

DOMAIN 6

professional development



From the Global Learning in Afterschool Self-Assessment Tool:

“A program that successfully builds global competence in youth recruits, hires, and develops a staff that is culturally and demographically diverse and values the program’s global learning goals and activities. Program leaders encourage all staff members to expand their knowledge of the world both informally and through formal global education professional development opportunities to better support global learning in the program.”

In order to serve as effective program leaders and global learning role models, staff need frequent opportunities to participate in high-quality professional development activities. This can include in-person and online trainings, conferences, coaching/observation sessions with supervisors, staff meetings, peer networking and information sharing, and more. Professional development also includes informal information seeking and sharing between staff. Staff should feel empowered to seek out the information and resources to support their own professional goals as they pertain to global competence. This section contains tools designed to help program directors assess staff needs for professional development, create a professional development plan, and tap into partnerships (including those with schools) to enrich professional development opportunities for staff.

how to assess staff needs for professional development

Each individual staff member will have his or her own level of experience with and knowledge of global topics. Staff members' existing knowledge is a good place to start, but they will still need intentional opportunities to expand on their knowledge and further develop skills they will need to effectively deliver global programming. For this reason, when planning professional development opportunities for staff around global learning, you may wish to conduct an assessment of the individual needs and interests among your staff. Below is a sample tool you can use to find out which areas of global competence staff already feel strong in and which they hope to strengthen.

SAMPLE ASSESSMENT OF PROFESSIONAL DEVELOPMENT ASSETS/NEEDS

- ☐ What experience have you had with world music, art, or other cultural experiences?
- ☐ What experiences have you had with international travel?
- ☐ Which countries or areas of the world are you interested in/knowledgeable about?
- ☐ Which countries or areas of the world do you wish you knew more about?
- ☐ What languages other than English have you studied/do you speak?
- ☐ What are your experiences interacting with people from other countries and cultures?
- ☐ Do you stay up-to-date on current global issues? How?
- ☐ How comfortable are you communicating with others who come from different cultural backgrounds, ethnicities, or who have different opinions and perspectives than you?
- ☐ How comfortable are you with using technology and media?
- ☐ How comfortable do you feel integrating global content, issues, and perspectives into the work you do with young people?

RESOURCE

how to create professional development plans

Professional development is a process that allows you to focus on building the competencies that staff members need to have in order to successfully reach your program goals. While staff come to the table with skills and strengths, all staff need ongoing opportunities to intentionally develop new knowledge and skills that apply specifically to working with youth to achieve global competence. In order to integrate global learning into all aspects of your program, your staff need to be provided with resources and supports that will help them to effectively lead global learning activities, weave global themes into various aspects of the program's rituals and routines, and generally feel competent discussing global issues.

Comprehensive professional development plans include plans for each individual as well as your whole team. Planning involves considering each staff member's role, the skills and knowledge required for them to perform that role successfully, and identifying the gaps between what they know and know how to do currently and where you'd like them to be ideally. Once you have identified those gaps, you can consider the most effective ways to develop the competencies required.

In general, you will find that many staff members' professional development needs overlap with each other. Addressing these common needs is the goal of professional development planning for your whole team. You can design professional development experiences, including workshops, coaching sessions, site visits to other programs, or trips to conferences and other outside opportunities to make progress toward filling those needs.

A planning worksheet can be a useful tool for gathering and organizing information about your staff's needs for professional development as well as the existing knowledge and skills each staff member brings to the table. See the next page for a planning resource to help organize your ideas, developed by the Partnership for After School Education.

Once you have an overall sense of the professional development needs of your staff, it's important to consider the skills and knowledge specific to global competence that you want staff to build. You can start by identifying which "Characteristics of a Globally Competent Youth Worker" (provided below) you want to see staff develop further, then plan professional development experiences to help them do so. Use a chart like the one below to help you plan.

