Stepping 'Beyond' the Comfortable and the Familiar: Teaching Across Borders

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ABSTRACT: This paper provides a detailed description of a cross-cultural *border crossing* initiative that is open to all students in their final semester of a university teacher preparation program. This fourth semester option, referred to as "Teaching Across Borders," provides an opportunity for all those who participate to make deep meaning of lived experiences, and to view their place in the world and their teaching praxis, through an enriched, expanded, and multi-faceted lens. The design elements and pedagogical underpinnings of the "Teaching Across Borders" initiative are identified, as are the benefits for all those who choose to participate.

RESUME: Ce papier apporte une description détaillée sur une initiative interculturelle *passer les frontières* qui est ouverte à tous les étudiants inscrits dans une université au programme de préparation des enseignants, en fin de semestre. Cette quatrième option du semestre, référencée comme suit: "Enseigner au-delà des frontières," procure une opportunité à tous ceux qui participent à approfondir le sens d'expériences vécues, à voir leur place dans le monde et leurs praxis d'enseignement, et ce, avec une vision enrichie, élargie et à multi facettes. Les éléments du schéma et des supports pédagogiques de l'initiative "Enseigner au-delà des frontières" sont reconnus comme étant les avantages de tous ceux qui choisissent de participer.

> A teacher who is open to the world will be open to [all] students, to their lived experiences, their *differences* [and] their value as distinct human beings, deserving of the best education [she or he] can offer them. (Simonyi & Romano, 2006)

These words invite reflection as to how, as educators, our *openness* to the world directly relates to how we respond to others in the world. These words also call to mind an ancient Chinese saying that I came across when reading an article a few years back. The author described how

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touring other cultures had significantly influenced the teaching practice of educators in Hong Kong. The words of the ancient Chinese saying were, "stones from other hills may serve to polish the jade of this one" (Broadfoot, as cited in Ng, 2005). These words resonated for me of openness, perspective, the importance of difference, and our connectedness as humankind, beyond and in spite of our differences. I revisited this Chinese saying once again, when I reflected on "how might teacher education live well in a changing world?" I was reminded of the critical role that teachers play in the shaping of a learner's worldview. This is an influential role, indeed, and one that must be considered and fulfilled authentically, thoughtfully, and purposefully.

A shifting, global landscape continues to impact those who have chosen the privileged vocation of teaching. If teacher education hopes to live well in our changing world, the values that support this intention need to be deeply and visibly embedded throughout teacher education curriculum and praxis. These values include a commitment to: exploration and inquiry, the strengthening of an individual and collective social consciousness, advocation for equity and social justice, an appreciation and respect for diversity, active involvement in contributing to heathy and sustainable communities, and ultimately, to the promotion of teacher excellence. These values can only be realized when there is openness to and active engagement with "differences."

To open takes courage. This requires a loosening of grip on tightly held perceptions, assumptions, and agendas. To open, in this context, is a type of surrender, to make room for that which has yet to be discovered or experienced. Teacher education programs that "live well" commit to the creation of a safe space to receive and explore the unknown. Openness is an active, inclusive response. It communicates a willingness to participate and engage with diversity. Within safe space there is potential for story sharing, exploration of experiences, a deepened understanding of cultural differences, and recognition of the common ground which unites humankind, that which exists far beyond our differences.

This paper describes a safe space created within the Master of Teaching, Bachelor of Education, teacher preparation program at the University of Calgary. Within safe space adult learners are encouraged to step beyond the comfortable and familiar, to experience a culture vastly different from their own. These are adult learners whose expression of openness is testimony to their commitment to provide the best education possible for all those they will be privileged to teach and

to learn with along the way. This particular space is known as the "Teaching Across Borders" fourth semester option.

"Teaching Across Borders" is guided by the belief that experiencing cultures, routines, and practices, beyond the comfortable and familiar, is not only exciting but significantly challenging. To respond to this challenge takes courage and commitment, as there is a level of risk involved when we open ourselves to explore and query previously held notions and beliefs about the world and our place in it. Being open to this type of exploration and inquiry provides space for perspectives to be re-formed and the opportunity to participate in the world in more thoughtful, purposeful, and meaningful ways.

