

**Teacher Development to Mediate Global Citizenship in  
English-Medium Education Contexts**

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### **Abstract**

This article is a call for rethinking Continual Professional Development (CPD) so teaching staff in English-Medium Education (EME) can take part in addressing issues of sustainability (solving problems that threaten humanity and life quality). Four focal points are selected: promoting inclusive and equitable quality education; shifting to a transdisciplinary approach; dialogic teaching and learning; and digitalising EME practices. The article, which draws on research findings and teacher discussions and reflections, presents at the beginning an overview of the current contexts for EME CPD, with specific examples of available best practices. This is followed by a vision for future directions to link Internationalisation of Higher Education to the Sustainable Development Goals (SDGs) with focus on educational development fit for global engagement. The current importance of training EME lecturers for teaching in English is acknowledged, but it is stressed that EME CPD must evolve to include newer emanating global teaching and learning competences. The last section is dedicated to practical recommendations for all EME community members.

### **Keywords**

English-Medium Education (EME), Global Citizenship Education (GCE), Continuous Professional Development (CPD), Sustainable Development Goals (SDGs)

## Introduction

English-Medium Education (EME)<sup>1</sup> has presented us with a great opportunity to foster intercultural dialogue and thus create more inclusive and equitable teaching spaces when it has been carried out responsibly (Valcke, 2020). English is now increasingly used as a lingua franca in university settings (Dafouz-Milne & Smit, 2019), and through the decolonisation of the English language, it has made it possible for more voices to be heard (Kamanzi, 2016). In spite of the transformational approaches and goals that have characterised EME in the twenty-first century (e.g. multilingualism, internationalisation and academic mobility), much still needs to be done to improve its quality (Studer, 2018; Marinoni, 2019). Given the tradition and capacity of Higher Education Institutions (HEIs) for innovation, the relevance and ability of university teaching and learning to face global challenges is also being questioned (François, 2017). To address these global challenges, the United Nations (2015) issued a call through its Sustainable Development Goals (SDGs) that aim to bring about transformative learning (UNESCO, 2017). These are seventeen interlinked goals with the aim to improve the future of humanity, including equitable access to quality education, the eradication of discrimination by race, ethnicity, and gender, and the provision of equal opportunity for the realization of human potential worldwide (see United Nations, 2015). For the purposes of this paper, our focus will be on teacher training for “global citizenship and appreciation of cultural diversity” (SDG 4 target 7 in United Nations, 2015) since language competence alone is insufficient for effective teaching and learning in the internationalised classrooms (Kling, 2016; Sánchez-García, 2020). Global citizenship can be understood as empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies (UNESCO, 2015). We have, therefore, identified specific areas that the Continuous Professional Development (CPD) of teaching staff in EME contexts must address:

- 1) Promoting inclusive and equitable quality education;

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<sup>1</sup> Contending with the need for an overarching conceptualisation that is both inclusive and equitable, we recommend the recently introduced ROAD-MAPPING framework for English Medium Education in Multilingual University Settings (EMEMUS, hereafter EME) by Dafouz-Milne and Smit (2019). Drawing on current research and examples from a variety of settings, EME makes a strong case for the dynamic and diverse nature of university contexts both as a methodological tool for researching educational practices and as an analytical guide for examining policies and the continuous professional development of teaching staff. EME thus shifts away from a narrow, monolingual perspective of English-Medium Instruction (EMI), to an organic view encompassing multilingualism, multiculturalism and interdisciplinarity.

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- 2) Shifting to a transdisciplinary approach;
- 3) Implementing dialogic teaching and learning;
- 4) Digitalising our practices.

The Internationalisation of Higher Education (IHE) echoes this call by highlighting how the multilingual and multicultural learning spaces of universities today, need to be leveraged explicitly in pedagogical strategies for students to develop the necessary global perspectives and intercultural competences. Additionally, the impact of transitioning to the digital environment, especially after the COVID-19 pandemic, has caused major shifts in the way teachers deliver education. We see this as an opportunity to rethink classroom practices.

