

International competences for teachers

An overview of possible learning outcomes of internationalisation for teachers, lecturers and staff

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1 Introduction



Nuffic supports the ambition of the Dutch Education Council (2016) that all young people leave education 'internationally competent'. Pupils and students with international competences are better equipped to live, learn and work successfully in an intercultural society and in the internationally oriented labour market (Messelink, 2019).

Internationalisation of education contributes to the development of these competences. To provide insight into exactly which competences pupils and students develop through internationalisation, we developed the Model of international competences (Nuffic, 2020). This model is an overview of possible learning outcomes of internationalisation. In this model, we divided international competences into 3 categories: intercultural competences, international orientation and personal qualities. Chapter 2 explains these categories in more detail.

Several personal and situational factors influence the actual acquisition of international competences. Determinants include the form and quality of the internationalisation activity (Messelink, 2019). The extent to which teachers, lecturers and staff (hereafter jointly referred to as teachers) are themselves internationally competent also has a major influence on the development of international competences among pupils and students.

For instance, teachers act as role models in gaining international experiences and developing the corresponding competences (Dutch Education Council, 2016). The development of *intercultural* competences (part of international competences) among pupils and students is enhanced in an environment where intercultural behaviour is the norm. This occurs when all staff at a school or educational institution exhibit interculturally competent behaviour (Moodian, 2008, cited in Ji, 2020).

In addition, several studies have shown that good preparation, reflection and teacher guidance during activities are crucial for the development of international competences among pupils and students (Deardorff, 2006; Heinzmann et al., 2015; Rosier et al., 2020). It follows that an internationally and didactically competent teacher can help a pupil or student 'translate' an international experience into international competences (Messelink, 2019).

Internationally competent teachers are also important for other reasons. As an example, teachers shape internationalisation themselves, for instance by setting up internationalisation activities and internationalising the curriculum (Van der Werf, 2012). Increasing diversity, due to migration and incoming student mobility, also requires corresponding competences. This includes specific intercultural and other competences to respond effectively to diversity in the classroom (Phillion & Malewski, 2011).

Educational institutions in higher education and vocational education and training are therefore increasingly focusing on the development of teachers' international competences in their policies and strategies (Kommers et al., 2021; Van Staden & Kommers, 2021). As is the case for pupils and students, internationalisation can be used to promote the development of teachers' international competences.

Which international competences can a teacher develop through an international experience, whether in the Netherlands or abroad? To provide insight into this, we developed the Model of international competences for teachers (see Figure 1).

This model can be used by school administrators and educational institutions for inspiration and to create awareness of the added value of internationalisation for teachers. In addition, the model can be used as a discussion and reflection tool for personal and professional development.

In Chapter 2, we explain how we developed the Model of international competences for teachers. In Chapter 3, we set out the findings of the underlying literature review. Chapter 4 explains the competences in the Model of international competences for teachers. This report ends with conclusions and recommendations for future research.