Adult learners, enrolled in the teacher preparation program described in this paper, come to understand that *engaging with* extends beyond simple recognition and respect *for* differences. For example, when the words *recognize* and *respect* of differences are replaced by engaging with, what appears to be a slight change in terminology is ultimately experienced as a profound shift in experience and perspective. Participating in the "Teaching Across Borders" fourth semester option contributes to this shift, ultimately enriching the experience(s) and learning of all adult learners who have the courage to step beyond and to leave behind the comfortable cloak of familiarity.

Through a Constructivist – Adult Educator Lens

The connection between experience and learning contributes to the ongoing discourse as to why, when, where, and how adults learn. Regardless of the framework, however, adult educators across the theoretical spectrum believe that: a) adults learn and construct knowledge in a variety of ways; b) the lived experiences of adults provides rich fodder for learning and knowledge construction; and, c) lifelong learning serves as the foundational, guiding principle for adult education theory and practice (Goldberger, Tarule, Clinchy & Belenky,1996; Dewey, 1938; Fenwick, 2003; Heimstra, 1993; Knowles, 1984; Kolb, 1984; Lindeman, 1926; Merriam, Caffarella & Baumgartner, 2006; Mezirow, 1998). Adult educators also recognize "that learning happens in so many and varied places in the lives of adults" (Merriam, et al. 2006, p. 27). Whether the context or setting is formal or informal, traditional or non-traditional, the consensus amongst scholars and practitioners is that learning in adulthood "does not occur in a vacuum" (p. 25).

Merriam et al. (2006) maintained that "much of our adult learning theory is constructivist in nature" (p. 293); learning is an ongoing

process of constructing meaning and making sense of lived experience. Constructivists position themselves across a broad continuum, however, as to "the nature of reality, the role of experience, what knowledge is of interest and whether the process of meaning-making is primarily individual or social" (Steffe & Gale, as cited in Merriam, et al., 2006, p. 291). Diverse perspectives on how people learn are what distinguish one theoretical orientation from another (p. 163). This positions the interconnectedness of experience and learning to be "one of the most significant areas for current research and practice in adult education" (Michelson, as cited in Fenwick, 2000, p. 1). There is general consensus across the constructivist continuum, however, that experience and learning are directly linked.

The philosophical and conceptual underpinnings that inform "Teaching Across Borders" are drawn from the constructivist paradigm. Specifically, the critical importance of the interplay between the learner, context, experience; and reflecting on the experience, as foundational to the learning process (Fenwick, 2003; Jarvis, 2001), is emphasized throughout. This lens clearly supports the potential for learning when soon-to-be teachers are encouraged to experience and make meaning of a *border crossing* as part of their teacher preparation process.

Some Things Change – Some Don't

It is important to position "Teaching Across Borders" within the broader, shifting landscape of educational trends and teacher preparation. Specifically, technology, distance delivery, education reform, global competitiveness, and diversity continue to shape the design and delivery of education in Canada (O'Sullivan, 1999). Although all of these factors are of prime importance, "Teaching Across Borders" is particularly interested and sensitive to rapidly escalating demands on teachers to engage with diversity of culture, race, ethnicity, traditions, and norms in their day-to-day teaching practice.

Although *diversity* is not new to the teaching profession, teachers are now being called upon to engage with diversity in more constant and meaningful ways. The major shift in demographics and the increase of diverse cultural groups accessing public and private education is a significant factor. The ultimate challenge is to "[strike a balance] between majority and minority cultures in terms of the curriculum and educational standards" (McAndrew, 2002, p. 1); this remains at the forefront of the ongoing provincial and national debate. This increased pressure on teachers to appreciate, support, and engage *with* diversity challenges educators to ensure that teacher preparation programs are

adequately resourced and that they reflect the current societal and global needs, trends, and issues. Of grave concern, however, is the fact that post-secondary education in Canada continues to be under-funded, thus limiting available resources that are needed to respond to these challenges.

