



## Learning Forward looks beyond North America's borders

**F**red Brown, Learning Forward's director of strategy and development, is passionate about expanding our reach beyond North America. As our unofficial international learning ambassador, he travels widely to share information about Learning Forward and learn how educators in other countries tackle issues related to professional learning.

Each time he returns, he is even more emphatic that we have an obligation to learn with, listen to, and help shape the international agenda for professional learning.

Learning Forward Senior Advisor Joellen

Killion has also traveled extensively to share the organization's message and listen to how educators interpret our standards in the context of their educational systems. She gathered feedback from an international panel during the revision of the Standards for Professional Learning. Universal acceptance of the standards could increase the impact and influence they carry in policy conversations.

However, Learning Forward membership is 97% North American. We are not much of an international organization. To change this, we have outlined these steps to become more

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international in our intentions.

**Tap the strengths of international colleagues to inform our publications and conferences.** We will be more intentional in identifying, recruiting, and enlisting the support of international colleagues. We publish six journals per year and host learning events year-round and will ensure that international perspectives are represented in each issue as well as within each learning opportunity. You can help by reviewing the editorial calendar and conference call for proposals posted on our website and alerting us to places or individuals with expertise on the topics we're covering.

**Engage in learning conversations through our online communities.**

This fall, we are launching learning communities dedicated to the Standards for Professional Learning and other issues that have surfaced from our international conversations. With online learning communities, participants can use translation tools to break the language barrier and engage in conversations that enrich all participants with the diversity of experiences, perspectives, and resources each person brings. We invite you to join us in these important conversations.

**Collaborate on important work that influences the field.** In 2009, Learning Forward launched a four-part study on the status of professional learning in the United States. A key feature of that study was what the U.S.

can learn from its international higher-performing counterparts. We hope to undertake a similar study for Canada before our Annual Conference returns to Canada in 2016.

We have collaborated with the Australian Institute for Teaching and School Leadership, participated in the International Summit on the Teaching Profession, and joined efforts of the Asia Society's Partnership for Global Learning. We are continuing conversations with all three organizations about our shared agenda for the future. We hope to contribute to AdvancED accreditation process and offer an international Learning School designation.

We are working with OECD to see how we can leverage a soon-to-be-released study of the global professional learning landscape. (See "A global perspective" on p. 10.) More than 50 hours of interviews and months of document study have resulted in a technical report that expands our knowledge of best practices in other countries.

We want educators beyond North America to see value in formal affiliation with our association. We offer digital memberships and encourage educators to organize affiliates abroad.

We hope to report success stories from this agenda and want to hear from you how this effort has influenced your work and added value to your daily efforts. ■