:

- Often no clear/explicit learning objectives.
- Hardly any reporting on/sharing of experiences upon return.
- Generally no formal recognition of international mobility.

What could help



to embed teaching staff mobility more effectively in professional development.

- Offer international mobility as a professional development trajectory.
- Be explicit about learning outcomes
- Evaluate results.
- Provide feedback and/or assessment.

What could help



to improve the recognition of international mobility.

- Develop guidelines for a (standardised) form of recognition.
- Develop a credit system for staff mobility; cf. PE points (PE = “permanente educatie”).

Share your views



Is this the way forward?

- How could professional development be embedded in teaching staff mobility?
- How could teaching staff mobility be rewarded?
- What would work in your institution?

Thank you!

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The FaBoTo projects were financially supported by the Erasmus+ programme.



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