In spite of the ever-changing landscape that continues to impact formal education design and delivery, some things *do* remain consistent over time. One constant expressed by many teachers is the knowledge that teaching is not merely a job, but a vocation. To live our vocation is to recognize that what we do and how we do our lifework is deeply intertwined and guided by our vision and values in the world. Another constant is to understand that education is neither an event nor an entity unto itself; rather, it is a never-ending process and potential for inquiry, discovery, and knowledge co-creation. Indeed, to know the vocation of teaching as lifework is to understand the experience of learning as lifelong. In fact, John Dewey (1859-1952), an educator, pragmatist, philosopher, and psychologist, referred to education as the process of living and of life itself (Dewey, 1938), and to learning as an active, experiential and organic, never-ending process (Dewey, 1897). Barnes (1953) also referred to "teaching [as] lifework" (p. 357) and maintained that learners have the right to experience teachers who are well-prepared, deeply committed, and who express a passion and sincere liking for their chosen vocation. The profound insights of Dewey and others from the past resonate for those who now live out teaching as vocation, as lifework. These are individuals who are open to the world, to their students, and to the lived experiences of their students, and who recognize that engaging with differences is *unattainable*, without openness. "Teaching Across Borders" supports this openness by encouraging those preparing to be teachers to participate in a cross-cultural border crossing. Through direct involvement, soon-to-be teachers actively experience diversity, gaining a raised awareness as to the importance of valuing the distinct differences of each and every child. This enriched perspective ultimately adds depth and richness to future teaching praxis.

Teacher Preparation Program – Master of Teaching

The Master of Teaching (MT) is a two-year Bachelor of Education (after degree) program and involves four semesters of study. Involvement in the "Teaching Across Borders" initiative is available to students in their fourth semester. Most of the successful applicants to the MT program are admitted on the basis of a completed three or four year baccalaureate

-degree. The MT program is fully accredited and meets the requirements for certification in Alberta and for other jurisdictions in Canada. The program offers preparation in Early Childhood Education (Kindergarten-Grade 3), General Elementary and Elementary French Immersion (Grades 1-6), and Secondary Education (Grades 7-12). Inquiry based practice serves as the foundation for the Bachelor of Education Master of Teaching Program.

> Inquiry refers to a way of learning that requires the student to actively question, to conduct research and interpret a wide range of materials. Inquiry means the ability to draw connections between theories and particular experiences and realities, to converse meaningfully with others and to begin to build a defensible understanding and demonstration of teaching practice. It is the ability to practice learning as inquiry that provides ... the strongest foundation for teaching as an ongoing and evolving practice. (University of Calgary, 2006)

Advocates for "Teaching Across Borders" maintain that excellence in teaching practice is realized through active engagement in the inquiry process. From this perspective, "the practice of teaching is understood as a form of experience [rather than a defined application of a set of skills or discrete disciplinary knowledge]" (University of Calgary, 2006). This form of experience is multi-faceted, "dependent on context, laden with values and ethical intentions, and characterized by actions that are often intuitively and tacitly enacted" (University of Calgary, 2006).

Teaching Across Borders

An inquiry-based pedagogy informs the MT program; inquiry is the essence of the Teaching *Across* Borders student experience. While living in another culture, students are continually exposed to and impacted by an unfamiliar context, new experiences, and opportunities to expand their knowledge by making meaning of lived experiences. This ongoing interplay between learner, context, experience, and reflection, provides a rich arena within which to view the world and one's place in it, and to engage in a deep process of exploration and discovery through a multi-faceted lens. All Semester four students who remain in good standing throughout previous semesters are eligible to apply to "Teaching Across Borders." Semester one students are informed of this opportunity within a few weeks of being admitted to the MT Program. Information sessions are made available; interested individuals are then encouraged to submit an application package within the first month of Semester two. Although actual placement does not occur until Semester four, a

significant amount of lead time is necessary due to the labour intensive nature of the planning, student preparation, and placement process.

The Model

'Teaching Across Borders" provides participating students with the opportunity to complete their final semester in a location of their choice. Those who select this option become immersed in a culture that is unfamiliar to them. Many learn another language and all are provided the opportunity to volunteer teach for a maximum of 12 hours per week, whilst completing final course-work via distance delivery from their home university. Upon their return, students refer to a profound shift in philosophy and perspective as regards lifelong learning, the meaning of difference, and the challenges, tensions, and rewards of venturing beyond the comfortable and familiar.

In its earlier form, this initiative was referred to as the "International Option" as a border crossing was literally understood to be an international geographical border. Students were provided the opportunity to travel to a foreign country to live, to volunteer teach, and to learn. Most students were placed in a developing country as this option was originally designed to support a raised and expanded awareness and concern for social justice. Through these placements, many students were able to strengthen their second (or third or fourth) language speaking skills. Examples of international placements included Mexico, China, India, Kenya, Uganda, and Tanzania. Some students requested other destinations such as Australia, New Zealand, and Japan. Student preference, whenever possible, was respected. Available placement locations have since been expanded and now include Spain, Peru, Bolivia, Chile, and several locations in China. Potential placement locations continue to be explored.

