Responses to Internationalisation in Two Schools of Education

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ABSTRACT: Cross-cultural, multicultural, intercultural, and transcultural perspectives and practices in higher education contexts vary significantly, comparable to the blurring and often obscure definitions and interpretations applied to internationalisation terminology. In this article, academics from two Schools of Education in Canada and Australia aim to deepen the dialogue by sharing perspectives on internationalisation, drawing from their places of work and learning. The findings are discussed through the lens of a conceptual framework for internationalisation of higher education. From scholarly discourse, perspectives, practices, opportunities, and challenges pertaining to internationalisation in university contexts are examined. Recommendations for action for internationalisation within pre-service teacher education contexts follow.

Keywords: cross-cultural, intercultural, internationalisation, globalisation, education, higher education

RESUMÉ: Les perspectives et pratiques interculturelles, multiculturelles, et transculturelles dans les contextes de l'enseignement supérieur varient en comparaison des définitions et interprétations souvent obscures que l'on se fait du terme internationalisation. Dans cet article, des professeurs de deux facultés d'éducation au Canada et en Australie visent à approfondir le dialogue en partageant leurs points de vue sur l'internationalisation en s'inspirant de leurs milieux de travail et d'apprentissage. Les résultats sont discutés à partir d'un cadre conceptuel sur l'internationalisation de l'enseignement supérieur.

L'article examinent les discours, les perspectives, les pratiques, les opportunités et les défis liés à l'internationalisation dans les contextes universitaires. Il se termine avec des recommandations pour l'internationalisation dans les contextes de formation des enseignants.

Mots-clés: interculturel, transculturel, internationalisation, mondialisation; éducation; éducation supérieure

Overview

As educators, researchers, and practitioners endeavour to successfully navigate the challenging landscape of internationalisation in response to globalisation, perspectives and responses to internationalisation continue to shift and reshape discourses and practices in higher education contexts. Indeed, responding to internationalisation does not come without its challenges in that how this phenomenon is interpreted and responded to is shaped by contextual and cultural complexities and a multiplicity of impacts brought about by globalisation (de Wit, Gacel-Ávila, Jones, & Jooste, 2017). Further, a legion of definitions and factors pertaining to internationalisation also warrant consideration as multifarious translations and conventions further obscure already blurred understandings.

Educators and policy-makers in higher education institutions, in response to the blurring of international boundaries, are called to make meaning of and respond, with purpose, intention, and action, to opportunities and challenges of internationalisation in support of advancing more diverse, inclusive, equitable, and culturally responsive initiatives. This embodies revisiting and potentially revising existing policies, procedures, and processes and, often, developing new ones that support and promote inclusion, cultural responsiveness, and equity. A challenge is that intentionality of meaning-making and informed responses to internationalisation brought about by globalisation are often juxtaposed alongside other, sometimes competing, economically-driven imperatives as universities vie "for global talent, prestige, recognition, share of mobile students and scholars [and] knowledge transfer" (Aw, 2017, p. xxi). Referring to the influx of international students, Guo and Guo (2017) referred to persistent problems needing attention, namely, "a neoliberal approach that treats internationalization as a

marketing strategy, limited internationalization of the curriculum, and gaps between...internationalization polic[ies] and the experience[s] of international students" (p. 851). We, the authors, align with the contention that internationalisation agendas that are primarily economically-driven fall short of addressing these gaps (Weber, 2007a). More specifically, "education as a public good [becomes] somewhat eclipsed by the redeployment of higher education as an industry to enhance national competitiveness or as a lucrative service that can be sold in the international marketplace" (Weber, 2007b, p. 41). Restricting internationalisation agendas and strategies to economic aims and objectives significantly impact the essence of the educational experience and the overall quality and character of intercultural interactions (Naidoo & Jamieson, 2005).

Impetus for Collaboration

Engaging in dialogue to explore and compare how universities are responding to internationalisation "adds a richness...and helps to explain and predict a university's internationalization trajectory and can help to uncover some of the real personal motivators for action that impel academics to engage with and shape internationalisation at their university" (Willis & Taylor, 2013, p. 153). Having spent time at one another's university in Canada and Australia over the past several years, as visiting scholars in our respective Schools of Education, we noted both similarities and differences pertaining to how internationalisation was made meaning of and taken up. Further, Canada and Australia share many similarities pertaining to the higher education sector in that "both countries are focused on increasing international and student mobility and are also working alongside government mandates to strengthen innovation performance" (University Affairs, 2016, para. 1). This provided the impetus to explore the linking of theory and policy to practice concerning internationalisation initiatives in both of our Schools. Respectively, the purpose of this article is to explore internationalisation, current policies, and initiatives at the national and university levels that are reflective of multicultural, cross-cultural, intercultural, and transcultural practices.

In this article, we refer to our respective Schools of Education as "cases". We describe initiatives within our

Schools and speak to the willingness and commitment of an institution to revamp and revitalize policy and practice to embrace change pertaining to the academic and non-academic structure to impact the breadth and depth of cultural change and responsiveness to internationalisation. Recommendations for action for how internationalisation might be advanced are also discussed.

