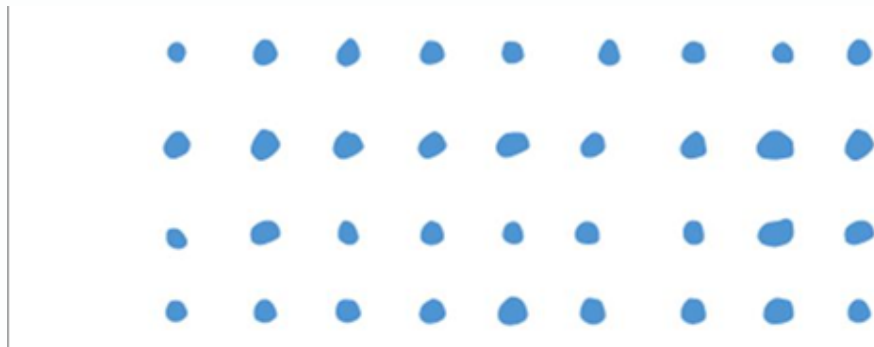




PR5 REPORT: THE DITE MODEL AND GUIDELINES FOR EUROPE AND BEYOND



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PROJECT RESULT 5: DESIGN AND DEVELOPMENT OF
A MODEL AND GUIDELINES FOR IMPLEMENTING DITE



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PR5 EXECUTIVE SUMMARY AND LIST OF ACRONYMS AND FIGURES

Executive Summary

The present report (DITE PR5) draws on the previous project results of the DITE **(Diverse Internationalisation of Teacher Education)** project, delivered between November 2021 and October 2024. It derives from the combined findings of, and good practices identified within, earlier DITE reports; from input from DITE Focus Groups; and from impacts enabled through DITE training courses.

The primary aim of the DITE PR5 report is to formulate a general, transferable model that can be used as a tool to support universities in the internationalisation of secondary teacher training. The report recognises that teacher education is an area of Higher Education (HE) where internationalisation is yet to make significant impact. It also acknowledges that, in this context, 'one size' cannot fit all HE systems of secondary teacher education. Consequently, the form taken by the PR5 DITE model and framework articulated here rests on a series of prompts for reflection and action, constructed in such a way as to be usable and adaptable within different modalities of HE secondary teacher training. Created by universities for universities, the PR5 DITE model will also be of value to regional and national bodies and agencies that guide or regulate the development of secondary teacher education.

The PR5 DITE model is intended to enhance resources available to support the internationalisation of teacher education by Higher Education Institutions (HEIs). It is focused on those key elements of teacher training that enable future teachers not only to develop, but also to transmit to their students, a global mindset and a greater understanding of cultural diversity. It reflects the centrality, to the internationalisation of teacher education, of 'internationalisation at home' (IaH). And it illustrates the linkages between internationalised teacher education; wider educational practice geared towards diversity, inclusion, and intercultural awareness; and the work of social justice.

In order to contextualise DITE PR5 within the wider DITE project, this report takes the following form:

AN INTRODUCTION TO DITE → BUILDING THE PR5 DITE MODEL → THE DITE MODEL





List of Acronyms

DITE Diverse Internationalisation of Teacher Education

EDI Equality, Diversity, and Inclusion

HE Higher Education

HEI Higher Education Institution

IaH Internationalisation at Home

ITE Internationalisation of Teacher Education

PG Postgraduate

PR Project Result

SDG Sustainable Development Goal

TE Teacher Education

UG Undergraduate

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Figure 4: The DITE Model

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SECTION 1 INTRODUCTION TO DITE

1.1. What is the DITE Project?

Delivered between November 2021 and October 2024, the DITE project is concerned with the **diverse internationalisation of teacher education (DITE)**: that is, with those elements within teacher training provision that prepare teachers to educate future generations of school students to become global citizens, in a globally interconnected, culturally diverse world. Focused on the education of secondary school teachers and guided by a recognition that teacher education (TE) is one of the least internationalised arenas of Higher Education (HE), the goal of the DITE project is to support the engagement of future teachers with international perspectives. It aims to address and promote the value of those features of teacher education that ensure the internationalisation of this critical area of HE. Centred on the need to enable future teachers to develop competences that engender, and help their students to develop and demonstrate, a global mindset, the DITE project prioritises the incorporation in teacher education of learning grounded in 'internationalisation at home' (IaH). That is, it focuses centrally on the inclusion in teacher training delivered on campus within Higher Educational Institutions (HEIs) of international and/or global content intended to 'develop international and intercultural knowledge, skills and attributes' (*UUKi Outward Student Mobility Network 2024, p.3*), rather than (just) on internationalised teacher education achieved through outward mobility to overseas partner institutions. It recognises moreover the connectivity between the internationalisation of teacher education (ITE) and the need to prepare future teachers to engage with and advocate for better understandings of cultural diversity and inclusion, in the classroom and in society, in the interests of social justice.