Expanding the Vision

The International Option, now referred to as "Teaching Across Borders," has also been expanded to include border crossings that are sometimes much closer to home. A border crossing has recently been expanded to be a step beyond that which is culturally comfortable and familiar; this does not always necessitate an international border crossing. Placement destinations may include second language learning and development (e.g., French-speaking Canada); teaching in an Aboriginal community (within the province or at another location within Canada, the NWT, or the Yukon); crossing discipline borders (environmental, ecological); and teaching in a rural community within a student's home province. This

expanded version provides additional, creative opportunities for those who might not otherwise have been able to travel internationally. International border crossing remain the dominant focus, however.

Interface with the On-campus Program

All those who participate in this initiative continue to be classified as full-time students through their home university. The difference is that students involved in an international border crossing complete their fourth and final semester from an "away" location.

An important consideration is that, by the end of Semester Three, all MT students have completed the required number of practicum teaching hours as outlined by the Alberta Teacher Association. Fourth semester course-work is all that remains for students to complete their Bachelor of Education degree. To provide "away" students with the opportunity to complete this final course-work, the home university has created a course site on the Internet using the Blackboard technology platform. Course materials are loaded on to this site; discussion threads are added so that students are provided the opportunity to dialogue with one another from their respective "away" locations. This provides students with easy, direct access to faculty members who have been assigned to teach these courses, and to one another, regardless of geographic location. Rich dialogues evolve via this online medium and students share stories of challenges, tensions, and insights gained. A major benefit of this online connection is the support that students are able to provide one another, as they co-creatively, within safe space, make meaning of their border crossing experiences.

In addition to completing the final course-work, participants in "Teaching Across Borders" volunteer teach for approximately 12 hours per week at their host location. The designation of volunteer teaching is significant for two reasons: a) required practicum teaching hours have already been completed, making the 12 hours per week something that the student chooses to do as volunteer work; and, b) students are not eligible, due to regulations at their home university, to be paid a salary as these are clearly designated as volunteer hours. Many, however, are offered a small stipend in appreciation for their volunteer work and this helps to offset day-to-day expenses. Twelve hours of volunteer teaching per week provides students time to complete their online course-work, participate in language development classes, and explore aspects of the culture that extend beyond their volunteer teaching environment. An ongoing challenge, however, is that participating students feel the need (and at times, external pressure from host destinations), to teach for

more than 12 hours per week. This challenge is most evident when students are placed in developing countries.

Arranging Placements

Student placements are secured in a variety of ways:

Arranged through the university. These placements are aligned to existing, articulated agreements between the faculty and host countries and include agreements with Spain, Hokkaido University (Japan), UNIVA (Mexico), Harbin, Hunan, and Beijing (China), Chile, Australia, and the Aga Khan Foundation (Kenya, Tanzania, Uganda, and Bangladesh). Placements arranged through the faculty's Second Language program, for students interested in developing other language skills, are also included in this category. These placements include Quebec, France, and selected Spanish-speaking sites (Mexico, Spain).

Student arranged placements. These placements include locations where formal agreements are not currently in place. Students initiate contact with their destination(s) of choice. India, Italy, Australia, New Zealand, Aboriginal communities in Alberta and other provinces and in the NWT and Yukon, locations in Germany, Ethiopia, Bolivia, and Peru, are all examples of student arranged placements.

Regardless of how the placements are arranged, all who participate commit to providing students with the same guidelines, expectations, conduct, and course completion requirements. This includes: extensively researching destination of choice; determining potential risk factor(s) if any, of traveling to chosen destination; sharing contact information with Teaching Across Borders Coordinator; confirming placement and living arrangements; completion of necessary paperwork from home and host universities (and government organizations, if applicable); arranging for passports and visas; and fulfilling medical/vaccination requirements. All placements, whether secured through formal agreements or otherwise, commit to providing the student(s) with a rich and safe cultural experience.