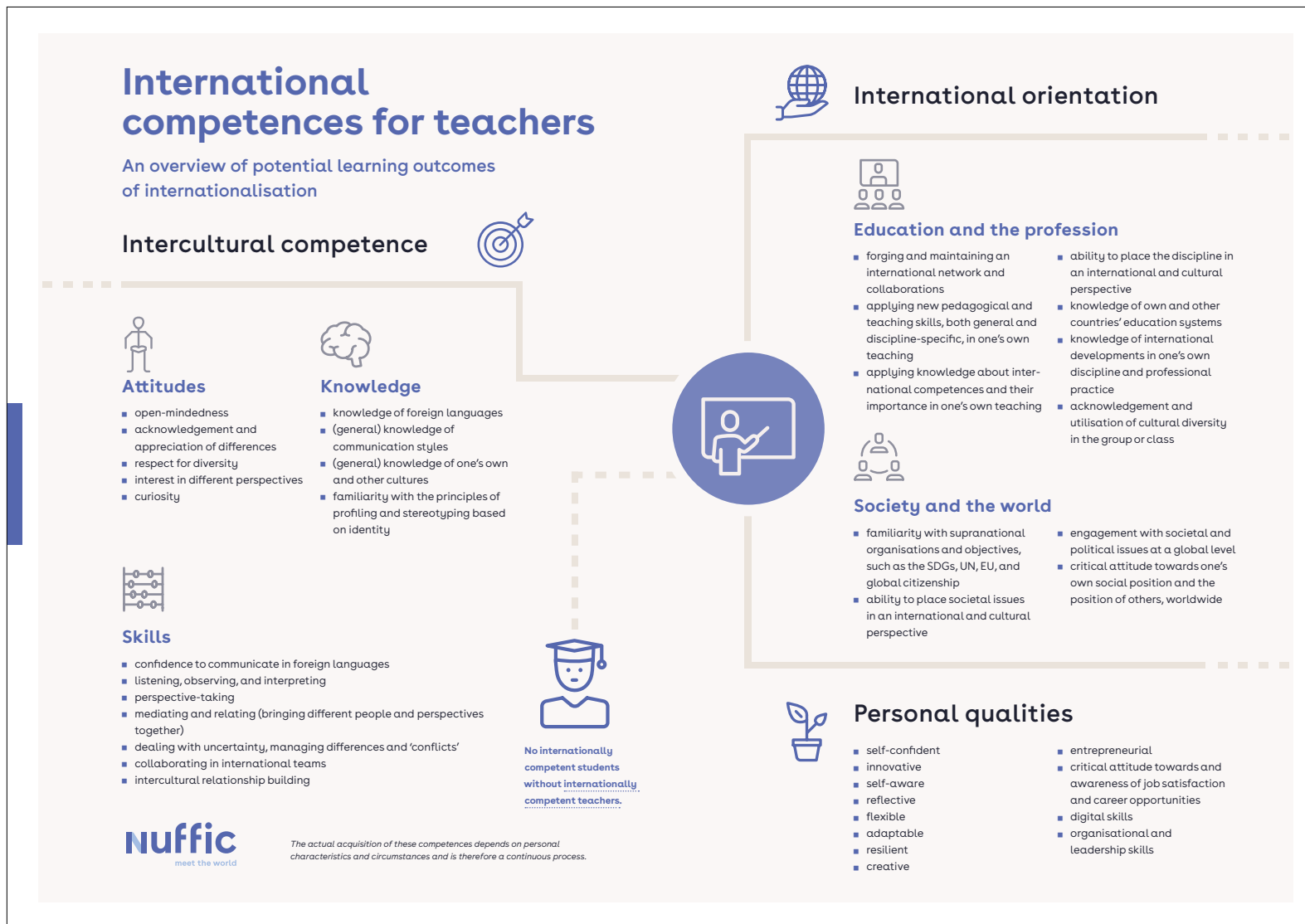


Figure 1. Model of international competences for teachers (Nuffic, 2022)

2 Developing the Model of international competences for teachers



We developed the Model of international competences for teachers to provide insight into the added value and learning outcomes of internationalisation activities for teachers, lecturers and staff. The model provides a common basis for all segments of the education sector. However, the practical interpretation and applicability of the individual competences depends on the school, educational institution, region, staff and pupil or student population. As such, the model is a starting point for educational institutions to get started themselves.

Underlying the model for teachers is the Model of international competences (Nuffic, 2020), which provides an overview of possible learning outcomes of internationalisation for pupils and students. International competences (see Figure 2) can be divided into 3 overarching categories, namely:

- **Intercultural competences:** the knowledge, attitudes and skills needed when dealing with non-native speakers and people from diverse cultural backgrounds. These include competences such as being open-minded, having knowledge of other cultures and having the confidence to communicate in foreign languages.
- **International orientation:** familiarity with international topics, developments, organisations and perspectives on society, the world and professions. A related competence is 'engagement with societal and political issues at a global level'

- **Personal qualities:** personal traits that are relevant to, and can be acquired through, international and intercultural experiences. Examples include self-confidence, an ability to reflect and adaptability.

You can find more information on the background and development of the Model of international competences in the (Dutch-language) report **Internationale competenties. Een model over de leeropbrengsten van internationalisering (International competences: a model on the learning outcomes of internationalisation)**(Messelink, 2019).



Figure 2. Translated version of the Model of international competences (Nuffic, 2020)

We took the Model of international competences (Nuffic, 2020) as a starting point for the model for teachers because we assume that some of the learning outcomes from this model also apply to teachers. In order to develop a model for teachers, we presented the Model of international competences to education professionals (such as teachers, lecturers and internationalisation staff) and experts in the field of internationalisation and teacher professionalisation, both inside and outside Nuffic. Education professionals and experts from different segments of the education sector met in working sessions organised by Nuffic. During these working sessions, we asked the following questions:

- Which of these international competences are/are not learning outcomes of internationalisation for teachers, lecturers and staff?
- Which learning outcomes and/or categories of learning outcomes are missing from this overview?
- Which topics should be added to the model?
- For what purposes could this model be used in practice?