1.2. Why is DITE Important?

Higher Education, across and beyond Europe, is increasingly committed to and shaped by proactive engagement with the United Nations Sustainable Development Goals (SDGs).





Figure 1: UN Sustainable Development Goals

Source: <https://www.un.org/sustainabledevelopment/news/communications-material/>

Within the SDGs, Goal 4, focused on ensuring inclusive and equitable quality education for all, is a major driver for HE strategy and policy. Within Goal 4, target 4.7 provides critical context for the incorporation of internationalisation into teacher education in HEIs. Target 4.7 is intended to ensure that by 2030, all learners '**acquire the knowledge and skills needed to promote sustainable development**'. It includes **education for global citizenship and for the appreciation of cultural diversity** as routes that allow such learning to happen. And it identifies teacher education as a specific mechanism whereby education for global citizenship is enabled <https://sdgs.un.org/goals/goal4>.

Viewed within the framework of the SDGs, and specifically SDG4 and target 4.7, the relevance and significance of the DITE project is clear.

- The project is centred on the internationalisation of teacher education (ITE), and on the impact that incorporating internationalisation into teacher training makes on secondary education, secondary teachers, and secondary school students;
- It recognises that secondary teachers play a critical role in equipping future generations with skills, capabilities, and perspectives geared to the needs, demands, values, and trends (demographic, societal, political, economic, cultural) of a diverse, globalised world;
- It understands, likewise, that embedding international elements into secondary teacher education positively supports wider societal wellbeing, by enabling teachers to further enhance their own and their





student's awareness of what cultural diversity and inclusion look and feel like, and why attention to and respect for cultural difference(s) matters;

- It positions the internationalisation of teacher training as a socially responsive practice, whose impact is far-reaching and whose implementation is overdue;
- It aligns thereby with wider HE work grounded in social engagement and responsibility, which, through activities with internationalised dimensions, addresses societal challenges or requirements. Such work is mapped in the recent *Internationalisation in Higher Education for Society (IHES)* project, coordinated by Palacký University Olomouc <https://ihes.upol.cz/>;
- It provides evidence-based, pragmatic materials and guidelines to those at the forefront of teacher education, to facilitate the implementation of ITE.

1.3. Project Website

<https://dite.usz.edu.pl/>

1.4. Project Partners

The partners involved in the project consortium are:

- The University of Szczecin, Poland (lead partner) <https://en.usz.edu.pl/>
- Universitat Rovira i Virgili, Spain <https://www.urv.cat/en/>
- University of Porto, Portugal <https://www.up.pt/portal/en/>
- Adam Mickiewicz University, Poland <https://amu.edu.pl/en>
- The Global Impact Institute, Czech Republic
<https://www.globalimpactinstitute.eu/>
- The SGroup Universities in Europe network <https://sgroup-unis.eu/>

The project has also involved significant engagement with and input from associate partners drawn from the spheres of secondary education and educational governance and administration, including representative of high schools and regional public bodies.





1.5. Project Objectives

The objectives of the project are to:

- Understand how the internationalisation of teacher education (ITE) is achieved and implemented in countries represented by the project consortium, by collecting examples of good practice and undertaking interviews with persons actively participating in the education of future teachers;
- Gather information intended to serve as a basis for training sessions and events for academic teachers in project consortium institutions who teach students of teacher education (TE);
- Formulate a more general model and guidelines for implementing DITE in other institutions;
- Initiate a DITE network consisting of organisations from within and outside the project consortium engaged with the internationalisation of teacher education.

1.6. Project Results

The intended project results (PRs) are:

PR1 A report on the status of the internationalisation of teacher education (ITE) grounded in research carried out at the four project consortium HEIs in Poland, Spain, and Portugal

<https://dite.usz.edu.pl/results/>

PR2 The conceptualisation and implementation of a DITE Train-the-Trainer manual

<https://dite.usz.edu.pl/results/>

PR3 The design and development of in-house training materials;

PR4 A report on the impact of the training on the development of skills and competences related to ITE;

PR5 The production of a general DITE model that, focused on the education of secondary school teachers, enables the implementation of ITE in diverse HE contexts.





SECTION 2 BUILDING THE PR5 DITE MODEL



Figure 2: Building the PR5 DITE Model
Source: SGROUP UNIVERSITIES IN EUROPE NETWORK

2.1. The Function of PR5

The model elaborated below, in section 3, reflects findings from earlier DITE PRs, including those related to key issues, challenges, and good practices identified through the work of the DITE project. The model has been formulated to engender reflection and action, through the provision of concrete and pragmatic prompts and pointers for secondary teacher education development, developers, and educators. Focus Group activity fed into its development. Its delivery is supported by training materials produced by the DITE project.