Terminology – Messy and Obscure

In response to a shifting landscape, the meaning of terms such as internationalisation, cross-cultural, multicultural, intercultural, and transcultural learning have blurred significantly. Jane Knight (2004) asserted that multiple definitions and messy understandings of developments in higher education internationalisation agendas are linked to internationalisation being a continuous, fluid process. Accordingly, striving to define these terms in any unifying, all-encompassing way would be antipathetic to respecting contextual and cultural fluidities. According to Hans de Wit (2011), this fluidity is directly linked to "the changing dynamics in the internationalization of higher education [and] reflected both in the meanings of internationalization and globalization, and their rationales" (p. 242). Regarding how internationalisation agendas and initiatives are informed and taken up in higher education, de Wit and Hunter (2015) referred to,

> [the need for an] intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society. (p. 3)

A 30-year plus debate over attempts to define and promote a shared understanding and interpretation of internationalisation (Garson, 2016), juxtaposed with references to "cop[ing] with or exploit[ing] globalization" (Altbach, 2004, p. 3), has created a divide in the literature. This tension and the the absence of consensus pertaining to definitions and shared understandings of internationalisation "will remain a central force in higher education" (Altbach & Knight, 2007, p. 303).

While acknowledging the importance of locating definitions within fluid and formative spaces of

understanding, we loosely draw from the following interpretations to guide our thinking and discourse regarding multicultural, cross-cultural, intercultural, and transcultural learning. How these terms and relationships are defined and understood relate directly to viewpoints we hold—viewpoints that shape and influence how we encounter and engage with people beyond our own cultural context and our willingness to step beyond our own "comfortable" and "familiar". The Spring Institute for Intercultural Learning (Schriefer, 2017) provided the following interpretations,

> *Multicultural* refers to a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other. Existing side by side.
> *Cross-cultural* deals with the comparison of different cultures. In cross-cultural communication, differences are understood and acknowledged, and can bring about individual change, but not collective transformations. In cross-cultural [contexts], one culture is often considered "the norm" and all other cultures are compared or contrasted to the dominant culture.
> *Intercultural* describes communities in which there is a deep understanding and respect for all cultures. Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships. (para. 2)

Transcultural communication and engagements extend beyond cultural boundaries, referring to beliefs and concept that may be universal. How beliefs and concepts are taken up and "operationally defined cross-culturally (within each culture) may be quite different (Brink, 1994, p. 344). Although, in more recent years, transcultural and multicultural terminology are often used interchangeably, it is argued that transcultural goes deeper than multiculturalism to include "seeing oneself in the other" (Cuccioletta, 2001/2002, para. 1).

Acknowledging that cross-cultural, multicultural, intercultural, and transcultural meanings do overlap, we use the term *intercultural learning* when referring to advancing cultural competencies in support of internationalisation—we believe that intercultural learning is inclusive of awareness, understanding, appreciation, and cultural sensitivities and sensibilities. We suggest that internationalisation, how it is understood and taken up in university contexts, is more of a developmental process that resides on a continuum. Our aim as educators in Schools of Education is to realize more in-

depth intercultural understandings with an aim to promote and uphold practices that advance development on this continuum. We also assert that engaging in cross-cultural comparisons of our two Schools of Education may contribute to deeper transcultural understandings.

Conceptualizing Internationalisation in Higher Education

An early enthusiast of international education and Nobel Prize winner, Rabindranath Tagore (Calcutta, India, b.d. 1861), "strongly believed that the goal of education was to bring a synthesis between the individual and society and to become aware of the unity between the individual and the rest of humankind" (Cantu, 2013, p. 1). Referring to Tagore's work, Samuel (2010) asserted,

> [Tagore] tried to realize his educational vision in his schools and Visva-Bharati University… Tagore's vision of international education can help to prevent misunderstanding and war, promote peace, foster multiculturalism, connect human beings, and celebrate their common heritage. (p. 347)

In more recent years, a radically changing world impacted by the interconnectivity and interdependence of nations and the ease of mobility of people from one geographic location to another has contributed to a shifting landscape that presents both opportunities and challenges to realizing Tagore's vision. In particular, how internationalisation is made meaning of and responded to "has emerged as one of the defining issues of higher education globally" (Zeleza, 2012, p. 2). Opportunities cited in the literature included the advancement of diversity stimulated by greater mobility of international students and faculty, access to educational programs, and opportunities to explore, and examine a broader landscape of methodologies and pedagogies regarding knowledge construction and knowledge sharing paradigms and practices regarding internationalization (Cantu, 2013; Knight, 2005; Weber, 2007a, 2007b; Zeleza, 2012).

Drawing from some of her earlier work, Knight (2008) defined internationalisation as "…the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (p. 21). Knight (2008)

maintained that "the challenging part of developing a definition is the need for it to be generic enough to apply to many different countries, cultures, and education systems" (p. 11). She stated that although a universal definition is not essential, defining internationalisation broadly enough to encompass diversity of contexts and to provide a comparative lens "across countries and regions of the world" (Knight, 2004, p. 11) is crucial.

