

# Chapter 5

## Professional Development

This chapter discusses the professional development activities that may help to build capacity amongst school authority staff.

### How Can Professional Development Support the Internationalization of Alberta Schools?

Human resource policies and practices that recognize the value of cultural diversity, second language competency and international experience play a key role in the internationalization of Alberta schools. Professional development programs can also help staff (i.e., teachers, administrators and central office staff) to:

- develop the skills necessary to capably work across cultures and borders
- become more familiar with global issues and perspectives
- build confidence in incorporating global issues and perspectives into their work
- learn about and model responsible global citizenship.

### Why Is Professional Development Important?

Developing the international and/or intercultural expertise of staff is critical to internationalization. Globally minded professional development activities ensure that teachers, administrators and central office staff not only appreciate the importance of educating students with an international perspective, but are also able to lead the process of internationalization by integrating global themes, issues and perspectives into their own work. Professional development is a fundamental component of any internationalization strategy and should be fleshed out in the school authority's staffing plan (see Chapter 4: An Internationalization Strategy).

## Where Do I Start?

### Investigate Existing Programs

There are a number of existing programs and resources that staff may access. As is demonstrated in the following list, these programs and resources range in focus. Some have been created specifically for teachers, while others may appeal to all staff. Some encourage collaboration with schools or school authorities from other countries, while others develop language proficiency. The variety of programs and resources allows school authorities to select those most aligned with their needs and priorities.



### Exchanges

Alberta Education supports short-term and long-term educator exchange programs. For detailed information on these programs, visit the educator exchange program at <http://education.alberta.ca/students/internationaleducation/teacherexchange.aspx>.

### Study Tours

Alberta Education works with its international partners to support short-term study tours to international destinations. The focus and target audience varies from year-to-year. In the past, the department has led tours to China and the United Kingdom for teachers and superintendents, as well as mixed delegations of teachers, administrators and central office staff.



### Language Learning

A comprehensive list of language-related professional development opportunities can be found on Alberta Education's Web site at <http://education.alberta.ca/teachers/resources/learnlang/educators/profdevl.aspx>.

Alberta Education's Language and Culture Advisors work with the department and Alberta school authorities to organize a variety of professional development opportunities for teachers of Chinese (Mandarin), German, Japanese, Spanish and Ukrainian.

Edmonton School District No. 7's Institute for Innovation in Second Language Education (IISLE) has partnerships with a number of international organizations that promote language learning, some of whom have established a physical presence in Edmonton.

For example, the Confucius Institute has an office in the IISLE Language Centre at Woodcroft and is available to assist language teachers throughout the province. The IISLE resource libraries, including an Accredited Spanish Language Resource Centre, are also open to all Alberta teachers. For more information on the IISLE, visit <http://languages.epsb.ca/en/about-the-institute>. For more information on its partners, visit the:

- Confucius Institute in Edmonton at <http://www.confuciusedmonton.ca/>
- Spanish Language Resource Centre at <http://www.educacion.es/exterior/centros/edmonton/es/home/index.shtml>
- Goethe-Institut Toronto at <http://www.goethe.de/ins/ca/tor/enindex.htm>.

The Lviv Ivan Franko National University in Lviv, Ukraine offers a three-week summer program titled “Ukrainian language and country studies.” Participants study the Ukrainian language and learn methodology for teaching it to students. All instruction is in Ukrainian. For more information on this program, contact the International Education Services Branch.

Several universities in Spain offer language and culture courses for teachers who teach Spanish as another language. For a list of participating institutions, visit <http://www.educacion.es/exterior/usa/es/programas/cursos/portada.shtml#informacion>.

### **Teaching Abroad**

**Note:** It is strongly recommended that teachers consult their human resource areas before considering temporary international teaching assignments.

#### **Canadian Teachers’ Federation**

The Canadian Teachers’ Federation (CTF), in partnership with the Alberta Teachers’ Association (ATA), enables Alberta teachers to provide professional assistance to teachers in developing countries as part of Project Overseas. To find out more about this program, visit the CTF Web site at <http://www.ctf-fce.ca/International/Default.aspx?SID=100> or the ATA Web site at <http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2042/Number%204/Project%20Overseas/Pages/What%20is%20Project%20Overseas.aspx>.