Complementary to the working sessions, we conducted a literature review of existing models on the international competences of teachers and empirical research on possible learning outcomes of internationalisation for teachers.

3 Literature review

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Much has been written in the literature about the importance of international competences for teachers. Globally, we are increasingly connected (particularly online) and increasing migration is leading to more diversity in classrooms. Pupils and students therefore need to be equipped with international competences or global citizenship competences (Dutch Education Council, 2016; Kerkhoff & Cloud, 2020). To achieve this, teachers need to be trained in such skills as intercultural teaching (Dimitrov & Haque, 2016) and the ability to teach international competences (Kerkhoff & Cloud, 2020).

Several frameworks and models have been developed to promote the development of international competences of teachers and to put this ambition into practice. Two well-known models, the Intercultural Teaching Competence (ITC) model (Dimitrov & Haque, 2016) and the Global Teaching Model (GTM) (Kerkhoff, 2017), are explained in Paragraphs 3.1 and 3.2.

Paragraph 3.3 explains various internationalisation activities for teachers and the competences they acquire through them.

3.1 The Intercultural Teaching Competence model

The Intercultural Teaching Competence (ITC) model (Dimitrov & Haque, 2016) was developed following the observation that teachers in Canadian higher education were insufficiently prepared for intercultural and inclusive teaching. The model is intended as a reflection tool that teachers can use to develop their own teaching practice further and to provide guidance to colleagues on intercultural teaching. The model can help teachers facilitate interaction in diverse classrooms and effectively engage students in global learning. Global learning is defined as follows (American Association of Colleges and Universities (AACU), 2013, cited in Dimitrov & Haque, 2016, p. 3):

“Global learning is a critical analysis of, and an engagement with complex, interdependent global systems and legacies (such as natural physical, social, cultural, economic, and political), and their implications for people’s lives and the earth’s sustainability. Through global learning, students should (1) become informed, open minded, and responsible people who are attentive to diversity across the spectrum of differences, and (2) seek to understand how their actions affect both local and global communities, and (3) address the world’s most pressing and enduring issues collaboratively and equitably.”

The ITC model is based on several models of intercultural competences, including Deardorff’s process model of intercultural competences (2006, cited in Dimitrov & Haque, 2016). The ITC model identifies 20 teacher competences and learning strategies, divided into 3 categories: foundational competences, facilitation competences and curriculum design competences. These 3 categories are interconnected and build on each other. They are described below.

Foundational competences consist of the teacher’s own intercultural competences (knowledge, attitudes and skills), and the ability to demonstrate intercultural competences to students. Examples of the foundational competences of teachers are:

- build awareness of one’s own cultural and disciplinary identities and position in the classroom;
- value, accept, and anticipate on, differences among learners and ways of learning (create cultural safety and trust);
- model and encourage students to adopt different perspectives;
- model and motivate students to unbiasedly explore differences;
- model and teach students to deal with uncertainty associated with exploring differences;

Facilitation competences enable teachers to interact respectfully with diverse groups of students and promote respectful interaction between these groups. Teachers need facilitating competences to build a classroom community and promote learning capacity in diverse groups of students. These include:

- facilitate discussion among students with different communication styles;
- provide feedback across cultures in a variety of ways;
- recognize the barriers students may face in participating in class.

Curriculum design competences refer to skills needed to create alignment between teaching activities and their assessment, with the aim of making students acquire global learning competences. Some examples of curriculum design competences are:

- integrate concrete learning outcomes related to intercultural or global learning into the curriculum;
- incorporate different perspectives, frameworks or disciplinary approaches in teaching materials;
- create opportunities for students to reflect on and better understand their own multifaceted cultural, personal, and disciplinary identities.

The model was developed for higher education, but research has shown that the model is also applicable to Dutch primary education in the context of world citizenship education (Van Werven et al., 2021).

3.2 Global Teaching Model

The Global Teaching Model (GTM) (Kerckhoff, 2017) was developed with the aim of preparing teachers to educate pupils and students in international competences. The model consists of 4 dimensions in globally competent teaching: situated practice, integrated global learning, critical literacy and transactional experiences.