2.2. The DITE Model: Target Audiences and Groups

Primarily, the DITE model is one that has been created by universities for universities, to support HEIs and their teacher education (TE) departments in the purposeful, effective internationalisation of teacher education. It is also however intended to be of value to regional and national bodies and agencies that influence, guide, and regulate education policy and teacher training. These include for instance Ministries of Education and networks and groups engaged with the development of educational policy, projects, and resources. The DITE model, like the DITE project, enables such bodies and agencies to better understand:

a) how HEIs can serve agendas allied to internationalisation and to social





engagement and

b) how they can be mobilised to do so.

Within the spheres of higher and secondary education, the model's target audiences and groups encompass not only teacher educators and departments of TE in HEIs, but also new and returning students of TE, and other stakeholders who support, champion, or benefit from ITE. The latter group includes (but is not limited to) the leaders and the International Offices of HEIs that deliver TE, and secondary schools that receive trainee teachers and/or graduates of TE programmes.

2.3. Principles Behind the DITE Model

- That the internationalisation of teacher education (ITE) is an area of Higher Education that is ripe for significant attention;
- That ITE is critical if an education for global citizenship (cf SDG target 4.7) is to be delivered effectively and systematically
 - a) to future teachers and
 - b) by future teachers to the school students they will teach;
- That ITE is a key way in which future teachers are trained to develop, and to enable their students to develop, broader intercultural competences related to
 - a) awareness, understanding, and appreciation of cultural diversity and
 - b) connection with, empathy towards, and respect for other cultures (cf SDG target 4.7);
- That, as a route into intercultural competence and the transmission of intercultural competence, understood as the ability to negotiate intercultural situations effectively, based on intercultural knowledge, skills, and attitudes (Deardorff 2006), ITE is a socially responsive and responsible practice;
- That ITE therefore aligns with wider work in HE on social engagement and responsibility, and with the social mission of universities;
- That ITE supports future teachers in their development of transferable skills, including those related to engagement with diverse, multicultural student populations and classrooms, that will enhance their educational practice and support their future professional growth and career progression;
- That 'internationalisation at home' (IaH) — i.e., the 'purposeful





integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen and Jones 2015, p. 69) — is central to implementing ITE;

- That physical experiences of 'outward mobility' — overseas placements of various kinds — are of value to ITE, if tailored to the objectives of the TE programme of which they form part, but may only be accessible to a minority of students, and should not constitute the sole medium for the delivery of ITE;
- That ITE is enhanced by collaborative working, by teacher training departments and practitioners, with partners and stakeholders across and outside their home institutions.

2.4. The Challenge of Producing a General and Transferable Model of ITE

Determined by the legislative and policy frameworks of the national and/or regional contexts in which it is undertaken, secondary teacher training can and does take a variety of forms across and beyond Europe (UNESCO 2019, pp. 5-6). As the *UNESCO Classification Framework for Trained and Qualified Teachers* report confirms (UNESCO 2019, p.4), initial teacher education may be delivered through

- a) concurrent;
- b) consecutive; or
- c) alternative routes: that is through
 - a model combining academic and pedagogical studies;
 - a model that entails a first stage of HE study in an academic discipline followed by a separate, successive professional teacher training phase; or
 - a model grounded in short professionally-oriented or employment-based school-centred training.

Concurrent and consecutive pathways 'are still considered the main routes into teaching' (UNESCO 2019, p. 4) and within those routes, consecutive programmes are thought to be more flexible. These typically entail initial subject-based academic study at undergraduate (Bachelor, first cycle) level, followed by a postgraduate (second cycle) teaching qualification (eg a Master's degree or postgraduate certificate in education).

In light of the diverse routes into teacher training, the production of a





general and transferable model for the internationalisation of teacher education certainly poses a degree of challenge. However, provided that the model is a) formulated sufficiently flexibly to enable its use in different teacher education contexts and different teacher education pathways and b) constructed to prompt thinking about how it might be incorporated into different contexts and routes, the challenge of variability can be overcome. The PR5 model outlined here has been elaborated with those imperatives in mind. It is born moreover out of a thinking process centred in attention to how, and where, internationalisation 'fits' in teacher education: a process visually captured here:

DITE MODEL – where does ITE fit?