#### **International Educator**

The *International Educator* provides comprehensive online and offline service to help teachers secure an international teaching position. Teachers can subscribe to its publications to view international job postings. They can also post their résumé online for schools to see. For more information, visit <http://www.tieonline.com/>.

### Faculty of Education, Queen's University

The Faculty of Education at Queen's University in Kingston, Ontario organizes recruiting fairs where teachers have face-to-face interviews with administrators of international schools or their representatives. The Faculty also has a wealth of information under its International Job Search Links section. For more information, visit <http://educ.queensu.ca/careers/torf.html>.

### Council of International Schools

The Council of International Schools is a member organization committed to supporting its member schools and their staff. Teachers can review possible job postings on its Teacher Job Search Web page at <http://members.cois.org/im/vacancies/vacancies.aspx>. Teachers may also establish a placement file with the council (see <http://www.cois.org/page.cfm?p=20>).

### National Defence and the Canadian Forces

Through a loan of service agreement with Canada's National Defence and the Canadian Forces, Alberta educators may teach at schools that serve the children of Canadian and NATO (North Atlantic Treaty Organization) forces. These schools are located in the Netherlands and Belgium. For more information on this program, visit <http://www.cmp-cpm.forces.gc.ca/dem-epcg/pd/osa-pra/300-01-11-eng.asp>.

## Volunteering Abroad

### Canadian Council for International Co-operation

A number of Canadian non-governmental organizations (NGOs) have programs or projects overseas that welcome Canadian volunteers. Some of these NGOs are members of the Canadian Council for International Co-operation (CCIC), a coalition of Canadian voluntary sector organizations working globally to achieve sustainable human development. The CCIC's Web site can connect staff with these NGOs and the volunteer opportunities that they provide. For more information, visit [http://www.ccic.ca/resources/internships\\_e.php](http://www.ccic.ca/resources/internships_e.php).

## Workshops, Courses and Presentations

### Alberta Regional Professional Development Consortium

Alberta Education provides implementation supports and conditional grant funding for work being done in Alberta in collaboration with professional development providers such as the Alberta Regional Professional Development Consortium. Professional development and implementation supports are provided for teachers and administrators in a range of new and revised curriculum areas that address international and global issues, including K–12 social studies, ESL, as well as international languages programs. For more information on the Alberta Regional Professional Development Consortium, visit <http://www.arpdc.ab.ca>.

### The Alberta Teachers' Association

The Alberta Teachers' Association (ATA) offers a number of workshops to help incorporate the concept of global citizenship into the classrooms. For more information on these workshops, visit the ATA Web site at <http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Workshops%20Courses%20and%20Presentations/Pages/Index.aspx>.

The following ATA specialist councils are involved in internationalizing Alberta classrooms and hosting annual conferences:

- Social Studies Council
- Global, Environmental and Outdoor Education Council
- English as a Second Language Council
- Second Languages and Intercultural Council.

For links to specialist council Web sites, visit <http://www.teachers.ab.ca/For%20Members/Professional%20Development/Specialist%20Councils/Pages/About%20Specialist%20Councils.aspx>.



### Canadian Association of Public Schools – International

The Canadian Association of Public Schools – International (CAPS-I) is an association of 70 Canadian public school authorities that provide educational programs to international students. Members of CAPS-I are able to access the members-only section of its Web site, which contains best practices on international student programs as well as sample program documents. CAPS-I also has annual meetings where professionals with similar responsibilities can interact. For more information on CAPS-I, visit <http://www.caps-i.ca>.

### Canadian Bureau for International Education

The Canadian Bureau for International Education (CBIE) is a member-based, nonprofit organization dedicated to the advancement of international education in Canada. While it focuses predominantly on the post-secondary sector, its research papers and other publications on international education may be useful to international education staff and can be purchased through its Media Room. The CBIE also hosts an annual conference. For more information, visit [http://www.cbie.ca/index\\_e.htm](http://www.cbie.ca/index_e.htm).