Situated practice (or context-dependent practice) means that teaching practice is culturally relevant to the students in the classroom and socio-political issues in the local community. This means that differences between students are recognised and valued, equality is encouraged and existing stereotypes are broken down. For teachers, this means being aware of global events and considering different perspectives, even if they are contrary to their own. Teachers also reflect on their own culture, beliefs and prejudices. Moreover, they demonstrate the above competences to students.

Integrated global learning means that global learning is integrated across different educational levels and disciplines. Moreover, the learning objectives of global learning are integrated into the general curriculum. For teachers, this means that they understand how the world is interconnected and that they are able to analyse global issues and inequalities from their own disciplinary perspective.

Critical literacy refers to globally competent teaching on the basis of a critical framework. Among other things, teachers show students how to assess the reliability of sources and biases. For this purpose, teachers provide different international and marginalised perspectives that students should use in formulating their own perspective. They also encourage students in perspective taking and empathy building.

Transactional experiences refers to the equal exchange of perspectives with various others. Transactional learning means learning *with* others through active listening, perspective taking and critical thinking. For teachers, this means establishing equal international partnerships to foster dialogue between culturally diverse groups.

The Global Teaching Model (GTM) shares similarities with the Intercultural Teaching Competence (ITC) model. For example, the curriculum design competences contain elements from situated practice and integrated global learning, such as ‘integrate concrete learning outcomes related to intercultural or global learning into the curriculum. Furthermore, transactional experiences are reflected in the facilitative competences. However, none of the models address the *development* of these competences.

3.3 Learning outcomes of internationalisation for teachers

To date, relatively little research has been done on the impact of international activities on the development of international competences among teachers. In this regard, existing research mainly focuses on international mobility (Birkeland & Li, 2019; Verbeek, 2019) and online collaborative projects in which teachers participate for their own professional development or which they organise for pupils and students (Crisan, 2013; Mouratoglou et al., 2022; Nawrot-Lis, 2018).

International teacher and staff mobility

Commissioned by the National Agency (NA) Erasmus+, the Kohnstamm Institute (Verbeek, 2019) conducted a literature review on the impact of international mobility on the professional development of teaching staff. Verbeek (2019, p. 8) describes international mobility as follows:

“International mobility involves a member of teaching staff spending several days visiting an educational institution abroad or an institution that is relevant to the staff member because of professional knowledge and skills.”
(translated from the Dutch original)

Verbeek (2019) used NA Erasmus+ **Participants reports** and academic literature in his review, examining the impact of international mobility on the following areas: intercultural development, professional development, impact on own organisation, cooperation and personal development.

The participant reports (Verbeek, 2019) show that international mobility has a positive impact in all 5 areas. Of the above areas, the impact of international mobility is strongest on intercultural and professional development. Regarding intercultural development, 90% of education professionals indicated that their social, cultural and/or linguistic competences had increased due to international mobility. In addition, 83% of education professionals indicated that their cultural awareness and expressiveness had increased.

These results are confirmed by the other scientific literature used in this review. While the above are mostly short-term effects, international mobility may have long-term effects as well. However, Verbeek (2019) found only 2 studies investigating these long-term effects.

In addition, Verbeek's (2019) review identified several positive factors and obstacles that can influence learning. Positive factors include: good preparation prior to mobility; personal traits, such as enthusiasm and commitment to teaching; an open attitude; and good communication skills. A good match with the exchange partner has a positive influence on learning as well. By contrast, work pressure, finding and arranging replacements and not being able to get financial support are obstacles during mobility preparation.

Internationalisation at home

There are also activities that do not require teachers to go abroad. Examples of these types of internationalisation at home (IaH) activities are visiting a cultural organisation or international event in the Netherlands; taking a language course or training in intercultural skills; carrying out a project on diversity; and participating in virtual exchange projects with a school abroad (for example via **eTwinning**), for example those aimed at language education, citizenship education or subject matter expertise (Nuffic, 2021).

NA Erasmus+ Education & Training also commissioned research into the impact of Erasmus+ projects and eTwinning on schools in primary and secondary education (Broek et al., 2022). The research shows that participation in Erasmus+ projects and eTwinning contributes to teachers' professional and didactic development. The impact of eTwinning on teachers' professional development was also found in other European countries (Crisan, 2013; Mouratoglou et al., 2022; Nawrot-Lis, 2018). To date, the effects of other IaH activities on teachers' international competence development have been little investigated.