This article is the result of formal and informal discussions and reflections that took place between the educational developers (EDs) involved in an online transnational teacher training course entitled “Two2Tango – Tandems for Teaching the International Classroom”. The course is intended for content teachers from diverse disciplines and educational contexts, but also provides knowledge exchange and competence development of the EDs facilitating the course. In a recently published epilogue titled “The content lecturer and English-Medium Instruction (EMI)”, Airey’s (2020) reflections on the field reminds us how lecturers’ practical experiences were core to the conception of the Integrating Content and Language in Higher Education (ICLHE) conferences in Maastricht (in 2003, 2006 and 2013). Conceptual, theoretical, and research-based studies were well attended, but it is of significance to remember that this act of sharing and comparing narratives across disciplines and professions was key in EME’s foundation. Our aim in this article is to convey what we have concluded to be important for EME today in the four specific areas we listed above, derived from teachers’ needs, reflections and discussions, as well as from our reflections based on research.

We will first look at the current state of teacher development, with a specific view to global citizenship; this will address the knowledge, skills and values that have been prioritized so far in the field of CPD for EME. We will then point out new directions needed in CPD and research. At the end of each section, we will draw upon various CPD projects and research to recommend specific actions EDs can implement today to catalyse change in their own contexts and develop transformational quality education that is inclusive and equitable for all.

**Where are we now?**

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The current context of IHE has started shifting its focus from teaching in English and mobility towards also including intercultural competence, sustainable education and global citizenship (Hanson, 2010) – although, as we pointed out before, HEIs are engaging with this shift at varying degrees. This implies questioning not only how we do internationalisation, such as the impact of international mobility on the environment and climate change, but also what we do and to what end, and more specifically, what we achieve *through* international education. GCE evidently requires new skills for students, which, in turn, implies new skills for teachers and those who train them. Let's take a look at how CPD is carried out in our different contexts.

### **Current contexts for the Continuous Professional Development of academics**

Currently, the provision of CPD usually rests upon the shoulders of EDs, who are the “key lever for ensuring institutional quality and supporting institutional change” (Sorcinelli, Austin, Eddy & Beach, 2005, p. xi). A study by Dafouz, Haines and Pagèze (2020) brought to light the wide range and variability of EDs' backgrounds, roles and areas of expertise. The role of ED is a complex one, being contingent upon its specific geographical and institutional settings. Generally speaking, the role of ED in EME falls on either educationalists with knowledge in pedagogy and didactics (such as in Sweden), or on language specialists with a foreign language teaching background (such as in Spain). However, the divide is not always that clear-cut. There are instances in which both backgrounds (experts on education and language) seem to converge (Belgium is one example). In Sweden, for instance, educational development is seen as an integral and recognized activity within HEIs. This contrasts with settings such as Spain, in which the EDs' role is often an extension of their other primary academic duties and does not typically enjoy institutional recognition. In Belgium, there are educational scenarios whereby the role of ED is managed by educationalists while CPD for EME is led by language experts in a semi-structured role. This siloed approach often stems from the idea that training and support for EME should solely be limited to language acquisition or accuracy. Despite their typological diversity, all EDs share the mission of enhancing the quality and value of universities, often with a focus on innovative teaching and learning practices.

Early on in CPD for EME, the focus was typically on the lecturers' overall language proficiency, their ability to lecture in English to visiting and exchange students. EME and IHE

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have brought along new pedagogical, intercultural and global needs and competences that demand special attention, and which are presumably new to international classroom teachers and, in many cases, are also novel for the EDs themselves. With this in mind, it is interesting to note that only up to 40% of the EDs surveyed in Dafouz et al.'s (2020) paper, declared themselves confident in their knowledge of Internationalised Intended Learning Outcomes (IILOs), and intercultural and global competences to facilitate lecturers' teaching processes. This undoubtedly calls for the CPD and solid support of EDs themselves to remain key agents leading the way in the current evolving teaching and learning landscape, and guiding teachers to create conditions supportive of their students' needs as future global citizens.

These training programmes, some of which are continuing to this day in the same fashion in which they started, focused on language skills like pronunciation and intonation, delivery skills like signposting and question types as well as scaffolding, materials design, and assessment to improve teaching and learning. Many lecturers still voice they appreciate and need this type of training (Macaro et al. 2018; O'Dowd 2018), as also seen in some teacher discussions in our own Two2Tango project. Our take on this point is that it is only expected that lecturers will always request more support to teach more efficiently, and as the teaching learning landscape evolves demographically, ideologically and digitally, teachers are continuously on the lookout for CPD that promises to make our courses relevant for today's students. An outcome from a recent survey by Piquer-Píri and Castellano-Risco (2021) on teachers' needs somewhat supports our view. Most of the lecturers in the reported context (Spain) said they were confident in their ability to teach in their disciplines in English, but that they welcomed more training to improve their oral skills for classroom management purposes, i.e., the regulative-interpersonal register.

