Comprehensive Internationalization of Teacher Education across Borders

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Internationalization of the curriculum is a widely sought after objective across higher education disciplines throughout the world. In the field of Teacher Education, the imperative to educate internationally aware and sensitive professionals is paramount. Yet delivery on this imperative and in-principle support and goodwill can be challenged by the often parochially bound accreditation requirements of the profession and the practical challenges of implementing a comprehensive and integrated internationalization strategy.

Specifics of an integrated and comprehensive approach to internationalization of teacher education (referencing the work of John Hudzik and Charlotte West) include:

- student international short-term mobility
- long-term student mobility e.g. semester exchange or study abroad
- international workplace learning and professional experience
- transnational and international branch campus delivery
- international distance/online delivery
- staff and institutional engagement in the internationalization ‘agenda’
- internationalization and intercultural competence
- internationalization of the curriculum at home.

The ongoing dialog between Charles Sturt University and the University of Kentucky serves as an instructive case study in the bilateral challenges of the internationalization of teacher education. The rewards of setting Hudzik’s “audacious stretch goals” as a minimum benchmark are many and can be gained through thoughtful deliberation, collaboration and planning. The challenge of realizing these rewards however must be contextualized in terms of the internal and external drivers of a teacher education internationalization strategy, the resource requirements of its implementation and the cross-border professional accreditation frameworks in which it operates.

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