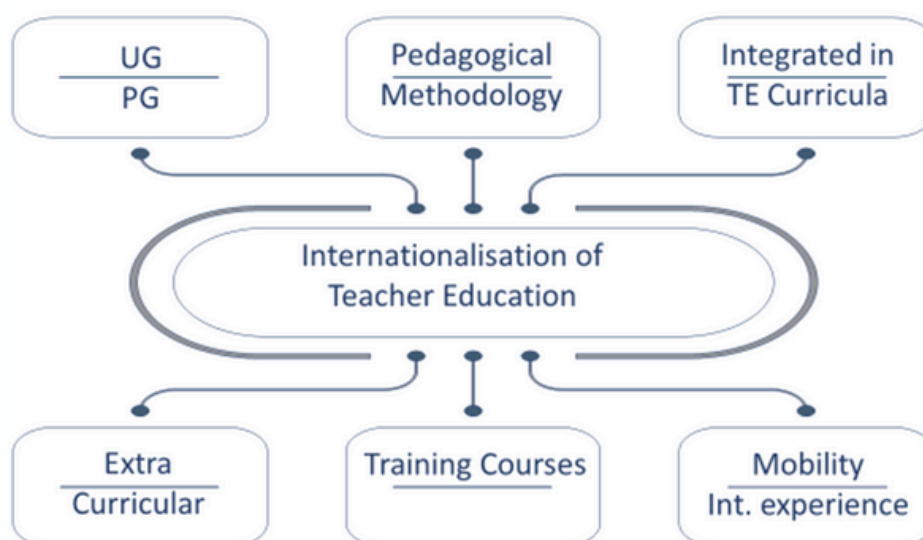


Figure 3: Where does ITE fit?

Source: SGROUP UNIVERSITIES IN EUROPE NETWORK

SECTION 3 THE DITE MODEL

3.1. The Rationale for the PR5 DITE Model

Reflecting on the 'fit' of ITE within teacher education provision has proved a key stimulus for the production of the PR5 DITE model offered below in figure 4. The model is intended as a **thinking tool**, formulated to





prompt and guide reflection and action. It is grounded in a set of **eight headline questions (HQs)**, forged from earlier DITE PRs and related focus group activity. The **headline questions (HQs)** are addressed to departments of teacher education, teacher education programme teams, and individual teacher educators — the primary audience of the DITE model. They reflect the understanding that ITE matters as a socially responsive and responsible practice, and one that benefits not only new teachers but their future students too. They are a mechanism to support teacher educators in the internationalisation of secondary teacher training. They are also a resource for other stakeholders who are involved with, champion, or benefit from ITE. They are divided into two key sections intended to provoke thinking and action on a) the inputs needed to achieve ITE and b) the intended outputs and outcomes of the successful integration of internationalisation in teacher education. These HQ sections are as follows:

Inputs

- **Where** will you introduce internationalisation into your TE programme, and **why**?
- **How** can internationalisation be integrated into your TE programme?
- **Who** are the key partners and stakeholders in the internationalisation of your TE programme?
- **What** are the key enablers that support and enhance the internationalisation of your TE programme?

Outputs and Outcomes

- **Learning and knowledge:** what learning and knowledge does the internationalisation of your TE programme enable and encourage?
- **Skills:** what are the skills enabled and encouraged by the internationalisation of your TE programme?
- **Values and attitudes:** what are the values and attitudes enabled and encouraged by the internationalisation of your TE programme?
- **Impact:** what is the intended impact of the internationalisation of your TE programme, and on whom?

The DITE model is captured in graphic form in section 3.2, figure 4, below. To make it meaningful and practical, each of its eight core **headline question elements (HQs)** is accompanied by a set of further, **prompt questions (PQs)** articulated in section 3.3 below and designed to support teacher educators in the integration of international dimensions into the TE programme or programmes for which they





are responsible. These further **prompt questions (PQs)** serve as an implementation framework for the DITE model. They are formulated in such a way as to recognise that individual HEIs and TE departments will want and need to adapt ITE to fit local contexts, objectives, and requirements.