### **Specific Best Practices for Professional Development**

CPD is catered for by most French-speaking Belgian universities and in-service training is mainly directed towards entry-level teaching assistants with little pedagogical experience, especially in HE settings. If institutional approaches vary widely, common objectives emerge such as introductory modules to HE teaching methodologies, promotion of innovative practices as well as continuous customised assistance for digital literacy and ICT tools. However, pedagogical concerns related to internationalisation of the curriculum, interculturality and GE are

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hardly touched upon and there seems to be a vacuum intensified by the marginalisation of EME teacher support which, when put in place, remains largely focused on language acquisition and confidence. A few initiatives have recently been developed to fill in the gap and meet the needs of future HE practitioners for the multicultural and multilingual classroom. As part of the European-funded Interreg programme Transuniv, a five-week interactive online course was created to not only address commonly discussed topics such as lingua franca usage but also to sensitise participants (PhD students mainly) to challenging aspects of EME including inclusion, diversity, interdisciplinarity, identities and linguistic imperialism. Teaching the International Classroom: Language and Pedagogy in Action was facilitated by two ICLHE coordinators from the University of Mons and had two successful iterations. Although the interregional project came to completion in March 2021, the course could potentially be fully integrated in the EME training offer of the University of Mons.

The Spanish HE landscape is characterized by being highly diversified (Sánchez-García, 2020), and so are the manifold opportunities for academics' CPD across this landscape (Fortanet-Gómez, 2020; Zayas & Estrada, 2020; Cots, 2013). The case of Universidad Complutense de Madrid (UCM) will be used as an illustrative case, but it must be noted that this type of training is not widespread. UCM firmly believes in the continuous training of its faculty as a way to (1) improve the quality of teaching through the acquisition of skills, competencies and teaching methodologies, (2) stimulate innovation, group training and the exchange of classroom experiences, and (3) provide faculty with tools and techniques that will enable them to further their research activity and academic careers. To this end, it provides a series of voluntary courses covering diverse areas in three annual calls<sup>2</sup>. One such course, called "From the multicultural classroom to the intercultural classroom: challenges and opportunities" focussed on cross-curricular knowledge and skills. The course targets teachers interested in promoting interculturalism in their multicultural classrooms, regardless of whether they are involved (or not) in EME. The contents of the course focus on analyzing what interculturality and intercultural communication are, reflecting on how they affect teaching and learning. Participating teachers were unaware of the importance of intercultural competence before the training, and more importantly they stated that awareness is not sufficient if IHE is to fully

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<sup>2</sup> For more institutional information see: <https://cfp.ucm.es/formacionprofesorado/>

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develop as there is always a gap between knowing and doing (Maíz-Arévalo & Orduna-Nocito, 2021).

Nationally, Swedish courses for the CPD of university staff must align with the recommendations made by the Association of Swedish Higher Education (SUHF, 2016), as well as the Swedish Ministry of Education's "Internationalisation of Swedish Higher Education and Research – A Strategic Agenda" (Bladh et al. 2018). The SUHF's recommendations map out the compulsory requirements for the CPD of teaching staff which comprises a total of at least ten weeks' full-time studies and are linked to being awarded employment, tenure and academic promotions. In order to fulfil the criteria for teaching qualifications participants must "demonstrate the knowledge, skills and approaches required for professional teaching in HE [Higher Education], in the participant's subject area, and for taking part in the development of HE" (SUHF, 2016). It goes on to list that participants must be able to understand and use the scholarship of teaching and learning, work collaboratively, use digital solutions to teaching and learning, work with students in an inclusive manner, as well as foster and model fundamental values of HE, such as democracy, internationalisation, gender equality, equal opportunities and sustainability. At Karolinska Institutet (KI), a medical university, the course "Teaching in the Glocal University"<sup>3</sup> is offered to its teaching staff. This course naturally aligned with these intended learning outcomes, with a primary focus on developing international understanding and intercultural competence in learning objectives; on providing pedagogical support for the development of digital technology and virtual mobility; and on enhancing internationalisation at home efforts as recommended by the national internationalisation strategic agenda (Bladh et al. 2018).