With opportunities, however, also come risks and challenges (Knight, 2010). For example, dissonance "on the meaning of internationalization because of the diversity and complexity of its rationales, activities, stakeholders, and providers" (Zeleza, 2012, p. 2) continue to advance competing and frequently conflicting economic/market orientated, political, and social justice/equity agendas. Commodification and commercialization processes driven by capitalist market economies (Kauppinen, 2013) continue to impact educational initiatives, outcomes, and even research.

Definitions of internationalisation strongly grounded on intentionality and approaches that embrace "academic endeavours and education for the public good" (Garson, 2016, p. 22) are now emerging. With a shift in demographics, along with greater promotion of intercultural understanding and a global orientation, intentionality encompasses,

> [the] process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society. (De Wit, Hunter, Howard, & Egron-Polak, 2015, p. 29)

Pledging to support *comprehensive internationalisation*—a commitment "confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education" (Hudzik, 2011, p. 6) contributes to the shaping of an institutional ethos and will impact systems, processes, policies, and values within and across higher education contexts. This commitment is essential and must be embraced "as an institutional imperative, not just a desirable possibility" (p. 6). This definition acknowledges that it is a whole institutional approach. Kyra Garson (2016) elaborated and maintained that "for internationalization to meet institutional goals and move beyond outputs to outcomes, it must address all students and campus personnel, rather than

focus on mobility and the need for international students to be 'integrated'" (p. 27). A more comprehensive, integrative approach to internationalisation across all aspects of higher education will better prepare students for the world of tomorrow.

Drawing from early research conducted by Knight (1997), rationales for internationalisation were clustered into four groups that included: "political, economic, academic, and cultural/social" (Qiang, 2003, p. 252). Building on Knight's clusters,

> The political rational relates to issues concerning the country's position and role as a nation in the world…The economic rational refers to objectives related to either the long-tern economic effects, where internationalization of higher education is seen as a contribution to the skilled human resources needed for international competitiveness…Academic includes objectives related to the aims and functions of higher education…Cultural/social rationale concentrates on the role and place of the country's own culture and language and on the importance of understanding foreign languages and culture. (pp. 252-253)

Of significant note is Qiang's (2003) reference to a continuum of responses to internationalisation in higher education contexts. She stated that this continuum spanned "sporadic, irregular, often knee-jerk [responses]…to developing precise explicit procedures in an ordered and systematic manner. There is thus a spectrum from the ad hoc to the highly systematic" (p. 259). Although scholarly literature provided evidence that gains have been made in support of integrating more systematic approaches and responses to internationalisation since Qiang's (2003) publication, we assert that much work is yet to be done in support of integrating internationalisation more inclusively and comprehensively. Qiang's (2003) conceptual framework for internationalisation in higher education will be used as a lens to discuss the findings.

Influence of the National Context

Canada. In Canada, after the Second World War the focus of "international academic policy centered on development and international cooperation, and a diplomatic position" (Johnstone & Lee, 2014, p. 212). This was then followed, in the 1990s, with a shift in Canadian "policy from a pursuit of world peace and social justice to the imperial

'center and periphery' dichotomy that characterizes neocolonial globalization with monopolies of wealth, knowledge and power" (p. 212). At the same time, there was a change occurring in education—education in Canada is a provincial mandate. At the federal government level, there was a change toward greater engagement in policy "through the formation of networks and alliances between the provinces and global organizations" (Johnstone & Lee, 2014, p. 413). One such example was in 1967 with the formation of the Council of Ministers of Education in Canada (CMEC) that was created to "provide pan-Canadian and international leadership in Canadian education" (p. 213). The CMEC developed strong networks with such global educational organizations as "OECD, UNESCO and Commonwealth of Learning (COL)" (Johnstone & Lee, 2014, p. 413).

In the absence of a Canadian mandated internationalisation framework for higher education, the Canadian Bureau of International Education (CBIE) continues to play a cogent, consultative, and progressive role in advancing the development of a Canadian international education strategy. Referring to the "imperative of international education" (CBIE, 2014, p. 1), CBIE advocated for the critical importance of principles to guide ethical policies, initiatives, and internationalisation practices. CBIE maintained that the statement and strength of principles, however applied differently relative to the mission of academic institutions, would support policy, practice, and internationalisation excellence. Core principles espoused by CBIE span K-12 to post-secondary/higher education contexts and are rooted in values that promote quality, equity, inclusion, and partnership.

Regarding roles and responsibilities of schools of education pertaining to pre-service teacher education, members of the Association of Canadian Deans of Education (ACDE) gathered at a national conference in 2014 to share beliefs, principles, and practices to conceptualize internationalisation processes in education—*The Accord on the Internationalization of Education* emerged from this gathering. Through this Accord, guidelines were articulated to advance internationalisation within higher education contexts and to inform public policy development. The Accord sought "to stimulate discussion of critical issues and institutional responsibilities in the internationalization of education, and to give careful consideration to representations

of marginalized individuals, groups, and communities" (ACDE, 2014, p. 1). Internationalisation processes and principled practices embodied: experiences of international mobility for students, faculty, and staff); international teaching partnerships (offshore course delivery, consultancy projects, dual and joint degrees); international research partnerships; internationalisation of Canadian curriculum; and preparation of educators and leaders for schools, post-secondary, and other educational locations (ACDE, 2014).

