



## REPORTING TEMPLATE

### Bologna & the Erasmus+ charter: from policy to practice

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**Title of the session: Teaching staff mobility as a tool for professional development**

**Speaker(s):** - Nosheen Rachel-Naseem, Erasmus and Exchange Manager, Middlesex University, United Kingdom  
- Els van der Werf, Dutch Bologna Expert, Hanze University of Applied Sciences, the Netherlands

**Presentations:**

**Facilitator:** Petra de Greeve, NA Erasmus+ Education & Training, the Netherlands

**Reporter:** Joy Plokker, NA Erasmus+ Education & Training, the Netherlands

**Main ideas of the presentations:**

Higher Education institutions are not only called upon to stimulate and facilitate teaching staff mobility but also to recognize teaching staff mobility.

UK: The first speaker presents recent research findings within the Erasmus+ KA2 project REALISE.

- 100% of the teachers were very satisfied and positive about the exchange but only 50% were satisfied with the level of recognition.
- They all gained competences and said that the mobility had significant impact on their personal development
- Recognition can be in different ways, formal recognition through national & international benchmarks, recognition leading to pay raise and promotion or technical and administrative mobility.

NL: The participant report in the Netherlands give the following result:

- 98% of the teachers are very satisfied and positive about the mobility period
- 92% had increased job satisfaction
- Recognition:  
Within the Hanze hogeschool some recognition is going on but we do not know what it is. Mobility is often recognized but recognition is not measurable.  
What is meant with recognition, what does it mean?  
When teaching staff is asked if they are satisfied with the recognition most say yes.  
So is there a problem to solve?
- Teaching mobility is instrumental in professional development

- International Competence Matrix is a tool developed by Els van der Werf, outlining the competences the teacher needs, to be successful in the international environment. It is a frame of references for managers and teachers.
- International mobility is good for professional development but there are no clear explicit learning objects. At Hanze hogeschool there is hardly any sharing of experiences and no formal recognition

**Discussion issues:**

How could professional development be embedded in STA?

How could STA be rewarded?

What would work in your institution?

**What could help/ recommendations:**

- International mobility as a professional development trajectory
- Integrate international mobility and professional development in HRM
- Teaching staff is crucial for international mobility
- Evaluate result, provide feedback
- Be explicit about learning outcomes
- Create a Erasmus café where teachers can meet
- Let teachers go in pairs
- Be specific about what is recognition
- Facilitate international mobility of staff, help with preparation