STAFF ROLE	CHARACTERISTIC(S) TO BE ADDRESSED	TYPE OF PROFESSIONAL DEVELOPMENT	TIMELINE	RESOURCES NEEDED
EXAMPLE: Group Leaders	Take Action: Have the capacity to integrate international content, issues, and perspectives into program plans, events, and activities	Training on Global Activity Planning (led by Program Director) Coaching by Program Director (Observation and Feedback)	Late Summer September (initial coaching and feedback) November (follow up)	Sample global activity plans. List of all planned program areas/clubs. Coaching feedback form

Once you've taken inventory using these tools, you can use the information you've gathered to consider when and how to provide professional development opportunities. Consider the following:

- Create a professional development timeline for the year. Decide when specific trainings, staff meetings, or other professional development events would be most beneficial to staff based on the program calendar and planned activities for the year.
- Take inventory of staff's strengths and create opportunities for them to share what they know with their colleagues during staff meetings or as a mini-workshop for the rest of the staff.
- If there is a need that is shared by many or most staff members, it may be best met through a training workshop. You may feel prepared to lead training yourself, or you may want to seek an outside training provider or community partner to lead the training.
- If individual staff members have needs that don't overlap with one another, consider peer education or providing individual coaching for staff to support their skill-building in a particular area. This can take the form of one-on-one meetings and/or an observation of the staff person working with youth so that you or a staff member experienced in that area can provide direct feedback on what's working and what isn't.



Professional Development Planning: A Tool for Afterschool Supervisors

In order to develop a training plan for your staff, use this tool as a first step towards identifying skills and needs of each individual staff person. This process should be completed during an individual meeting between you and each staff person. Once you have determined all of the skills and knowledge each person needs, you can look for commonalities across the entire staff to determine group training. Where there are differences, you can work with each staff person to identify professional development opportunities that are appropriate for him/her.

Staff	Job	Skills/Knowledge Required	Have	Need	Fulfilling Need
Name of staff person	Job title with brief description of job function / responsibilities	What key skills & knowledge are required for this person to successfully fulfill their job duties? Refer to list of competencies as a guide.	What key skills & knowledge does this person already have?	What key skills & knowledge does this person still need?	What kind of training and support will help fill the individual needs? Complete this for any needs that don't overlap with needs that are shared by most of the other staff.

HANDOUT

characteristics of a globally competent youth worker

In order to effectively promote global competence among program participants, youth workers must work to build global competence within themselves. The items below outline the characteristics of a globally competent youth worker. It should be noted, however, that this list is a goal to work toward, not an expected starting point. It is not necessary for staff to feel confident with all of these characteristics before beginning to infuse global learning into their programs and activities.

Staff can use this checklist to identify the areas in which they feel they are strong already and the areas they'd like to work on. In doing so, staff will increase their own global competence while supporting young people to do the same.

globally competent youth workers:

investigate the world

- ☐ Are intellectually curious about the world around them and demonstrate a commitment to lifelong learning
- ☐ Understand and stay up-to-date on current world events and international issues
- ☐ Are familiar with a variety of world cultures, along with associated music, art, literature and trends
- ☐ Have traveled internationally or are willing to engage in international learning experiences

recognize perspectives

- ☐ Recognize, value, and respect the broad spectrum of ethnicities and cultures in their community
- ☐ Are receptive to others' perspectives, welcome differences of opinion and interpretation, and are able to revise and expand their own views
- ☐ Understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options

communicate ideas

- ☐ Work effectively with people from other cultures, backgrounds, and fields of expertise
- ☐ Understand and use the arts from their own and other cultures to analyze, synthesize, and express their ideas
- ☐ Are proficient in the use of essential technologies and use them to communicate and work across national and regional boundaries
- ☐ Are able and/or willing to learn to communicate in one or more languages other than English

take action

- ☐ Use problem-solving skills to recognize and act on the needs of individual young people, colleagues, and the community
- ☐ Have the capacity to integrate international content, issues, and perspectives into program plans, events, and activities
- ☐ Are committed to behaving ethically toward youth and other members of the community
- ☐ Accept the responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world

sources of professional development that support global learning

- ☐ Lectures and workshops presented by local museums
- ☐ Lectures and other presentations presented by local colleges and universities
- ☐ Reading and other presentations presented by local libraries
- ☐ Heritage and ethnic organizations
- ☐ International affairs groups with local chapters or affiliates, such as the World Affairs Councils, United Nations Association of the US, etc.