Placement Duration

Semester Four is scheduled from January through April of each year. Consequently, most "Teaching Across Borders" students travel to their host destinations in the early part of January and return home at the end of April. However, due to a variation of school terms in different countries, some students do not return home until mid-July (China, Chile, Peru). Placement dates also vary for students who travel to Africa (through the Aga Khan Foundation); volunteer teaching commitments

extend from six to 12 months through Aga Khan. Duration of stay is confirmed prior to departure. Although some students do not want to be away from home for more than four months, others specifically request certain destinations that require a longer stay; the duration of placement is a significant factor taken into consideration by students when applying for placement. Also, some students choose to remain in a country and continue to teach beyond the agreed upon end date. This option is available and students are free to negotiate this with their hosts.

Supports

"Stepping beyond" is not easy; it takes courage, commitment, openness, and support (Goldberger, Tarule, Clinchy & Belenky, 1996; Kawalilak, 2004; Smith, 2002). Family, friends, and a solid faculty infrastructure, specifically intended to support border crossing initiatives, are critical factors contributing to overall placement success. Family members and friends play a significant role in that most students will experience home-sicknesses and culture shock. Open and reliable communication channels are paramount to support students in dealing with these issues. In addition, "away students" need easy access to faculty and support staff. Most students use e-mail to maintain close communication. They are also provided with several contact numbers to ensure quick and easy contact in an event where e-mail is interrupted due to technical difficulties.

A solid infrastructure within the faculty also ensures that students are well-prepared for a border crossing experience. Adequate preparation includes the provision of workshops, seminars, and other resources such as language tapes, connecting outgoing students with returning students, and the provision of resource books and travel films. Examples of workshop/seminar topics would be: culture awareness and sensitivity, travel tips, ethical/legal issues, preparation for online learning, risk management, and language preparation. There is currently an infrastructure in place to support "Teaching Across Borders." This is made possible by a Dean, Vice-Dean, and Associate Deans who clearly recognize the value and impact that border crossings have on the development and future praxis of those enrolled in teacher preparation programs. This infrastructure includes a Coordinator, Student Advisor, and a budget to purchase materials, supplies, and to support workshops and seminars to prepare outgoing and returning students; post-travel is just as important as pre-travel preparation. It is understood that as more students choose "Teaching Across Borders" as

their fourth semester option, an infrastructure to support this increased demand will be required. At the present time 55-65 (out of 400) students enrolled in the MT Teacher Preparation Program choose "Teaching Across Borders" for their final semester. This number is expected to increase in response to the university and faculty commitment for an increased international presence.

The Faculty of Education is continually exploring avenues in support of this initiative. For example, although significant gains have been made, not all students receive the same type or amount of placement support. Faculty-arranged placements receive some financial and/or in-kind support; students traveling to various locations in China receive 50% airfare reimbursement, free living accommodation, and a monthly stipend. Destinations in Africa and Mexico provide similar support. In some cases, full airfare is granted. Most students are also eligible for small bursaries awarded through the University of Calgary International Centre. These bursaries range from $500-$1200. In addition, students are encouraged to apply to Alberta Learning for bursary support to a maximum of $2000. Alberta Learning has been very forthcoming in providing eligible students with support when funds are available. Other students assume full financial responsibility for participating in this initiative. An example would be those students who are intent on traveling to a particular destination and where no university agreement is currently in place. Although these students may still be eligible for an internal bursary, the amount received, relative to the overall expense incurred, is minimal. The goal is to increase financial support so that all students involved in "Teaching Across Borders" receive some significant funds to offset expenses.

Responding to the Invitation – Paradoxical Interplay

A border crossing has the potential to be life-altering. There is a paradoxical interplay of tensions in responding to this invitation to participate, however, as students struggle to adequately prepare for that which is virtually incomprehensible! Indeed, tangibles such as language training, cultural sensitivity workshops, necessary vaccinations, proper clothing and supplies can be attended to easily. This knowledge is drawn from those who have traveled beyond their own comfortable and familiar, to countries that were once foreign to them. The most critical preparation, however, is that which is not so easily supplied. This refers to the creation of a "space within" each participant to receive the unknown; a space where previously held notions, assumptions, beliefs, and ways of being in the world (no longer aligned to the culture they are

about to experience)- give way to a new reality. The inquiry-based philosophy and practice that informs the MT Teacher Preparation Program guides students in the creation of space for this type of deep exploration and discovery. Although the importance of space creation is discussed throughout the many preparation sessions, prior to departure, a large portion of what is received can only be held as information until replaced by lived experience. For many, arrival at a foreign destination marks the beginning of a transformational learning process.