Kumari Beck's (2012) examination of higher education in Canada found internationalisation to be a common feature identified in institutional strategic plans and mission statements and that over 200 institutions of higher education are involved in international activities and programs. Despite broad, active participation of ACDE members in the development of the Accord, how internationalisation is interpreted and prioritized in Canadian university contexts remains ambiguous. Divergent perspectives regarding the extent to which internationalisation goals should/might extend *beyond* a focus on student mobility contributes to this ambiguity. Beck's (2012) critique revealed that there was confusion with the concept of internationalisation, a "lack of understanding of perspectives, practices, and experiences of the participants engaged in internationalization" (p. 143), and little to no recognition of it in curriculum or pedagogy. Similarly, Guo and Guo's (2017) research found that "more purposeful attempts at the internationalization of research, curricula, and pedagogy" needs to occur in higher education to "accommodate diverse needs of local and international students" (p. 864). As argued by Beck, there is a greater need to acknowledge the "multiplicity of internationalization itself" (p. 143).

Australia. Although there is a national framework for teacher education in Australia, there is no national framework for internationalisation within teacher education. There are general higher education policies and procedures that afford opportunities for Australians to work and to study overseas, for international students and scholars to come to Australia to gain international experience, and for qualifications to improve their English language and intercultural knowledge and skills. These include: bilateral frameworks and international agreements with a range of countries in education and industry to support mobility and the global exchange of knowledge; the National Strategy for

International Education 2025 supporting the international education sector to be more innovative, future-focused and globally engaged; and Australian Government's Endeavour Scholarships, Fellowships and Endeavour Mobility Grants that provide for Australian and overseas students and professionals access to global learning and research opportunities (Department of Education and Training, 2005).

Education is a major export for Australia, driven by the universal demand for qualifications completed in English and the fact that it is cheaper to study in Australia when compared with other English speaking nations (Marginson, 2009). From humanitarian, economic, and geographic perspectives, Australia often concentrates on the Asia-Pacific for financial aid distribution and the development of plans to fund overseas students to come to Australia to study (Indelicato, 2015), with the expectation of having a positive impact both locally and globally (Stein, 2017). However, reasons for internationalisation in higher education also include perspectives such as: globalisation, geopolitical influences, and enhanced educational outcomes for both local and international students.

To support international student welfare, Australia has developed the *Education Services for Overseas Students Act 2000 (Cth) (Austl.)* (ESOS Act) and guidelines which were updated in 2015. These provide information about registration processes and obligations of registered international education providers. In addition, there is a *National Code of Practice for Providers of Education and Training to Overseas Students* (2018) which provides nationally consistent standards for the conduct of registered providers and the registration of their courses for students studying in Australia on a student visa.

Additionally, the Australian Awards for University Teaching recognize quality teaching practices and outstanding contributions to student learning. There are six categories for Programs that Enhance Learning and one of them is Global citizenship and internationalisation. Recipients, with the support of their institutions, further contribute to systemic change in learning and teaching through ongoing knowledge sharing and dissemination (Department of Education and Training, 2006).

These internationalisation educational initiatives aim to increase opportunities, strengthen Australia's international reputation for high quality education and training; drive

transformative collaboration in education and research; and enhance global competition by responding to and taking advantage of emerging opportunities in global education.

Locating Selves within Context and Culture

Within our respective workplaces, the importance of internationalisation and aspirations of this work are acknowledged in the academic plans (academic/educational rationale) of our Schools and Universities. The ongoing challenge is how to translate and take up this work in our day-to-day practice where students and academic staff are engaged in thoughtful discourse--where initiatives and curriculum tasks support a shift in thinking and understanding. This shift might then encourage extending beyond a deepening of multicultural acuities to include developing deeper understandings and actions that foster the critical elements of transcultural practices. Such a shift would push thinking and action along a continuum of intercultural learning. In the following two cases, we share our lived experiences and identify ongoing tensions in relation to fostering greater transcultural experience in teacher education.

We feel it is essential to sharpen our focus in our Schools of Education by critically examining the *informal curricula* and the importance of understanding cultural and ethnic diversity (cultural and social rationale). Often referred to as the hidden curriculum, this includes "those incidental lessons that are learned about power and authority, what and whose knowledge is valued and what and whose knowledge is not valued" (Leask, 2009, p. 207). Leask further asserted that on campus intercultural interactions would improve if we are strategic in employing "both the formal and the informal curriculum within a dynamic and supportive institutional culture of internationalisation" (2009, p. 207). We support Leask's (2015) invitation to include a culture of internationalisation with all members in our work and learning communities.