A final example of how to approach the CPD of university teachers is through our online transnational collaboration course called Two2Tango, which is currently offered to 11 different higher education institutions spread over 6 different countries in Europe. This course is intended for academics who wish to gain intercultural awareness for teaching the glocal classroom and develop different pedagogical, cultural and linguistic teaching skills for this purpose. Teachers are paired in online tandems that provide them with a variety of opportunities to reflect on such

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<sup>3</sup> For more institutional information see: <https://staff.ki.se/teaching-in-the-glocal-university/>

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themes as English as a lingua franca (ELF), cultures of teaching and learning, and global engagement, alongside practical teaching skills needed for the international classroom. The course takes place online, through an online platform, and each tandem is facilitated by an ED affiliated to one of the 11 HEIs. It was developed through research-based evidence for best practice in twenty-first century classrooms. Since the themes are fairly innovative, the course also serves as a training platform for the EDs through monthly meetings. This ensures that the course is based on the most up-to-date ideas in the field of international/global education, in turn upgrading the skillset of the EDs involved.

The current context of IHE has shifted its focus from teaching in English and mobility towards also including intercultural competence development, sustainable education and global citizenship (Hanson, 2010). This shift is faster in some contexts, while it has less priority in others. This implies learning from different contexts and looking at benefiting from others' experiences in order to provide relevant and innovative CPD fit for purpose. The small sample of CPD provision presented above clearly demonstrate there is a need for systematising and incentivising teachers to upgrade their skills. The demands put on teaching staff require them to constantly innovate and adapt; this includes having critical, evidence-based attitudes, enabling them to respond to students' expectations and outcomes, as well as new evidence from inside and outside the classroom, and professional dialogue, in order to adapt their own practices. In the next section, we will investigate the skills teachers need more closely.

### **Where should we go next?**

HEIs need to find overlaps between the various demands placed on education, for instance looking at the commonalities between gender perspectives, ethics, interprofessional learning, entrepreneurship, digitalisation and internationalisation, to name but a few. One way to approach these apparently conflicting agendas, is to examine the overlap between the SDGs, specifically SGD4 (quality education) and IHE that can be further leveraged to develop transformational quality education that is inclusive and equitable for all (Jellinek, 2018). The interconnected and interdependent nature of the SDGs provide us with useful guidance. This section will detail these links in order to understand what professional training is required for teachers to implement elements of GCE into their courses and programmes, as well as explain why language training for teaching staff may be too restrictive a model. There are efforts to

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promote global citizenship in some EME contexts, but at times they do not go beyond being a promise, as a marketing tool, to prepare graduates for the future global workplace (Baker and Fang, 2021). They also remind us that students left to their own devices are not likely to develop a sense for intercultural citizenship, and that fostering global citizenship in HEIs requires restructuring the curriculum to direct it towards problem-solving with current and future global concerns in mind. This level of action requires more transdisciplinary teaching and knowledge-building across the curriculum (Moreso and Casadesús, 2017).

### **Linking Internationalisation of Higher Education to the Sustainable Development Goals**

The United Nations has made quality education a top global priority (United Nations, 2015) and many of the aforementioned issues are interconnected. Education is addressed in SDG4, which specifically highlights quality education, stating that by 2030 states need to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO 2017, p.8). Target 7 directly states that education must “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”. (UNESCO, 2017, *ibid.*). The indicators that will ensure that this goal has been accomplished include mainstreaming in “(a) national education policies, (b) curricula, (c) teacher education and (d) student assessment” (UNESCO, 2017: 48).

As such, GCE and intercultural competence can no longer be relegated to elective courses or haphazardly addressed by motivated teachers who happen to be interested in such issues. They need to be systematically integrated throughout the curriculum in the intended learning outcomes, the teaching and learning arrangements, in the assessment and feedback. Relevant teaching staff must be trained if their capacity is to be strengthened for the delivery of quality education. If such universities today are at all interested in remaining relevant and making a sincere and meaningful contribution to sustainably developing the world, the arguments presented in this chapter advocate that the quality of education must be developed along these lines.