3.2. The DITE Model

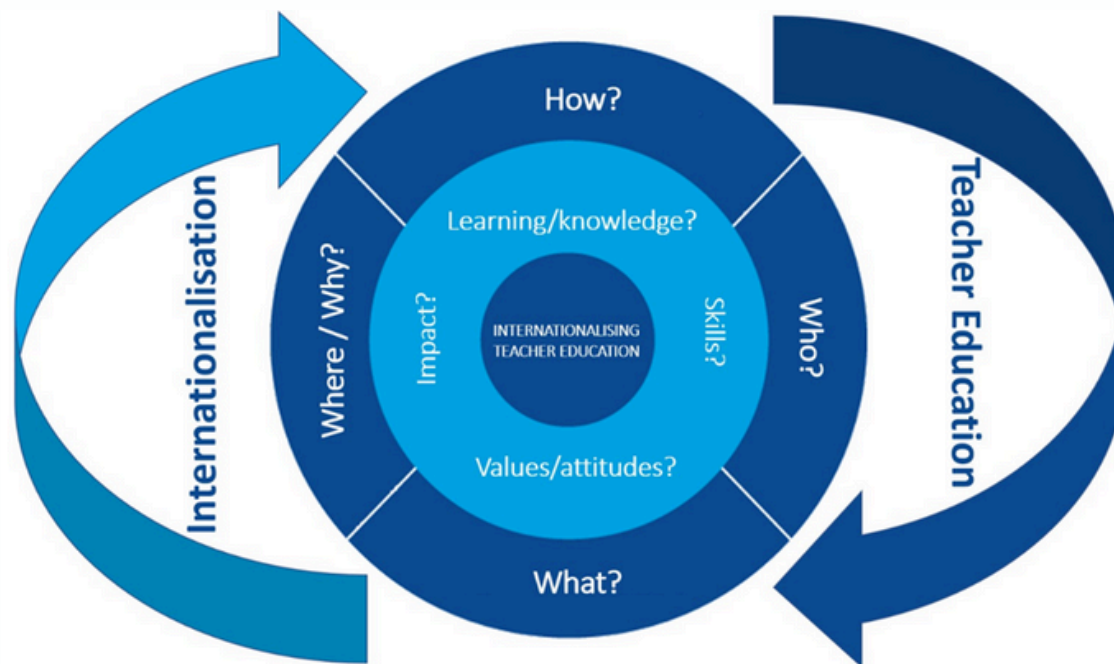


Figure 4: The DITE Model

Source: SGROUP UNIVERSITIES IN EUROPE NETWORK

3.3. The DITE Model Framework

Each of the eight sections below comprises **prompt questions (PQs)** related to the eight **headline questions (HQs)** of the DITE model. Like the **HQs**, the **PQs** are addressed to departments of teacher education, teacher education programme teams, and individual teacher educators. They are designed to provide those at the forefront of teacher education with tools for exploring, introducing, and implementing ITE. They reflect the understanding that ITE is central to the provision of education for global citizenship and helps train future teachers to develop, and enable their students to develop, broader competences related to awareness and appreciation of cultural diversity and to connection with other cultures.





HQ1 Where will you introduce internationalisation into your TE programme, and why?

PQ1.1. Consider the components of the curriculum of your TE programme. Where does including international or global content and perspectives work most effectively? Is that in:

- Discipline-specific curriculum areas?
- Curriculum elements related to teaching methodology?
- Curriculum elements related to classroom management?
- Other curriculum areas?

PQ1.2. Are there co-curricular, extra-curricular, or informal sections of your TE programme which lend themselves to the introduction of international or global content and perspectives?

PQ1.3. How will you contextualise and engage your students with the internationalised elements of your TE programme, demonstrating their value, impact, and relevance?

PQ1.4. How will you relate these elements to wider attention to issues of cultural diversity and inclusion, and to the development of intercultural competence, understood as the ability to negotiate intercultural situations through intercultural knowledge and skills (Deardorff 2006)?

PQ1.5. How will you work with placement providers and with your students to address the integration of internationalised elements into teaching practice and/or learning enabled by teaching practice?

HQ1 Resources

Deardorff, D. (2006). 'Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization', *Journal of Studies in International Education*, 10 (3), pp. 241-266.

DITE PR1. (2022). Report on the Status of Internationalisation of Teacher Education. Available at <https://dite.usz.edu.pl/results/>

DITE PR2. (2023). The DITE Trainer's Manual. Available at <https://dite.usz.edu.pl/results/>





HQ2 How can internationalisation be integrated into your TE programme?

Internationalisation of the HE curriculum, formal and informal, can be understood as 'the incorporation of international and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study' (*UUKi Outward Student Mobility Network 2024, p.3*).

While study abroad is a route into achieving curriculum internationalisation, opportunities for physical outward mobility, namely those involving a semester or year abroad rather than a short-term mobility, may be limited to a minority of students. Consequently, 'internationalisation at home' (IaH), entailing 'activities that aim to develop international and intercultural knowledge, skills and attributes for all students on campus' (*UUKi Outward Student Mobility Network 2024, p.3*), is key to the creation of an internationalised programme of study.

PQ2.1. In light of the above, will you introduce a physical outward mobility (for instance, a summer school or short-term placement) into your TE programme? What will be its nature and duration, and how will it support the learning outcomes of the TE programme? How can you make it accessible to all your students?

PQ2.2. If you prioritise the incorporation of internationalisation at home (IaH) into your TE programme, how will you achieve the 'purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within [your] domestic learning environments' (*Beelen and Jones 2015, p. 69*)? Will this be through the inclusion of curriculum elements, formal and/or informal, that:

- Highlight the role of secondary teachers in preparing their students for global citizenship, by equipping their students with capabilities and perspectives geared to the issues and trends of a diverse, globalised world?
- Support the development of related knowledge, learning, and skills in your TE students, allied to global challenges?
- Highlight the role of secondary teachers in developing their students' knowledge of different cultures, their appreciation of cultural diversity, and their intercultural competence?





- Support the development of related intercultural awareness and competences in your TE students?
- Develop your TE students' capacity to work and communicate effectively in multicultural and internationalised classrooms and contexts?
- Develop your TE students' capacity to use, sensitively, multicultural and internationalised environments to enhance the international and intercultural learning of their students?
- Introduce your TE students to options for working in international settings?

PQ2.3. To support the integration of internationalisation at home (IaH), and related student learning, in the formal and/or informal elements of your TE programme, how might you make use of the following?