4 Model of international competences for teachers

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The findings of the literature review and working sessions with education professionals led to the creation of the Model of international competences for teachers. The result is a schematic overview of learning outcomes of internationalisation activities for teachers, lecturers and staff.

The learning outcomes of internationalisation for teachers are divided into the same categories as in the Model of international competences (Nuffic, 2020): intercultural competences, international orientation and personal qualities.

The working sessions and the literature review show that a major part of the learning outcomes of internationalisation concern both students and teachers. However, there are also clear differences between the learning outcomes in the two models, mainly regarding the categories of international orientation and personal qualities. Despite the similarities, teachers should be expected to develop the competences at a higher level so that they can also demonstrate the competences to their pupils and students (Dimitrov & Haque, 2016).

This chapter describes which competences (highlighted in bold) are characteristic of the 3 categories (intercultural competences, international orientation and personal qualities) and can be targeted with internationalisation. You can find an overview of all competences in Figure 1 and Appendix A.

4.1 Intercultural competences

Intercultural competences consist of the attitudes, knowledge and skills needed when dealing with people from other cultural and linguistic backgrounds (Deardorff, 2004; Messelink, 2019). This is also described in the literature as 'cultural sensitivity' (Causey et al., 2020). Deliberate international activities

According to Deardorff (2009), attitudes form the foundation for teachers' intercultural competences. Attitudes are shaped by personal values and beliefs and influence behaviour. An attitude reflects the tendency to react to something or someone in a positive or negative way. Attitudes can thereby vary greatly depending on the situation and context (OECD, 2019).

During the working sessions with education professionals, it emerged that all the attitudes (**open-mindedness**, tolerance, **respect for diversity** and **interest in different perspectives**) in the Model international competences also apply to teachers. Except for tolerance, all of these attitudes were incorporated into the Model of international competences for teachers. According to the Dutch dictionary, the literal (translated) meaning of tolerance is "tolerance towards dissenters" (Van Dale, s.d.). This Dutch **article** argues that tolerance is something you give to dissenters and is based on power inequality. The term 'tolerance' is therefore replaced by **acknowledgement and appreciation of differences** in both models.

Based on the literature review, the attitude **curiosity** was added to intercultural skills. Deardorff (2009) describes that openness, respect for diversity and curiosity are 3 necessary and fundamental attitudes for developing intercultural knowledge and skills. In fact, these attitudes determine whether you are willing to engage in an interaction and can learn from it (Byram, 1977, cited in Messelink, 2019).

International mobility and eTwinning contribute to the development of intercultural attitudes among teachers and students of teacher-training programmes, such as open-mindedness and acknowledgement and appreciation of differences (Broek et al., 2022; Klein & Wikan, 2019; Phillion & Malewski, 2011; Rissanen et al., 2016).

Knowledge

Based on the working sessions, all competences listed under knowledge in the Model of international competences (Nuffic, 2020) were incorporated into the Model of international competences for teachers. These are **knowledge of foreign languages; (general) knowledge of communication styles; (general) knowledge of one's own and other cultures;** and lastly **familiarity with the principles of profiling and stereotyping based on identity**. These competences are also reflected in the literature.

According to Deardorff (2009), culture-specific knowledge and cultural awareness are essential for a teacher. Culture-specific knowledge is mainly about understanding worldviews, historical contexts and other factors that influence culture. Cultural self-awareness involves not only knowing about one's own culture and that of others, but also an awareness of your own perspective on the world and the fact that your background influences this perspective. This extends to an awareness that this perspective may include stereotypes that can lead to discriminatory and racist behaviour (Allport, cited in Messelink, 2019). In addition, the ITC model (Dimitrov & Haque, 2016) implies that teachers need to have knowledge of their own and other cultures and different communication styles in order to promote learning in diverse groups.

Skills

Based on the working sessions, the following intercultural skills were adopted from the Model of international competences (Nuffic, 2020): **confidence to communicate in foreign languages; listening, observing, and interpreting; perspective-taking; mediating and relating (bringing different people and perspectives together); collaborating in international teams,** and finally **dealing with uncertainty and managing differences and 'conflicts'**. These competences are also commonly mentioned in the literature.