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While the implementation of SDG 4's different indicators is explicitly documented when it comes to teacher training in pre-primary, primary and secondary educational settings, this is significantly reduced and less systematically approached in HEIs, where varying degrees of intentionality can be observed in efforts deployed to promote global sustainable education in both formal and informal curricula (Saperstein, 2020; Rapaport, 2013). The final sub-target 4.c clearly emphasizes the need for teacher qualification and teacher training cooperation, more specifically in developing countries. However, little progress has been made with regard to educational policy reforms in the Global North, which clearly point to the incorporation of robust pedagogical features that encompass GCE and its intrinsic catalytic lever for societal change. If appropriately addressed, this gap will also ignite more open discussion on long ignored issues that the Covid-19 crisis has exacerbated, including relationships of dependency and the recognition of alternative and non-binary political and economic paradigms (UNESCO, 2018).

### **What is Global Citizenship Education?**

The body of literature (both empirical and theoretical) surrounding the topic of GCE is extremely convoluted and complex. Concepts such as global education (Davis et al., 2005), cosmopolitanism (Oxley & Morris, 2013), transnational citizenship (Hahn, 2015), global mindedness (De Oliveira Andreotti et al., 2014), global citizenry (François, 2017), global engagement (Båge et al., 2020) and others are intertwined within the discourse of GCE and often used as synonyms (Roller, 2015). Similarly, much of the empirical scholarship on GCE to date does not include distinctions between the normative and descriptive aspects of the concept, making it difficult to understand the nuances of the term's meaning in different contexts.

For the purposes of this paper, we want to adopt a holistic approach to education and the systems in which it operates. Although there is no set definition for global engagement, it is understood to mean a committed and meaningful interaction with the world as a whole (Båge et al., 2020). It places emphasis on addressing and becoming aware of one's own language use, values and perspectives, as well as the emphasis on participatory pedagogies, aligned for the purpose of including, valuing and learning from many different perspectives (UNESCO, 2017). The term engagement highlights the fact that to be prepared to live responsibly in this current and future world, education must also include agency, not just fleeting exposure, to multiple perspectives on local and global challenges. This posits learners as active agents of the learning

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process and, thus, decentres the roles of academics and educators (who are seen as facilitators of learning), curricula and pedagogical concerns within the education process (Bastalich, 2010). Global engagement focuses on the development of the learner's capacity and capability to solve real-life problems and reflect on problem-solving processes by questioning personal values, assumptions and beliefs (Coetzee, 2014).

### **Educational development fit for global engagement**

The key to teacher preparedness to GCE is through tailored training designed by EDs. Since educational development is “the iterative process of developing the quality and societal relevance of higher education” (Gregersen-Hermans and Lauridsen, 2021), it is a way to initiate and respond to change. It is an enhancement to the roles teachers already play by enabling them to take risks with new practices and communicating their discoveries to colleagues. Educational development allows teachers to take a proactive responsibility for mentoring new recruits, engaging in curriculum redesign or renewal and driving forward new changes.

If the ultimate goal from IHE is for students to be empowered to make a meaningful contribution to society (De Wit et al., 2015), teachers will need to make a clear link between pedagogy and teaching practices – not only what, but also how they are teaching – to successfully infuse curricula with the SDGs and develop the next generation of problem solvers (Block et al., 2019). This means developing students’ capacity for critical engagement with the pressing issues of our time, which signals a direct need for CPD to prepare university teachers for the challenges ahead.

Teachers could benefit from training that emphasizes GCE based on its three domains (UNESCO, 2015): (1) the cognitive, (2) the socioemotional and the (3) behavioural. This way, teacher education could provide opportunities for teachers to:

- Resort to critical thinking and self-reflection as a means to finding the best way to equip their students with the “knowledge and thinking skills necessary to better understand the world and its complexities” (ibid., p. 22).
- Consider how to infuse intercultural competence and global engagement as part of curricula/syllabi, so that students become competent on the “values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully” (ibid., p. 22).