Drawing from our experiences in a School of Education, we explore and examine, using mini cases, internationalisation policies, perspectives, structures, strategies, and processes through complex lenses and conceptual frameworks that are sometimes experienced as blurred and often messy. We draw from contemporary, albeit permeable, scholarly interpretations and discourses that seek

to illuminate the meaning of internationalisation of higher education, cross-cultural competencies, and multicultural, intercultural, and transcultural education. Acknowledging the developmental nature of growth and change, and depending on the initiative, our respective institutions are located at various places on the continuum with an aim to move towards both intercultural and transcultural mindsets and actions.

A School of Education in Canada

In 2011, the University of Calgary's new Strategic Plan established internationalisation as one of seven priorities. This priority was further cited in a document titled: *Becoming a Global Intellectual Hub: Highlights of the University of Calgary International Strategy (2013)*. Calgary was identified as "a global energy and corporate business centre, and the fifth most livable city in the world" (University of Calgary, 2013, p. 1). Further, internationalisation is a critical factor for a designation city for immigrants and one that is a centre for corporate business offices. This, in turn, impacts the recruitment of students. "The recruitment of international students is increasingly recognized as an important element in a broader strategy for attracting highly qualified people to our country" (p. 1). At the multicultural level, this initiative creates opportunities for greater cultural diversity within the educational context.

Two targets were established as part of the University of Calgary's five-year international strategy. First, the goal to achieve a 10% undergraduate and 25% graduate international student population was identified. Second, the university committed to supporting 50% of students to have an international experience as part of their programs (University of Calgary, 2013). Both targets aimed to contribute to the richness of learning that comes with diverse cultural, social, and political perspectives and providing opportunities for students from around the world to learn with and from each other within their programs. Increasing international diversity requires establishing an infrastructure to support students when on campus or when involved in study abroad experiences *and* to having appropriate recruitment strategies in place. Investment of resources and supports is paramount to meet such goals.

Being an internationalised university is not just about the proportion of international students or staff or the number of students who study abroad. Rather, it is about the extent to

which internationalisation enters the very fabric of our research and educational enterprise. To achieve this goal requires a focus on the global and cross–cultural competencies and experiences for students and staff (University of Calgary, 2013). Formal (e.g., course assignments) and informal (e.g., social events and club) activities provide rich opportunities to cultivate and advance intercultural competencies by way of exchanging ideas and fostering relationships among students and academic staff from diverse cultural groups.

In 2015, the Internationalisation Task Force on Cross-Cultural Competencies generated a report titled, "Supporting the Development of Cross-Cultural Competencies at the University of Calgary: Phase I and II" (see Revised Report, 2018). The report identified the six priority areas that involves: the implementation of a cross-cultural competencies framework, the need to identify and assess learning opportunities (e.g., curricular, co-curricular and study abroad), the development of academic staff and staff cross-cultural competencies, and the development of a comprehensive commitment to internationalisation.

Within our School of Education, we have taken up internationalisation work in four ways. First, the *re*creation of an Associate Dean International (ADI) position occurred in 2013. This portfolio included establishing and leading a plan of action that would impact all facets in the School—establishing this position and Office required a substantial investment of resources. This investment continues to advance specific initiatives that align with the School's and University's academic and internationalisation plan and creates conditions that support cross/intercultural and transcultural work.

Second, in 2015, the Teaching Across Borders (TAB) initiative returned to the Bachelor of Education program. TAB provides opportunities for students in their second last semester of their program to travel to another country for which a formal agreement has been secured. During their 10 week placement, students volunteer teach in education centres, experience a culture vastly different from their own, acquire basic language skills, and engage in activities aimed to enhance knowledge sharing regarding teacher education and teaching practice. Additionally, participating students engage in cultural activities organized by host partners; they also have time to explore this new culture on their own. In

2017, seven host countries welcomed 35 students who applied to participate in this initiative—54 applications have been received for 2018 TAB placements. Our School aims to grow TAB to 100 participating students by 2022. The dynamic nature of TAB creates opportunities to nurture the essence of intercultural communication and supports pre-service teachers in acquiring a deeper understanding, appreciation, and valuing of cultural diversity.

Third, recruitment practices led by our International Foundations Program (IFP) are in place for undergraduate and graduate education programs. A new initiative that occurred is the translation of marketing materials. Materials are provided on the website and in print in various languages. Translating marketing materials supports a shift from being monolingual (norm) to a more inclusive, international presence.

Fourth, recruiting international students to enroll in our programs constitutes only one step. Paramount is to create healthy learning environments grounded on effective cross/intercultural competencies that impact retention and student well-being. As a direct result of the Internationalisation Task Force on Cross Cultural Competencies, an action team has been created in our School through the Offices of Internationalisation and Teaching and Learning. The team has conceptualized a framework for moving the work of the task force forward within our School. The framework is composed of the following elements grounded on our current strengths:

- An environmental scan conducted of all programs. For example, a half-day review examining courses and programs to determine where and how to align cross-cultural competencies will occur. Curriculum mapping will help identify to what degree we are addressing cross-cultural competencies in our programs. Subsequently, gaps will be identified. Educational development initiatives will be developed to address gaps.
- Establishing formal programs, such as a four-course graduate certificate which focuses on cross-cultural competency development. Informal programs, non-credit, may be offered to support specific elements of cross-cultural competencies development with specific groups.
- Establishing an evidence-informed foundation to actions taken up in our School. Findings will help inform next

> steps and will be shared through knowledge mobilization. Activities such as symposium (showcasing internationalisation initiatives) and working groups (e.g., Book Club) will be hosted to help establish research agendas in this area. This brings profile to the work that needs to be acknowledged in the School's research priority areas. A critical element of the work is to track impact. To what degree and nature are the various activities and initiatives advancing cross/intercultural competencies in our School?