For example, if you see a documentary film listed at a local theatre that pertains to a relevant global theme, you could plan a staff trip to watch the film. Before going to the film, spend 30 minutes or so discussing the film's themes, and ask staff members to approach viewing the film as an opportunity to expand and improve their abilities to provide a globally-themed program for young people. After viewing the film, ask staff to do some research to learn more about the issue from a variety of different perspectives. Some time after the film, gather the staff again to reflect on what they learned and how they can apply it to their work. Documentary or foreign films can also be the basis for a program activity or project. Organizations like Journeys in Film (<http://journeysinfilm.org>) provide educators with information and resources about using film to introduce young people to global themes.

CASE STUDY EXAMPLE

CERIS afterschool language and culture program various locations in new york state

The CERIS (Cornell Educational Resources for International Studies) Afterschool Language and Culture Program currently operates at 14 urban and rural afterschool locations in New York State. The afterschool students in the CERIS program are primarily of elementary school age, but some classes are offered for older students. The goal of the program is to expose students to cultures and languages they may not be exposed to in their daily life, and to generate a desire to experience different cultures and traditions. Although language acquisition is an obvious objective, equally important is exposure to authentic cultural traditions, arts, and customs.

The language teachers recruited into the program are native speakers of the language they teach, which are languages not commonly taught in the school system, such as Japanese, Mandarin, Korean, Swahili, Kannada, Hindi, Thai, Turkish, and Tagalog, to name a few. To support these native speakers in becoming afterschool language educators, CERIS provides the templates for the curriculums, professional development workshops, and resources, including

books and cultural items from the world regions being taught.

CERIS is a collaborative group that includes outreach coordinators from the six different area studies programs at Cornell University: the East Asia Program, South Asia Program, Southeast Asia Program, Cornell Institute for European Studies, Institute for African Development, and the Latin American Studies Program. The Cornell area studies programs are part of the federally funded Title VI National Resource Centers program, which supports colleges and universities across the country to provide educational opportunities and resources to increase awareness and understanding of world cultures and languages in K-12 schools, afterschool programs, and in local communities. These centers offer professional development opportunities, lesson plans and curriculum units, classroom and community presentations and events, and language and culture programs. For more information on the Title VI National Resource Centers across the country, please visit: www.outreachworld.org

TIME: 50 minutes
OBJECTIVES <ul style="list-style-type: none"> • Help staff understand their role in implementing an effective global learning program • Help staff understand the characteristics of a globally competent youth worker
MATERIALS <ul style="list-style-type: none"> • Prepared chart or printout of questions (see “Step 2”) • Blank paper • Pens • Markers • “Defining Global Competence for Staff” activity and related materials

STAFF MEETING AGENDA 1:

defining global competence for staff

agenda

STEP 1: (5 MIN)

Begin by explaining to staff that in order to effectively build global competence in young people, we need to be intentional about identifying global learning goals for the program and taking steps to achieve them. As global learning leaders, staff need to feel prepared not only to carry out their individual activities but to foster an effective global learning environment and to foster the goals of the program overall. This activity will help staff identify those goals, what role they need to play in order for the program to achieve its goals, and what resources they need as a staff.

STEP 2: (20 MIN)

Write the following questions on a chart (or distribute a printout to staff) and ask each staff member to write down his or her responses. Tell staff that you will be collecting their responses to help you plan professional development opportunities.

- What experience have you had with world music, art, or other cultural experiences?
- What experiences have you had with international travel?
- Which countries or areas of the world are you interested in/knowledgeable about?
- Which countries or areas of the world do you wish you knew more about?
- What languages other than English have you studied/do you speak?
- What are your experiences interacting with people from other countries and cultures?
- Do you stay up-to-date on current global issues? How?
- How comfortable are you communicating with others who come from different cultural backgrounds, ethnicities, or who have different opinions and perspectives than you?
- How comfortable are you with using technology and media?
- How comfortable do you feel integrating global content, issues, and perspectives into the work you do with young people?