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- Plan and create the meaningful alignment of their courses' ILOs, learning activities and assessment, in such a way that they transcend the classroom by considering the practical application and engagement of the disciplines in the globalised world. This way students could develop motivation and willingness to take future action.
- Collaborate with other colleagues to address global engagement as a cross-curricular topic. Uniting fronts and efforts at departmental, institutional and even transnational levels to demonstrate that (and how) the impact and value of global engagement goes beyond individual disciplines can be a critical action step to jumpstart transformative learning.

CPD should therefore aim to develop teachers who are open to multiple ways of knowing and unknowing, as an appreciation of what interdependence and mutual understanding might entail. Most importantly, the quality of educational practices through the CPD of teachers will be enhanced by favouring research-based scholarship of teaching and learning and encouraging the use of reflection. Flexible pedagogies and new approaches to assess students' capabilities, values and knowledges will need to be part of ongoing experiential learning for students, teachers as well as their trainers.

### **Integrating Global Engagement into professional development**

Below is a list of recommendations for teachers, teaching teams, educational leaders and developers in HEIs to reflect on and consider in order to become both inclusive and equitable. We are, however, also acutely aware of the obstacles limiting universities in implementing these recommendations, including a lack of CPD provision for university teachers in certain countries.

In order to achieve a balance between the knowledge, skills and values needed for global engagement across the curriculum (Båge et al., 2020), EDs must strive to support teachers so that they can:

- Encourage students to become partners in the production of knowledge and constructing learning design;
- Develop and become comfortable in their role as facilitator, rather than expert only, and in supporting students with critical incidents and difficult conversations;
- Design and revise intended learning outcomes so that they reflect an international, global, and/or intercultural perspective and dimension, especially in compulsory courses so that related competences are assessed (Båge & Valcke, 2020);

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- Reflect on the use of language for inclusive learning, paying attention to situated nature of learning and relevant pedagogic approaches within own teaching contexts;
- Be explicit when communicating learning processes and outcomes to students and explain their relevance to global issues in their future professions;
- Revise pedagogies and teaching practices in alignment with intended learning outcomes and consider how assessment may be inclusive;
- Consider progression across courses in a programme of study (Jellinek, 2018: 42) so that students may be trained and assessed over time.
- (Re)develop inclusive, equitable teaching philosophies, which seed complex thinking, leave room for uncertainty, confront values, and require problem-solving;
- Break disciplinary silos in order to foment interdisciplinary, multidisciplinary or transdisciplinary dialogues (Iwinska et al., 2018);
- Share resources for mutual support among teachers across institutions/countries, such as the use of inclusive virtual learning, for instance.

### **How do we put it into practice?**

It is clear that substantial efforts need to be made to develop and promote inclusive and equitable curricula. How can we transform vision into practice? The answer lies in an education that brings about change and personal transformation through actions and practices based on evidence. We cannot overlook the role of education in inculcating non-cognitive learning outcomes such as values, ethics, social responsibility, civic engagement and citizenship. Education can transform the way we think and act to build more just, peaceful, tolerant and inclusive societies. While EME, CPD, IHE have their own focus, there are a number of interrelated conceptual ideas and strategies in their visions, ideas, concepts and pedagogical strategies.

As we have seen throughout this article, it cannot be taken for granted that all teachers have declarative and procedural knowledge regarding SDGs, in general, and global engagement, in particular. As one study (Valcke et al., forthcoming) shows, there seems to be general agreement upon the importance of global engagement for students' future personal and professional success. The study also revealed diverse awareness stages and conceptualizations that HEI teachers hold of global engagement and its integration into the epistemology of their disciplines. Those teachers who have, however, attempted to accommodate global engagement in connection to their

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disciplines as an effort towards more inclusive and global knowledge and values regard it as an arduous challenge. These apparent differences in awareness, conceptualization and application can be motivated by a possible lack of specific support and CPD, and also by the major discrepancies encountered within HEIs when it comes to committing to understanding, incorporating and nurturing the SDGs, since “depending on the context, sustainable education is embraced, ignored or looked at with scepticism.” (Valcke et al., forthcoming).