Deardorff (2009) argues that an internationally competent teacher must be especially good at listening, observing, and reflecting. Dimitrov and Haque (2016) list bringing different perspectives together (and being able to demonstrate this to students) among the foundational competences for teachers. Moreover, an internationally competent teacher should motivate pupils and students to explore differences between groups of students without bias, leading by example (Dimitrov & Haque, 2016). However, this first requires the teacher to become familiar with the principles of categorisation and stereotyping. A study among Chinese and Norwegian students and teaching staff found that an international experience in the form of an exchange contributed to taking different perspectives and self-awareness, and that an exchange can change prejudices (Birkeland & Li, 2019).

In addition, there is evidence in the literature as to the effect of internationalisation on the development of foreign language skills. For instance, foreign language skills seem to increase through international mobility, although this strongly depends on the country to which the teaching staff travel and for what purpose they travel (Verbeek, 2019). Research also shows that eTwinning may have a positive impact on the development of foreign language skills (Broek et al., 2022; Mouratoglou et al., 2022). It can be assumed that internationalisation may contribute to teachers' foreign language skills, but this is highly dependent on several factors, as mentioned by Verbeek (2019).

Furthermore, internationally competent teachers must be able to teach pupils and students to cope with feelings of uncertainty that come with exploring differences. Students unfamiliar with intercultural interactions are more likely to categorise situations and people. When situations or people cannot be clearly categorised, this can cause feelings of uncertainty. In order to be able to support students in this, teachers themselves must also be able to deal with feelings of uncertainty (Dimitrov & Haque, 2006).

Based on the working sessions, the competence 'building intercultural relations and networks' was split into **intercultural relationship building** and 'forging and maintaining international networks and collaborations' (see 'International orientation towards education and the profession' in Paragraph 4.2).

4.2 International orientation

International orientation means the ability to approach social and personal issues through international perspectives. This requires familiarity with international themes, developments, institutions and perspectives relating to society, the world and the profession, as well as a critical attitude towards one's own (social) position and that of others (Messelink, 2019).

In the Model of international competences (Nuffic, 2020), international orientation is divided into international orientation towards (1) society and the world and (2) education and the profession. This subdivision corresponds to the dimensions of international engagement and international professional knowledge in the framework of international competences (ICOMs) drawn up by KU Leuven (2011, cited in Messelink, 2019).

In the Model of international competences for teachers, the following division is used: (1) international orientation towards society, and (2) international orientation towards education and the profession. 'Education and the profession' here refers to the teacher's teaching practice, the teaching discipline in which the teacher teaches and the future professional practice of the pupil or student.

International orientation towards society

In the discussions with education professionals, it emerged that the competences underlying the international orientation towards society and the world in the Model of international competences (Nuffic, 2020) also apply to teachers.

The competences included in the model for teachers are **ability to place societal issues in an international and cultural perspective, engagement with societal and political issues at a global level, critical attitude towards one's own social position and the position of others, worldwide**, and lastly **familiarity with supranational organisations and**

objectives, such as the SDGs, UN, EU, and global citizenship.

For the model for teachers, the UN's Sustainable Development Goals (SDGs) and the European Union (EU) were added to that last competence. The above competences are also found in the literature.

According to the literature, internationally competent teachers have knowledge about global situations and events, and understand how countries are connected and interdependent (Van Werven et al., 2021). Moreover, Dimitrov & Haque (2016) argue that interculturally competent teachers should make use of different international and cultural perspectives, frameworks and disciplinary approaches in teaching. For this, teachers require knowledge of - among other things - international and cultural perspectives and international institutions (for instance the UN and the EU). They also argue that interculturally competent teachers should be able to integrate concrete learning outcomes related to global learning into the curriculum. As mentioned earlier, global learning refers to a critical analysis of and an engagement with complex, interdependent systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability (AACU, 2013, cited in Dimitrov & Haque, 2016).

The previously mentioned research shows that internationalisation can contribute to developing this international orientation. Participation in Erasmus+ projects and eTwinning seems to have an impact on knowledge and engagement with international perspectives and themes, as well as embedding them in lesson content (Broek et al., 2022).

International orientation towards education and the profession

As mentioned earlier, international orientation towards education and the profession refers to the teacher's teaching practice, the teaching discipline in which the teacher teaches and the future professional practice of the pupil or student.

Based on the working sessions, the competences in the Model of international competences (Nuffic, 2020) were adjusted to be more in line with teachers' professional practice. For example, the competence 'familiarity with international organisations and developments in the discipline' in the student model was adjusted to **knowledge of international developments in one's own discipline and professional practice**. Similarly, the competence **knowledge of own and other countries' education systems** is an adaptation of 'knowledge of practising the profession in other countries'. The competence 'can use foreign knowledge, experience and methods' was made more specific and adjusted to **applying new pedagogical and teaching**

skills, both general and discipline-specific, in one's own teaching. The competence **ability to place the discipline in an international and cultural perspective** remained the same.