- Inclusion in your programmes of lectures and seminars involving colleagues from international partner institutions and/or TE colleagues or alumni with experience of working in diverse international contexts?
- Inclusion in your programme of online international learning (COIL) projects engaging your TE students with students from international partner institutions?
- Introduction of your TE students to platforms such as etwinning that support the development of transnational and cross-cultural projects for school teachers and their students <https://school-education.ec.europa.eu/en/etwinning?>
- Resource materials related to the trends and challenges (demographic, societal, political, economic, cultural) of a diverse, globalised world, relevant to your TE programme?
- Resource materials related to intercultural learning and competence and to the development in school students of intercultural learning and competence, relevant to your TE programme?
- Resource materials related to the multicultural and internationalised classroom?
- Culturally diverse reading lists and other resource materials?
- Opportunities for foreign language learning?
- Opportunities for short internships in bilingual or international schools?
- Opportunities for developing intercultural competence and intercultural communication skills?

PQ2.4. How will you reflect attention to ITE not only in the content but also





in the assessment tasks, learning outcomes, and teaching methodologies of your TE programme?

HQ2 Resources

Beelen, J. and Jones, E. (2015). 'Redefining Internationalization at Home', in Curaj, A., Matei, L., Pricopie, R., Salmi, J. and Scott, P. (eds), *The European Higher Education Area. Between Critical Reflections and Future Policies*. Springer International Publishing, pp. 59-72.

Deardorff, D. (2006). 'Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization', *Journal of Studies in International Education*, 10 (3), pp. 241-266.

DITE PR1. (2022). *Report on the Status of Internationalisation of Teacher Education*. Available at <https://dite.usz.edu.pl/results/>

DITE PR2. (2023). *The DITE Trainer's Manual*. Available at <https://dite.usz.edu.pl/results/>

UUKi Outward Student Mobility Network. (2024). *Internationalisation at Home (IaH): Introductory Handbook*. Available at <https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi/IaH%20handbook/IAH%20UUKi%20150124%20v2.pdf>

HQ3 Who are the key partners and stakeholders in the internationalisation of your TE programme?

PQ3.1. The following individuals, teams, groups, and/or organisations can support the inclusion of international and intercultural dimensions and perspectives in your TE programme, facilitating the development of ITE activity and the international and intercultural learning of your TE students. In light of that, how might you work collaboratively with:

- Your university's International Office, Study Abroad, and/or International Partnerships teams?
- Specialist summer school and short-term overseas placement and internship providers?
- International partner institutions and/or colleagues interested in collaborating on online international learning (COIL) TE projects?
- International colleagues and/or TE colleagues or alumni with international experience who might contribute lectures or seminars to your TE programme?





- Specialist colleagues, teams, groups, and organisations in or outside your institution engaged with the internationalisation of the curriculum and internationalisation at home?
- Specialist colleagues, teams, groups, and organisations in or outside your institution engaged with work on global challenges and/or the UN Sustainable Development Goals (SDGs)?
- Specialist colleagues, teams, groups, and organisations in or outside your institution engaged with intercultural learning and intercultural communication?
- Specialist colleagues, teams, groups, and organisations in or outside your institution engaged with issues of equality, diversity, and inclusion (EDI) in HE and/or secondary education?
- Colleagues from the Careers Office of your university able to advise your TE students on working internationally?
- Foreign language learning providers?
- Bilingual or international schools able to offer short internships or training sessions to your TE students?
- Your university's Student Union, international student societies, and the student representatives on your TE programme?
- The bodies and agencies that regulate or guide the development of teacher education in your region or nation?

HQ3 Resources

DITE PR2. (2023). *The DITE Trainer's Manual*. Available at <https://dite.usz.edu.pl/results/>

HQ4 What are the key enablers that support and enhance the internationalisation of your TE programme?

ITE brings significant benefits to future secondary teachers. It supports the development of skills related to education for global citizenship and for cultural diversity and inclusion: that is, to educational practices with which, regardless of their subject area, future teachers will certainly need to engage. It enhances their understanding of and ability to work successfully in multicultural classrooms. It enhances their future career opportunities, including those available in international contexts.





It is however the case that embedding internationalisation into TE programmes may encounter challenges. These can include:

- Lack of space for internationalised elements in the TE programme, especially where core requirements are regulated by external bodies, in the context of regional and/or national TE policy imperatives;
- Barriers to engagement by TE students with outward mobility opportunities, related to a) lack of funding, b) limited foreign language skills on the part of TE students, and c) lack of space in the TE curriculum for overseas placement activity (a particular issue for postgraduate TE);
- Lack of familiarity on the part of teacher educators with 'internationalisation at home' (IaH) — the primary vehicle for the internationalisation of teacher education — and with the beneficial impact of IaH on TE;
- Lack of familiarity with the value of IaH activity on the part of TE students;
- Lack of familiarity with the benefits of internationalised teacher education on the part of institutional leaders, and related lack of support for its development.