Often realized is that, although volunteer teaching is the focus, it is common for students to share stories of cultural and community participation that extend far beyond traditional classroom/teaching environments. Participating students frequently find themselves working closely with families outside of their role as volunteer teacher. Some have participated in community development initiatives that include construction of a new bridge, building homes for 'Habitat,' painting a community centre, hauling water, or helping to dig a new well for a community. Others have volunteered in local hospitals, supported a mother through a difficult pregnancy, or advocated for a particular child or family in need. Although students travel to specific destinations with plans to teach in their area of specialization, most find themselves immersed in other/related activities where drawing from their inner resourcefulness as critical thinkers, advocates, and supporters of community development initiatives take much of their time, energy, and focus.

Increased confidence and a strengthened awareness of self, the beginnings of a cross-cultural personal and professional relationship network, a deep understanding and appreciation of difference(s), and a strengthened social consciousness and commitment to social justice are just a few examples of what participating students receive from a border crossing experience. As is common for those who step beyond their own comfortable and familiar, what is ultimately gained from this experience outweighs the tightly held perceptions, beliefs, assumptions, and agendas that participants refer to as having left behind. One participating student recently shared, "*I thought I was going to offer my time and my teaching skills, but I have been deeply humbled. They were my teachers. It is my life that has been changed forever.*"

Increased confidence and a strengthened awareness of self evolve out of having dealt with culturally unfamiliar and (often) uncomfortable situations and circumstances. In these instances, students share stories of having to reach deep down to find their own inner personal resourcefulness, when they find themselves in an unfamiliar context

without easy access to resources they have come to rely on in the past. These are also times when individuals reach out to others for support and encouragement. Reaching out to others helps to create *personal and professional networks* of support. Participants indicate the importance of nurturing and sustaining these cross-cultural relationships, even after returning home. Developing and nurturing personal and professional cross-cultural networks is essential for *a deeper understanding and appreciation of differences.* This appreciation provides space for the development of an *increased social consciousness and a strengthened commitment to social justice issues.* This expanded perspective is in direct response to being the minority in an unfamiliar culture. This insight aligns to Freire (1970) who maintained that the experience of being marginalized, for someone who has enjoyed being the majority within a dominant culture, has profound and significant learning potential if one has the courage to revisit and reflect on this experience.

An increased social consciousness and commitment to social justice is perhaps one of the most significant shifts experienced by participants. Lindeman (1926) and Smith (2002) referred to lifelong learning experiences beyond the walls of traditional classrooms. Lindeman (1926) revered education as the heartbeat of social reformation and understood lifelong learning to be continual and potentially life illuminating. In his book titled *The Meaning of Adult Education* (1926), Lindeman referred to the critical need for the development of an individual and collective social intelligence. Those who participate in "Teaching Across Borders" continue to express a deepened, more informed commitment to social change; a rich and empowering lifelong learning experience is consistently linked with having experienced a border crossing.

Summary

The "Teaching Across Borders" fourth semester option is one of several components that contribute to the uniqueness of the Master of Teaching (MT/BEd) degree program. Many individuals, when deciding where to apply, identify the opportunity to experience a border crossing as a significant contributing factor in their selection of a teacher preparation program. Indeed, there is a wealth of communal and societal knowledge within the dominant North American paradigm. There is so much more to discover, however, when students are encouraged to step beyond the boundaries of their own comfortable and familiar. "Teaching Across Borders" provides the opportunity to step beyond these boundaries and to experience the traditions, customs, norms, sights, sounds, textures, tensions, and challenges of an unfamiliar culture. Clearly, the rewards

and growth potential are plentiful. The ultimate benefit is the knowledge gained by engaging *with* others of difference and to discover that, beyond our differences, we have so much more in common that connect us as humankind than we could have ever previously realized.

The notion of vocation comes from the spiritual and philosophical traditions. It describes a

> "'Call," work that is given to us – [work] that we are meant to do. We cannot talk about vocation or a calling without acknowledging that there is something going on beyond our narrow sense of self. It helps remind us that there's more than just me, that we're a part of a larger, purpose-filled place. (Wheatley, 2002, p. 58)

"Teaching Across Borders" provides this space and place.

To teach purposefully and thoughtfully is to recognize that calling and to know that there is an entire world that exists beyond us, waiting to be explored. "Teaching Across Borders" provides a pathway to larger, purpose-filled places and provides preparing teachers to explore that which resides beyond the world view to which they have become accustomed.

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