The participant reports (Verbeek, 2019) show that international mobility of teaching staff leads to increases in knowledge of other countries' education systems and the learning and application of new teaching and assessment methods. In addition, the teachers indicated that their attitude towards education had changed and that they had gained new subject-specific knowledge and skills. eTwinning also seems to contribute to the development of the above skills (Broek et al., 2022; Crisan, 2013; Mouratoglou et al., 2022; Nawrot-Lis, 2018).

In addition, a number of competences were added. During the working sessions, education professionals mentioned several times that it is important for teachers to have **knowledge about international competences and their importance**, and that teachers know how to apply this knowledge in class. This is consistent with the ITC model (Dimitrov & Haque, 2016) and the GTM (Kerkhoff & Cloud, 2020), which states that teachers should not only master certain international competences, but also be able to demonstrate and integrate them into the curriculum. Education professionals argued in the working sessions that having an international experience makes teachers more aware of the importance and added value of international competences for students and for themselves. At the same

time, they saw awareness among teachers as a prerequisite for getting pupils, students and other teachers involved and enthusiastic about an international experience. The study by Broek et al. (2002) shows that participation in Erasmus+ and eTwinning influences teachers' acceptance of international competences as core competences.

Education professionals also stated that internationally competent teachers are capable of **acknowledgement and utilisation of cultural diversity in the group or class**. This is also reflected in the ITC model (Dimitrov and Haque, 2016) and the GTM (Kerckhoff & Cloud, 2020). Internationalisation of teachers may contribute to the latter two competences, but this also needs further research. However, it does appear that eTwinning may contribute to creating an inclusive multicultural learning environment and promoting equal opportunities (Mouratoglou et al., 2022).

Finally, education professionals stated that **forging and maintaining international networks and collaborations** is relevant for facilitating international exchanges (both online and offline). The education professionals in Verbeek's study (2019) indicated that professional networks are enhanced and that partnerships with partner institutions are strengthened by international experiences. Finally, international mobility also has an impact on strengthening (international) partnerships with labour market and civil-society organisations, but the

degree of impact depends strongly on the relevant segment of the education sector. Also, eTwinning seems to have a positive impact on building and maintaining international networks and partnerships (Broek et al., 2022; Crisan, 2013; Nawrot-Lis, 2018)

4.3 Personal qualities

Personal qualities include personal traits that are relevant to, and can be acquired through, international and intercultural experiences. However, these traits cannot be acquired exclusively through internationalisation; for example, the trait 'reflective' does not require going abroad or participating in an internationalisation activity, but an international experience can contribute to the development of this trait.

Based on the working sessions, it was established that most of the personal qualities in the Model of international competences (Nuffic, 2020) also apply to teachers. The adopted traits are **self-confidence, self-awareness, reflective, flexibility, adaptability, resilience, creativity and entrepreneurial**.

Self-confidence and creativity have been shown to be positively affected by internationalisation. For example, an international experience seems to have a positive effect on teachers' self-confidence. Research on the impact of international mobility through the Erasmus+ programme and of online partnerships

through eTwinning has shown that primary and secondary education teachers are more confident in using English in lessons and more open to change. Teachers also feel more competent in guiding pupils' development into global citizens and in leading internationalisation projects (Broek et al., 2022). In addition, eTwinning appears to have a positive impact on the creativity of teaching staff (Mouratoglou et al., 2022).

In addition to the Model of international competences (Nuffic, 2020) other potential learning outcomes emerged in the working sessions. Firstly, education professionals mentioned **digital skills** as an important competence for teachers, for example when it comes to setting up and supervising international online collaboration projects. Research has shown that eTwinning and international mobility have positive effects on the development of digital skills among teachers, lecturers and staff (Crisan, 2013; Mouratoglou et al., 2022; Nawrot-Lis, 2018; Verbeek, 2019). **Innovation skills** also emerged in several working sessions as a possible learning outcome of internationalisation.

Moreover, the literature shows that international mobility has a positive effect on **job satisfaction and career opportunities** (Verbeek, 2019). Finally, international mobility seems to have a positive effect on **organisational and leadership skills**, although this likely depends strongly on the type of mobility in which the education staff member participated (Verbeek, 2019).