### Teachers of English to Speakers of Other Languages, Inc.

Teachers of English to Speakers of Other Languages, Inc. (TESOL) is an international professional association that engages its members in ongoing discussion about current issues, ideas and opportunities in the field of English language teaching. TESOL produces two publications and provides professional development opportunities, including an annual conference. For more information, visit [http://www.tesol.org/s\\_tesol/index.asp](http://www.tesol.org/s_tesol/index.asp).

### Canadian International Development Agency

The Canadian International Development Agency Web site contains teacher resources on international development and related topics. You may access these resources at <http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/JUD-12815027-RGC>.

### Continuing or Graduate-level Education

A number of post-secondary institutions offer continuing education courses and/or graduate level programs that encourage deeper thinking on themes relevant to international education. While some are explicitly international in nature (i.e., the University of Alberta's Master of Education Program in Theoretical, Cultural and International Studies or the University of British Columbia's Intercultural Studies Certificate Program), others leave room for participants to independently focus on international themes (i.e., University of Calgary's Masters of Education in Curriculum, Teaching and Learning). Contact your local post-secondary institution for more information.

## Develop Custom Programs or Professional Development Opportunities

Where the above programs and resources do not meet the needs of the school authority and its staff, school authorities may choose to develop their own professional development activities. The context, capacity and priorities of the school authority will determine which professional development activities are appropriate and feasible. The following list is meant to provide school authorities with ideas.

- To add another dimension to an existing school twinning or partnership, teachers could be encouraged to dialogue with and/or visit their counterparts in the partner school. (**Note:** School authorities that wish to go beyond a school visit or job shadow program to a teacher exchange should be aware that in order to teach in an Alberta classroom, exchange teachers must be certificated by Alberta Education.)
- A school authority project or program could be developed to help infuse global perspectives, understanding and action into school authorities. For example, some school authorities have developed study tours for teachers, administrators or central office staff. School authorities have either funded these initiatives out of their existing budgets or have applied, with varying success, to the Alberta Initiative for School Improvement (AIS) or Canadian Heritage for funding. School authority administration can also approve sabbaticals and secondments so that staff may engage in international learning.



- The school authority could arrange for intercultural training. In Chapter 6: Cultural Considerations, there is an introduction to intercultural communication that could be circulated to other school authority staff. For more interactive training, school authorities may approach organizations that offer intercultural workshops or seminars to present in their school authority. The following organizations are only a sample of a large number of organizations that offer intercultural training.
  - The Department of Foreign Affairs and International Trade Canada (DFAIT) Centre for Intercultural Learning (National) <http://www.dfait-maeci.gc.ca/cfsi-icse/cil-cai/>
  - Centre for Race and Culture (formally Northern Alberta Alliance on Race Relations (NAARR) <http://www.naarr.org>
  - Catholic Social Services (Central and Northeast Alberta) <http://www.catholicsocialservices.ab.ca/CatholicSocialServices/>
  - Central Alberta Refugee Effort (Central Alberta) <http://www.intentr.com/immigrantctr/servicesandprograms.htm>
  - Central Alberta Diversity Association (Central Alberta) <http://www.cadiversity.ca/>
  - Canadian Centre for Diversity (Calgary) <http://www.centrefordiversity.ca>
  - Calgary Multicultural Centre (Calgary) <http://www.calgarymulti.com/>

School authorities may also wish to check with local post-secondary institutions to see if they employ instructors who specialize in intercultural training; e.g., NorQuest College (Edmonton) <http://www.norquest.ca>.

Regardless of whether or not the professional development activity is pre-existing or custom built, school authorities play an important role in giving teachers, administrators and school authority staff time to participate.

## **Conclusion: Promoting Professional Development Opportunities**

School authorities and administrators play a key role in communicating professional development opportunities and making resources, including those listed in this handbook, available to staff. School authorities committed to increasing the international and intercultural capacities of their staff should consider assigning this responsibility to a specific individual. Promotional efforts may be complemented by publicly recognizing staff who participate in internationally related professional development activities.

**You may find the following sections in this handbook helpful:**

- Chapter 4: An Internationalization Strategy
- Chapter 6: Cultural Considerations
- Chapter 12: Educator Exchange Programs
- Chapter 18: Support Organizations and What They Offer