PQ4.1. Enablers that help to address these challenges include the following. How might you use these enablers to internationalise your TE programme in a way that engages TE students and colleagues, and elicits the support of other institutional colleagues and teams?

- Provision, initially, to TE students of co-curricular, extra-curricular, or informal activities focused on global, international, or intercultural themes allied to your TE programme. These can be developed gradually and embedded into the core curriculum. Their value should be communicated to TE students in terms of their relevance to a) their subject-specific and pedagogical learning, b) their development of intercultural competence, and c) their development of skills related to classroom management and future career opportunities;
- Provision to TE students of short-term outward mobility opportunities funded by your institution or by external bodies and schemes, with no requirement for foreign language expertise;
- Training provision for all colleagues involved in TE, focused on how to practically incorporate internationalisation at home (IaH) into TE programmes. Such provision should communicate how embedding IaH





supports a) TE students' intercultural learning and competence and b) their development of skills related to education for global citizenship, classroom management, and future career opportunities;

- Collaboration with individuals, teams, groups, and/or organisations within and outside your university that can support the inclusion of internationalised dimensions in your TE programme and help communicate the benefits of ITE to TE students and colleagues and institutional leaders. TE alumni can play a vital role here;
- Ongoing dialogue with colleagues and teams leading or involved with the internationalisation, learning and teaching, social mission, and EDI strategies of your institution, to place ITE in the context of wider institutional strategy and policy and enhance engagement with its incorporation in teacher education.

HQ4 Resources

DITE PR2. (2023). *The DITE Trainer's Manual*. Available at <https://dite.usz.edu.pl/results/>

UUKi Outward Student Mobility Network. (2024). *Internationalisation at Home (IaH): Introductory Handbook*. Available at <https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi/IaH%20handbook/IAH%20UUKi%20150124%20v2.pdf>

HQ5 Learning and knowledge: what **learning and knowledge** does the internationalisation of your TE programme enable and encourage?

Goal 4 of the UN Sustainable Development Goals (SDGs) focuses on inclusive and equitable quality education for all. Within Goal 4, target 4.7 aims to ensure that by 2030, all learners 'acquire the knowledge and skills needed to promote sustainable development'. It includes education for global citizenship and for the appreciation of cultural diversity as routes that allow such learning to happen, and identifies teacher education as a key mechanism whereby education for global citizenship is enabled <https://sdgs.un.org/goals/goal4>

PQ5.1. How will the inclusion of internationalised elements in your TE programme enhance your TE students' learning and knowledge in relation





to global trends and challenges, including those related to multicultural and intercultural issues? How will that learning and knowledge enable your students to better prepare their future students for life in a diverse and globalised world?

HQ6 Skills: what are the **skills** enabled and encouraged by the internationalisation of your TE programme?

PQ6.1. How will the inclusion of internationalised elements in your TE programme support the development in your TE students of skills related to:

- Awareness of global trends and challenge?
- Awareness and appreciation of cultural difference?
- Awareness of issues of equality, diversity, and inclusion?
- Intercultural competence?
- Classroom communication and management, in environments where classrooms are multicultural or internationalised?
- Future professional development and career opportunities?
- Collaborative/team working and problem solving?
- Pedagogical creativity and innovation?

HQ7 Values and attitudes: what are the **values and attitudes** enabled and encouraged by the internationalisation of your TE programme?

PQ7.1. Consider the core values and attitudes your TE programme seeks to encourage in your students. These may include:

- Openness
- Determination
- Integrity and honesty
- Respect for difference
- Empathy
- Responsibility

How will the inclusion of internationalised elements into your TE programme support the development of such, and other key, values and attitudes, and encourage your TE students to reflect on them?

HQ8 Impact: what is the intended **impact** of the internationalisation of your TE programme, and on whom?





PQ8.1. How will the inclusion of internationalised elements in your TE programme support the provision of education for global citizenship and for the appreciation of cultural diversity by your TE students to the students they will teach in the future? What difference will that make to future generations of school students?

PQ8.2. How will the inclusion of internationalised elements in your TE programme make a difference to the programme itself, to your TE students' experience of the programme, and to their future professional trajectories and career development?

PQ8.3. How will you encourage your TE students to reflect on their experience of internationalised teacher education, and its impact on their learning?

PQ8.4. How will you measure and evaluate the overall impact of your ITE project, and communicate that impact to key stakeholders?

3.4. The DITE Teacher Educator Checklist

A teacher educator checklist, for use by departments of teacher education, teacher education programme teams, and individual teacher educators as they develop ITE projects and practices, is a valuable complement to the DITE model and framework. A suggested outline is included here:

As I/we develop and embed work related to the internationalisation of the teacher education programme(s) for which I am/we are responsible, have I/we:

Identified the most effective place or places in the programme(s) to introduce and implement ITE?

Communicated the relevance of ITE and the rationale for its inclusion in the programme(s) effectively to students and other stakeholders?