Over the past three years, it is evident there has been a shift in our actions/initiatives and in our thinking. Through intentional work within programs and across the School, we are observing movement from intercultural toward transcultural. As we begin to embrace elements of transcultural competencies, this should be evident in how we think, act, and respond in terms of "seeing oneself in the other" (Cuccioletta 2001/2002, para 1).

A School of Education in Australia

The regional university in Australia has a diverse range of staff and students. For example, the staff were born in 66 different countries; 17% of the student population are international students; international students come from 94 different countries; and 101 different languages are spoken by our active (Australian and international) students (University of Southern Queensland, 2017). The university also works closely with the local community to promote linguistic and cultural events such as conferences, workshops, and a local languages and cultural festival. In addition, the majority of students (70%) at the university are distance education students with a worldwide reach spanning each continent (yes, even Antarctica). This means that students never set foot on campus; although they do participate in synchronous events within courses and other segments of the university. These events promote active learning and students are provided additional support.

Although Australia has a national framework for teacher education and program accreditation, no reference is made to internationalisation. In our teacher education program where students come from any location and can study either on campus or online, this contributes to internationalisation at both the physical and virtual levels (Bruhn & von Ossietzky, 2017).

During 2017, the university realigned the structure of the international office and reimagined the international strategic place to diversify and enhance international student recruitment. Goals include: strengthening international networks, sponsor and partnership arrangements; increasing diversity and quality of international students; and enhancing staff knowledge and skills in supporting international students to improve the student experience. The i-Graduate International Student Barometer (ISB) 2013 is designed to gather information about international students' experiences. Past data from the global survey indicates that the university performs very well compared to other Australian universities in the areas of learning, arrival, support, and living (University of Southern Queensland, n.d).

The university and School have a number of initiatives to support cross-cultural, international teaching. Firstly, there are a number of online resources and professional development opportunities available to all staff. Virtual and face-to-face resources support developing or enhancing faculty intercultural knowledge, understandings, and skills in teaching international students. Secondly, there are a number of English language preparatory programs which are offered at no cost to students from a non-English speaking background and who are Australian citizens or permanent residents. These include general English and academic English classes. Thirdly, partnerships and networks with universities across the world provide opportunities for academic staff to work with or travel to an international university for both teaching and research purposes. This also supports hosting academics from other universities to share their knowledge and to experience the Australian culture. For example, our School has previously had a faculty exchange program with the School of Education in Canada—international visiting scholars and university staff visiting international universities for sabbatical is commonplace. These opportunities have regularly resulted in joint international research publication and grant applications. Fourthly, both the university and the School support students who apply to study abroad for a semester to gain international experience. They can complete academic courses and also complete their professional experience placements overseas, in six different countries. Finally, within the School, academics provide opportunities for the internationalisation of curriculum—for students to be aware of similarities and

differences in how education systems take up teaching in contemporary times. This provides students opportunities to gain multiple and international perspectives which broaden their learning. There are a number of specific courses which focus on valuing the respective diversity in education such as Teaching in Global Contexts and Diversity and Pedagogy. In addition, within courses, activities that promote internationalisation are included as learning and (or) assessment tasks. For example, a cross-institutional online learning experience has been established that links pre-service teachers, teachers, and teacher educators from Australia, Canada, United States and Russia. This six-week learning activity has been sustained for over 10 years and provides participants the opportunity to inquire, share, and debate digital and diverse perspectives of education in the middle years.

Analysis and Discussion

The findings of this study are presented using Qiang's (2003) internationalisation of higher education conceptual framework which includes four key elements: 1. Political; 2. Economic; 3. Academic; and, 4. Cultural/social. Although specifically aligned to higher education, these different rationales for internationalisation shift in importance depending on the stakeholders e.g. government sector, education sector, primate sector.

Political

Political influences on internationalisation under this framework remain at the national level and are indicated by national security and peace along with preserving and promoting national culture and identity (Qiang, 2003). In the higher education context, political constructs also include policy on education at the national and state levels in addition to the policies within the universities themselves. This is further impacted by universities who use internationalisation as a way to gain reputation and status at the global level in order to attract staff and student talent (Seeber, Cattaneo, Huisman & Paleari, 2016). Through both formal (appointment of Associate Dean International positions) and informal leadership within our Schools, we note some positive changes. Although not related to national politics, it does relate to leadership, policy and politics within each

institution. Academic plans include integrating internationalisation initiatives which, in turn, are now being resourced more robustly.