The current HE landscape is therefore tinged with mismatched beliefs, realities and expectations regarding EDs’ and teachers’ CPD at the macro- (institutional policies, managerial agents), meso- (departments, coordinators) and micro- (classrooms, EDs, teachers and students) levels. More specifically, as we mentioned, CPD must be designed to:

- Promote inclusive and equitable quality education: inclusion and equity in and through education is the cornerstone of a transformative education agenda, and CPD should therefore commit to facilitating intercultural dialogue and fostering respect for diversity. Too few CPD programmes currently integrate these issues.
- Shift to a transdisciplinary approach: Transdisciplinarity involves intense interaction between academics, EDs and students in order to promote mutual learning processes through a partnership approach. It is an effective approach to student engagement because it offers the potential for more authentic engagement with learning itself and the possibility for genuinely transformative learning experiences for all involved.
- Implement dialogic teaching and learning: such practices value student knowledge, skills and attitudes through a partnership approach. In turn this disrupts teachers’ monologic construction of what counts as knowledge, opening up the space for meaningful dialogue. And yet, despite national strategies to promote more interactive approaches to teaching and learning, traditional teacher-centred practices predominate thus hindering the transformative potential of GCE.
- Digitalise our practices: pandemic-friendly CPD is now a must. It should be flexible and adaptable and model best digital practices for its participants. The technological and cultural changes in education are occurring too fast for teachers and students to assimilate

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the changes required of them to respectively teach and learn efficiently. This under-preparedness leaves both groups at a disadvantage.

These scenarios for CPD call for a holistic and comprehensive approach to transformative learning and global engagement. As pointed out over two decades ago by Merryfield (2000, p. 440) “experiences alone do not make a person a multicultural or global educator. It is the interrelationships across identity, power, and experience that lead to a consciousness of other perspectives and a recognition of multiple realities”. Therefore, EDs’ and teachers’ CPD should encompass multidisciplinary and multicultural collaborative opportunities to partner with different teachers and different EDs with diverse backgrounds, teaching experiences and contexts. Research in how global engagement can be enacted in CPD is crucially lacking and clearly needed to provide clear guiding principles for EDs. Global engagement should be conceived as a comprehensive strategy with widespread relevance for society. We believe the future of quality CPD for academics rests on five factors:

- CPD for all HEI teaching staff. As we have seen, not all contexts benefit from structured or systematic CPD, and HEIs must strategise, promote and incentivise pre-service and initial teacher education;
- Global engagement, SDGs, and the 4 areas identified above in particular must be included as part of pre-service or initial teacher education. In this way, future teachers will have developed the knowledge and perspective needed to prepare students to live ethically and responsibly in a globalised world;
- Global engagement must become an integral, central, and fundamental part of CPD that can ensure the quality and relevance of education, implemented through comprehensive strategies to help transform educational systems to meet the needs of a globalised society;
- The strategic role CPD programmes play in enabling true global engagement for all students and staff (including EDs);
- More attention paid to HE classroom practices of global engagement and GCE in educational research.

For teachers, the covid-19 pandemic is a quintessential adaptive and transformative challenge and has swiftly led them to turn to digitalised education in unprecedented ways. We know that for teachers to transform their practices, they need scaffolded CPD support over time.

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Inclusive and equitable education, transdisciplinarity, dialogic teaching and learning, and digitalisation require reflective spaces where teachers can exchange different ways of seeing, doing and thinking. Since CPD is central in supporting teaching staff, through our own experience and findings as EDs, we highly recommend the following:

- Create opportunities for gathering qualitative data during training to understand teachers' processes of thinking about a given topic, and detect needs, doubts and attitudes the participants themselves may not be aware of (e.g., Nashaat-Sobhy and Sánchez-García, 2020) and that surveys alone may not capture. Not only would this allow training developers to explore how participants conceptualise the issues under discussion, and further training needs, but they can also use the outcome to assess and improve the effectiveness of their training content and methods.
- Bridge the gap between concept and practice by finding innovative ways to accompany lecturers in their quest for change.
- Establish virtual transdisciplinary communities for teacher training with experts not only on language and pedagogy; the provision of flexible digitalised CPD is to minimize displacements, carbon footprints, which should facilitate more transnational collaborations and greater teacher participation.

This study highlights the need for pre-service and in-service training for teachers, including teacher education and professional development programmes. This study also underscores the need for more research on the outcomes and concepts behind global engagement, so as to guide and support robust CPD to enable teachers to explore the transformative potential of education, not just for personal transformation, but also social change.

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