Selected the elements of ITE most relevant to the programme(s) and its (their) students, and ensured these are delivered in ways that maximise their impact?





Considered whether an overseas placement, alongside ITE activity centred in Internationalisation at Home (IaH), might be included in the programme(s)?

Worked collaboratively with individuals and teams within and outside the university to maximise the effectiveness of the international and intercultural elements of the programme(s)?

Identified and engaged with enabling elements that help to ensure the effective internationalisation of the programme(s) and overcome barriers to success?

Considered the learning and knowledge that the international and intercultural elements of the programme(s) enable and encourage and reflected that thinking in the learning outcomes of the programme(s)?

Considered the skills that the international and intercultural elements of the programme(s) enable and encourage and reflected that thinking in the learning outcomes of the programme(s)?

Considered the values and attitudes that the international and intercultural elements of the programme(s) enable and encourage and reflected that thinking in the learning outcomes of the programme(s)?

Identified processes and mechanisms whereby students can reflect on the impact on their learning, thinking, behaviours, and future career aspirations and development of the international and intercultural elements of the programme(s)?

Considered how the impact of the international and intercultural elements of the programme(s) might be evaluated and measured?





3.5. The 'DITE Future Teacher'

The internationalisation of teacher education is not an exercise in academic abstraction. It represents a development that is not only overdue but is also imperative. That it is so critical reflects the key role that internationalised learning, in its many guises, can play in stimulating in future teachers, and in helping them stimulate in their future students, a global mindset and an enhanced attentiveness to and respect for cultural difference. Internationalising teacher education is a must, if future generations of school students are indeed to be educated as global citizens of a culturally diverse, interconnected world.

What, then, will the new teacher, exposed to and engaged by an internationalised TE programme, look like? There is of course no single answer to this: programme-specific, cultural, and regional/national TE factors and contexts will make sure of that. We would like nonetheless to close this report with a graphic that captures at least one vision of the 'DITE Future Teacher'. And we hope that our readers have found much of interest, value, and use in this set of reflections and thinking prompts around the educational environment(s) in which such a teacher might be formed.

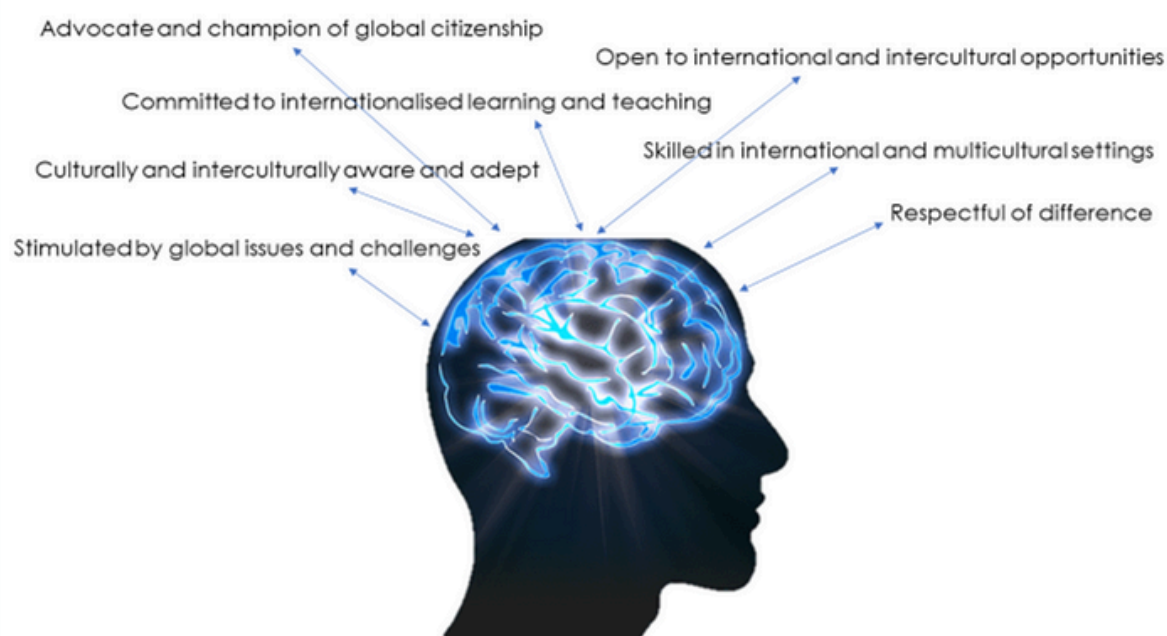


Figure 5: The 'DITE Future Teacher'

Image Source: <https://www.pngall.com/pt/knowledge-png/download/80442>

Content Source: SGROUP UNIVERSITIES IN EUROPE NETWORK





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PROJECT RESULT 5: DESIGN AND DEVELOPMENT OF
A MODEL AND GUIDELINES FOR IMPLEMENTING DITE



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