5 Conclusion



The Model of international competences for teachers was developed to provide insight into the added value of internationalisation. The model is a schematic overview of possible learning outcomes of internationalisation activities for teachers, lecturers and staff. The model is based on the Model of international competences (Nuffic, 2020) and consists of the following three categories: intercultural skills, international orientation (towards education and the profession and towards society) and personal qualities.

The model for teachers shows much overlap with the model for pupils and students. Teachers can also develop international competences by participating in internationalisation activities, although the desired level of proficiency may differ from that of pupils and students. Indeed, teachers must not only *master* international competences, but also be able to *demonstrate* them (Dimitrov & Haque, 2016).

Compared to the model for pupils and students, the biggest differences are in terms of international orientation (towards education and the profession) and personal qualities. Specific learning outcomes for teachers with regard to international orientation (towards education and the profession) include applying knowledge about international competences and their importance in their own teaching. Acknowledgement and utilisation of cultural diversity in the group or class is also a specific competence for

teachers. With regard to personal qualities, digital skills and organisational and leadership skills are examples of relevant learning outcomes for teachers.

The Model of international competences for teachers is a simplified representation of reality and is therefore never complete. The model provides a common basis for all segments of the education sector. The practical interpretation and applicability of the individual competences may be different for each school or educational institution, depending among other things on the school or educational institution, class composition and the region in which the educational institution is located.

Moreover, it should be noted that the field of internationalisation is constantly changing and new forms of internationalisation may emerge as time goes on. As a result, the learning outcomes of internationalisation activities may also change. In addition, such a model must also keep pace with possible changes in society and emphases of internationalisation.

6 Future research

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In this chapter, we mention some directions for future research regarding international competences of teachers, lecturers and staff.

6.1 Relationship between internationalisation activities and teachers' international competences

Research on the relationship between internationalisation activities and learning outcomes for teachers, lecturers and staff is mainly limited to international mobility and eTwinning. However, there are more forms of internationalisation.

For a follow-up study, it is therefore interesting to investigate the relationship between different forms of internationalisation, both international mobility and activities in the Netherlands, and the international competences that might be developed. Moreover, for some of the international competences, no evidence has yet been found that they can actually be developed through internationalisation. It is therefore important to continue investigating this in the future.

6.2 International competent teacher profile

The Model of international competences for teachers is an overview of the possible learning outcomes of internationalisation. However, what is still missing is an education-wide overview of skills teachers need to support students' development of international competences. These facilitative competences (Dimitrov and Haque, 2016) were beyond the scope of this study, but both education professionals and the literature consider them very important for the development of students' international competences. At the same time, the discussions revealed a need for an education-wide profile description of an internationally competent teacher. These are possible topics for further research.

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Appendix A: Overview of international competences for teachers



Intercultural competences

Attitudes

- open-mindedness
- acknowledgement and appreciation of differences
- respect for diversity
- interest in other perspectives
- curiosity

Knowledge

- knowledge of foreign languages
- (general) knowledge of communication styles
- (general) knowledge of one's own and other cultures
- familiarity with the principles of profiling and stereotyping based on identity

Skills

- confidence to communicate in foreign languages
- listening, observing, and interpreting
- perspective-taking
- mediating and relating (bringing different people and perspectives together)
- dealing with uncertainty, managing differences and 'conflicts'
- collaborating in international teams
- intercultural relationship building.

International orientation

Education and the profession

- forging and maintaining an international network and partnerships
- applying new pedagogical and teaching skills, both general and discipline-specific, in one's own teaching
- applying knowledge about international competences and their importance in one's own teaching
- ability to place the discipline in an international and cultural perspective
- knowledge of own and other countries' education systems
- knowledge of international developments in one's own discipline and professional practice
- acknowledgement and utilisation of cultural diversity in the group or class

Society

- familiarity with supranational organisations and objectives, such as the SDGs, UN, EU, and global citizenship
- ability to place societal issues in an international and cultural perspective
- engagement with societal and political issues at a global level
- critical attitude towards one's own social position and the position of others, worldwide

Personal qualities

- self-confident
- innovative
- self-aware
- reflective
- flexible
- adaptable
- resilient
- creative
- entrepreneurial
- critical attitude towards and awareness of job satisfaction and career opportunities
- digital skills
- organisational and leadership skills

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