Give them about 10 minutes to work, and then allow a few people to share some of what they wrote with the larger group. Explain that the answers to these questions will help you identify what skills, knowledge, and experience staff have (and can share with one another) and what areas need further professional development.

Tell staff that the next step will help them identify the characteristics of a globally competent youth worker. Make sure to say that these characteristics are an end goal, and it is not assumed that all staff will possess all of them right now. Rather, through professional development and experience leading global learning programming, they will work toward developing these characteristics over time.

defining global competence for staff *(continued)*

STEP 3: (20 MIN)


Facilitate the activity “Defining Global Competence for Staff” provided below.
(Note: This is only one step in the process. After completing this activity, be sure to proceed to Step 4 below.)

STEP 4: (5 MIN)

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you will continue to work with them to intentionally work toward the program’s global learning goals and to provide support to prepare them for their role as leaders and role models for global learning in the program.

NEXT STEPS:

Consider periodically revisiting the “Characteristics of a Globally Competent Youth Worker” (provided below) with staff after they’ve received some professional development and had a chance to implement global learning activities in order to reassess staff’s needs for professional development and support building their own global competence.

TIME: 20 minutes
TYPE OF ACTIVITY Discussion
ACTIVITY CATEGORY Communication/Facilitation Relationships/Partnerships 
TARGET AUDIENCE Directors/Coordinators, Line Staff
OBJECTIVES <ul style="list-style-type: none"> Participants will understand and recognize the characteristics of global competence in their own practice, and identify areas to focus on building further competence.
MATERIALS <ul style="list-style-type: none"> “Personal Connections for Global Learning” handout Pens “Characteristics of a Globally Competent Youth Worker” handout

ACTIVITY

defining global competence for staff

procedure

INTRODUCTION

Explain to participants that in addition to community connections that can support global learning, it is necessary for all afterschool staff to think about personal connections they bring to this work. In so doing, we will explore the concept of global competence in more detail, and discuss what it looks like for staff. The main goal of this activity is for participants to start identifying and prioritizing specific areas of competence to build on.

ACTIVITY INSTRUCTIONS

Distribute the “Personal Connections for Global Learning” handout. Ask participants to write down, under each heading, examples of their own personal connections that could support afterschool global learning.

Give the group a few minutes to work, then ask if anyone thought of an example that they had not thought of as global expertise before. Ask if participants thought of any areas where, though they have some exposure to global knowledge and expertise, they feel they need more support to put their connections into practice with youth.

Next, present the “Characteristics of a Globally Competent Youth Worker” handout. Ask participants to review it. Ask them to draw a star next to the characteristics they feel they already possess, and to circle the characteristics they would like to work on developing further.

! key point

Note that the characteristics listed on the “Characteristics of a Globally Competent Youth Worker” handout are a goal to work toward, not an expected starting point. It is not necessary for staff to feel confident with all of these characteristics before beginning to infuse global learning into their programs and activities.

Give participants a few minutes to review the handout independently, then ask for volunteers from the group to share. Discuss which characteristics they feel may be particularly difficult to achieve, and share ideas about how they might go about learning more.

CLOSING

Explain that for now, the group is just identifying and prioritizing areas for action. Tell participants to refer back to the concepts in these handouts throughout the training and as they consider their goals for professional development going forward.

HANDOUT

personal connections for global learning

Consider the many connections that you yourself may already have that can help support global learning:

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☐ **heritage** ----> Everyone has a heritage. Where in the world do your family members live, and/or where have they lived in the past?

☐ **stories** ----> What are the stories of your family or heritage that relate to global learning?

☐ **culture** ----> What are your musical and artistic talents, or other cultural experiences?

☐ **objects** ----> What artifacts from other cultures can you contribute or lend? What products from other cultures do you access in your community?

☐ **travel** ----> What experiences have you had traveling, moving, or migrating? (Consider armchair and virtual travel as well.)

☐ **language** ----> What languages do you speak and how have you learned them?

☐ **communication** ----> What are your experiences interacting with people from other countries and cultures? (Consider verbal and nonverbal cross-cultural communication.)

☐ **education** ----> What global areas of interest have you pursued through school or personal study, such as current affairs, historical knowledge, or scientific research?

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