There is a difference between our two countries in terms of where the authority for education is placed, and this impacts next steps. In Canada, education is a provincial matter—teacher accreditation is managed provincially. As such, the province-based school curriculum influences teacher education programs. Australia has a nationally-based school curriculum. In addition, national professional standards exist for all teachers and each initial teacher education program must be accredited against these standards. Although teachers are registered within the state where they intend to work, registration is transferable throughout Australia. Within Canada, we need to foster greater internationalisation in our programs under the umbrella of the Ministry. In both cases, there are challenges experienced by international students who wish to enroll in programs and also for those who aspire to teach in other geographic locations *beyond* the jurisdictions of our respective universities (Guo & Guo, 2017).

There is a misalignment at the university, Schools of Education, and K-12 school levels. For example, curriculum and structures in K-12 schools do not necessarily provide spaces to bring transcultural work into practice. Pre-service teachers may have little buy-in during their Bachelor of Education programs if they do not see this enacted in their K-12 school practicum placements. Again, this is related to the political aspect of internationalisation framework, where there is lack of alignment between expectations in K-12 and teacher education. The gap between the academic plan and policy development may not be followed up with processes and practices (Leask, 2015). Ultimately, the level of commitment shapes and influences how theory manifests into practice. In Schools of Education, what degree of influence do we have on K-12 schools with regard to internationalisation priorities and practices? Concurrently, what degree of influence should we have at the institution and government levels regarding sharing our expertise as educators? Schools of Education can play a pivotal role in leading transcultural learning. This challenge speaks to leadership—to actively participating in knowledge mobilization in K-12 schools, at the university, and with

government in support of fostering greater alignment across all three levels.

Economic

Economic influences of internationalisation in higher education include boosting national competitiveness in the areas of a countries economy, science, and technology (Knight, 2010). It also includes the marketing of educational products and services (Qiang, 2003) where revenue generation is diversified (Luijten-Lub, 2007). One of the key outcomes of international at both institutions is the ability to contribute to positive global outcomes while generating economic benefits. Globalisation can be defined as "the flow of technology, economy, knowledge, people, values and ideas…across borders" (UNESCO, 2004, p. 6). This flow is situated at the base of the internationalisation work at universities. It does raise the question however of, how best to support the international students who bring significant income into universities? The academic, cultural, and social aspects of internationalisation are closely tied with the economic influences, particularly at a time when online enrolment in international programs is increasing with possibly less financial impact(s) on the international student.

Academic

Influences in the academic area include: improving international standards for teaching and research (Hudson, 2015), addressing national and global issues through scholarship and research (Altbach & Knight, 2007; Maringe, 2010), and preparing all graduates to be respectful, contributing, national and international citizens (Qiang, 2003). This study found that there are disconnects between what is proposed in academic plans and what occurs in our day-to-day reality. From the two case studies, it is evident that we engaged in various grassroots, classroom initiatives (e.g., international collaborative project, diversity course). Is such work supporting students and academic staff to transcend beyond a level of awareness? As a School, what evidence is needed to know if we are successful in culturing and growing cross-cultural competencies? How do these initiatives impact beliefs, values, actions, and professional practice? "The European higher education in the world" strategy (European Commission, 2013) also includes internationalisation and improvement of curricula and digital learning as one of its key areas for improvement.

Cultural and Social

Cultural and social influences come from supporting and valuing cultural and ethnic diversity; contributing to individual and collective social and professional learning; and improving cross cultural understandings and relationships (Qiang, 2003). Across our two Schools of Education, similarities include a greater emphasis on recruitment of international students and providing supports and resources for students to foster success. Evident is the nature of scaffolding occurring that supports the push from cross-cultural to multicultural and intercultural, with a leaning toward transcultural. For example, with the recruitment of more international students, the implementation of English language and Academic English programs are on the rise. In developing English language proficiency, students are able to engage, more successfully, in conversations that create opportunities for sharing diverse global perspectives on particular topics. At the same time, we are creating opportunities for students to work in other countries as part of their academic program. Such immersion contributes to developing diverse perspectives and cultural understandings, empathy in relation to communication tensions and challenges, and an appreciation for the richness of embracing multicultural experiences.

Developing the capacity of stakeholders to move toward transcultural behaviours and actions is related to the cultural/social element of the framework. It is critical to transcend beyond initial awareness and shallow commitments in support of designing programs that prepare our students and academic community with the knowledge and skills to effectively welcome and work with international colleagues. This includes welcoming diverse, global perspectives. Indeed, infrastructural elements (e.g., policy, processes and resources) may be in place; however, attitudes and spaces that support deeper relationship development with others from diverse backgrounds and contexts needs more attention (Knight, 2010; Leask, 2015). Within these spaces, purposeful educational development work needs to occur in support of growing the capacity of all stakeholders.

