



Hanze  
University of Applied Sciences  
Groningen



# The role of teaching staff in internationalisation

**Strategic competence development**

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# Internationalisation's impact on teaching

**Internationalisation strategies of HE institutions have had a considerable impact on teaching**

- teaching in a foreign language – often English
- international classrooms as a result of student mobility
- curriculum adaptation through Internationalisation@Home
- emphasis on international/intercultural LOs.

**However**

- focus has been on the student
- role of teaching staff has been under-emphasised
- competence development of HE teaching staff for internationalisation has been underestimated

# Internationalisation's impact on teaching

## Present situation

- English language development has been given priority
- some attention for intercultural competences
- lack of attention for other competences

# Investing in staff development

## **Internationalisation of the curriculum means investing in professional development of teaching staff**

More attention for a wider range of competences:

- international knowledge and experience of the professional discipline
- intercultural knowledge and skills > for the international classroom, but also to operate in international networks and projects
- “intercultural didactics”
- knowledge of the main developments in international HE > e.g. Bologna Process and Erasmus+

# Investing in staff development

## Competence development of teaching staff in relation to the international HE environment

- needs to be systematically addressed
- (preferably) in the framework of HRM
- as part of the professional development strategy of a HE institution

## International Competences Matrix

- an HRM tool
- defines (levels of) competences required for various tasks in an international perspective

INTERNATIONAL COMPETENCES MATRIX (2015)								
Task / Competence	Intercultural competences in an international context (personal)	Didactic or research competences in an international context (professional)	Competences related to different educational systems and teaching and learning styles	Competences connected with the personal academic discipline in an international context	Competences connected with the international labour market and working environment of the professional field	English Language Proficiency: understanding (listening and reading)	English Language Proficiency: speaking (interaction and production)	English Language Proficiency: writing
Teaching in the national language (domestic classroom)	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 one's teaching.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)	
Academic counselling (domestic students)	Is able to identify one's 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.	Is aware of the fact that different (sub)cultures may be represented in the student body of the programme and is able to make adjustments for cultural differences in one's interaction with individual students.		Is familiar with the international dimensions of the degree programme and is capable of using this knowledge in the supervision and counselling of students, e.g. with regard to study path choices.	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 acknowledge these differences in one's counselling activities.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)	

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# International Competences Matrix

**For full details on the ICM**

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

# International Competences Matrix

## Function of the matrix

- to alert teachers and managers to the fact that working in an international environment may mean that training in 'weak' areas may be required > awareness raising
- teacher and management come to an agreement about competence development track in the framework of HRM cycle
- both recognise it as a mutual responsibility
  - management enables and facilitates > options for professional development must be available
  - teacher commits him/herself



# International Competences Matrix

## Prerequisites for successful implementation

- a setting in which competences and competence development can be discussed > e.g. in Dutch HE (esp. UAS) appraisal interviews are standard practice
- not sanction orientated, but development orientated > win-win
- availability of professional development options
- recognition/reward for improved competence

# Professional Development Initiatives

- **Online module “Introduction to Internationalisation”**  
In collaboration with Nuffic.  
To acquaint (all) teaching staff with basic knowledge about teaching in an international working environment.
- **Advanced Qualification for Internationalisation (AQI)**  
Developed by Marion Troia and Els van der Werf  
Professional development track for teachers at a more advanced level.

**Thank you!**

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