

Reflective questions

What do new and existing teachers need in terms of their own professional development to support global competency-based learning? What types of competencies will educators need to address the transition?

What are the best practices in setting up positive learning environments for global competency development?

What do schools most need to make this happen?

How do we strengthen connections throughout our systems to support lifelong global competency development?

What partnerships may be possible to support our implementation and innovation plans?

What are the possible sources of funding to support the system change and to push innovation forward?

In terms of this domain, what do we see as our strengths and what are our opportunities for progress?

Stages of implementation in aspiring to change

The table below outlines specific indicators that help provinces and territories assess their progress in terms of “enabling change.” Review each of the indicators and identify your province or territory’s current position. This will also give you a sense of where you want to be in your next steps for action.

Table 6. Implementation stages for enabling change			
Components	Indicators of progression		
	Starting	Developing	Embedding
Capacity building	<p>An inventory of the strengths and gaps of in-service capacity-building initiatives and structures is complete.</p> <p>Existing teacher-training programs for pre-service teachers and professional learning courses for in-service teachers are assessed to determine the extent to which they are competency based and support competency-based education.</p>	<p>A comprehensive strategy and program for in-service capacity building has been developed.</p> <p>Teacher-training programs for pre-service teachers are being redeveloped to be competency based and support competency-based education instructional approaches.</p> <p>Professional learning courses for in-service teacher training that are competency based and support the integration of competency-based education and global competency development have been identified or are in development.</p>	<p>The in-service capacity-building strategy is being implemented, evaluated, and adapted at all system levels.</p> <p>Competency-based teacher-training and professional learning programs are in place to support teachers to experience competency-based training and adapt and contextualize it into their practice as educators.</p>
Relationship building	<p>Potential active allies/ change agents in the postsecondary education (PSE) and employer/industry systems are identified.</p>	<p>Outreach tools and processes to support active partnerships with PSE systems and employer / industry groups have been developed.</p>	<p>PSEs have embedded global competencies into curricula and are recognizing these in incoming applicants.</p> <p>Several key employers have embedded global competencies into work role descriptions and training programs and recognize these in the hiring and progression processes.</p>
Infrastructure	<p>Existing infrastructure initiatives (both within system and external) are researched to identify best practices in developing positive learning environments (both physical and virtual) for global competency development.</p>	<p>Standards for global competency learning environments have been developed.</p>	<p>Standards are integrated and assessed on an ongoing basis throughout the system.</p>
Resourcing	<p>An analysis of existing funding programs and existing resources across the system has been completed.</p> <p>Potential partners and sources of funding have been identified.</p>	<p>A comprehensive resourcing strategy incorporating system-wide resourcing initiatives and processes as well as tools/ strategies by which stakeholders can obtain funding has been developed.</p> <p>Potential partners are approached to support efforts to innovate in the space of global competencies.</p>	<p>Stakeholders at all levels see the system and its components as being adequately resourced in fair and ethical ways.</p> <p>Partners are coming onboard to resource elements of the system change.</p>

Priority Actions

Given the answers to the questions above, and your assessment of where your province or territory is in terms of “making change,” list two or three priority areas for making progress.

Areas for progress

1. _____
2. _____
3. _____