Leadership

The work of advancing internationalisation in Schools of Education should not rest on the shoulders of one or two people. Seeber, Cattaneo, Huisman and Paleari, (2016)

referred to this as intra-organization factors which will impact on internationalisation processes. Although not a separate part of Qiang's framework (2003), it is evidence that across all the elements and within each stakeholder group it is important to have strong leadership in the area of internationalisation. Often initiatives are associated with particular people or leaders (e.g., international exchange programs). If a subsequent person or new leadership does not support this, initiatives will disappear. If this work is to be sustained and thrive, a robust community of people need to be personally and professionally invested—this requires distributed leadership at varied levels. Leaders in formal and informal roles need to have common vision and mission. They need to shift their thinking from internationalisation being an "add on" (nice to have) to that which is "core" and foundational to all aspects of program development and offerings. This depth of commitment also needs to be visible in the disposition held by the School and its collective membership. A critical tension in achieving the notion of core is getting buy-in and establishing internationalisation as a priority by *all* stakeholders. This requires leadership at all four areas of the internationalisation framework, political, economic, academic and cultural/social. Mobilizing the synergy to move this work forward, although challenging, is essential if internationalisation is to be realized in ways that align with expectations identified in planning documents.

Recommendations for Action

We do not claim to offer solutions for resolving the complexities and uncertainties associated with how internationalisation is interpreted and taken up in university contexts. Also, the landscape of opportunities and challenges effectuated by internationalisation continues to shift and *re*shape relative to changes and complexities impacted by the global market, technological developments, immigration trends, political realities and relationships, and availability of resources. Rather, from our lived experience and our own formal and informal leadership in this work, we aim to contribute to the ongoing, robust dialogue around the internationalisation of teacher education. Through our experiences and reflections having collaborated on the writing of this paper, we put forward three recommendations for advancing this agenda.

First, multiple definitions of internationalisation furnish opportunities *and* challenges. Diverse interpretations provide spaces where questioning assumptions, sharing experiences, and learning from others whose perspectives and practices are shaped and influenced by their own cultural contexts provide rich fodder for personal and professional growth and development. Although "what counts" as internationalisation in teacher education remains obscure, it is critical to engage with others in our day-to-day, to contribute to the scholarly discourse in the literature, and to welcome challenges to our perspectives and practices. This type of engagement will help to unpack and make deeper meaning of our own and others' notions of internationalisation, helping to identify influences, issues, elements, and factors that contribute to multifarious perspectives and practices. Then, we may be better informed and equipped to unpack and identify key concepts related to our own context(s) and determine what counts as evidence and why.

Second, what is the role of teacher education in deepening and advancing cross/intercultural competencies? If the goal is to transcend initial awareness to engage in transcultural work, we need to go beyond infrastructure and policies to embrace the deep relational values that shape and impact our institutional cultures. Such values need to be evident in how local and international students and academic staff engage with each other and how we listen to and interact with diverse global perspectives. Fostering deep relational experiences come with articulation of expectations, modeling of practice, and reflection on experience. Reflecting *and* intentionality "in doing" helps individuals and the collective to "learn as we go". If internationalisation is to be integral in Schools of Education, this requires all of us as stakeholders to open ourselves to the complexities of relational richness.

Related to our first recommendation, there are complexities and variations in learning environments and contexts where teacher educators are positioned. Simply put, there is no "one size fits" regarding how to advance internationalisation in a School of Education. The worth that others will ascribe to where a School is located on the continuum and subsequent priorities and recommendations will depend on a range of elements and contextual influences and factors. In our Schools of Education, we need to remain open to the conversation, find opportunities in ambiguities, and embrace the fluid and iterative nature of our work *and* the

perspectives and philosophies that guide our work. This openness takes courage and commitment.

Summary

The International Consultants for Education and Fairs (ICEF) (2016) reported a 67% increase in higher education students studying abroad since 2005. They reported five million students in 2016 with a predicted increase to eight million by 2025. It is increasingly important that higher education institutions introduce effective practices for internationalisation to support the influx of international students.

Advancing internationalisation within higher education is complicated and complex. Within teacher education, where the landscape is shifting within individual jurisdictions and across nations, valuing and promoting internationalisation has become more challenging. In our current global context, it is imperative to be responsive a wide variety of cultural identities, languages, and beliefs to advance knowledge and understandings. We support the contention that we do not need new solutions "posed within the same conceptual frames, but rather new ways of framing problems, asking questions, and envisioning and enacting different horizons of possibility" (Stein, 2017, p. 4). Given the continuous nature of change pertaining to internationalisation, responsive frameworks need to be fluid and transformable.

We have reported on how two Schools of Education from Canada and Australia have taken up internationalisation. Both universities have previously and continue to implement opportunities and actions to further internationalisation within their respective contexts. Moving forward, significant change in both contexts requires all School members to consider current values and practices and to develop processes, procedures, and policies to achieve the identified goals and aspirations of internationalisation within their own context. Overall, the goal is for academic and professional staff and students to advance across a continuum of internationalisation (Leask, 2015). It is through a commitment to continued dialogue that we explore ways to move from only having a cultural awareness to having a serious impact in changing attitudes and behaviours, so to gain transcultural learning in pre-service teacher education. Further, we continue to ponder if our Schools are, in reality, "internationalized learning

environments" (Amirault & Visser, 2010, p. 28). In the spirit of authenticity and purposeful intention, we encourage ongoing discourse, particularly as this relates to internationalisation in pre-service teacher education contexts.

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