

## Reflective questions

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**What is the strategy for the integration of global competencies in the curricula? How will the global competencies be embedded in learning?**

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**What are the guiding principles for curriculum development supporting the integration of global competencies?**

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**Who will develop and guide professional learning in global competencies?**

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**What is the assessment plan for the competencies? How will assessment approaches differ?**

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

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**How to build school capacity for global competency-based instruction?**

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## Stages of implementation in aspiring to change

The table below outlines specific indicators that help provinces and territories assess their progress in terms of “making 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.

<b>Table 5. Implementation stages for making change</b>			
<b>Components</b>	<b>Indicators of progression</b>		
	<b>Starting</b>	<b>Developing</b>	<b>Embedding</b>
<b>Policy</b>	Policies within the system have been reviewed to assess alignment with competency-based education. Analysis of what policies may be needed to achieve the intended change has been completed.	Policy to support the transformation has been adopted.	Policies are regularly evaluated to ensure that they respond as well as possible to the change and the integration of global competencies.
<b>Curriculum</b>	Curricula across K–12 have been reviewed with a lens toward integrating global competencies.	Curricula are in the process of redevelopment.	Curricula have been redeveloped to integrate the development of global competencies using the following guiding principles. Curricula must clearly articulate the focus on the key ideas within each learning area; limit the required outcomes to those key ideas; configure subjects to serve global competencies; and recognize that the development of global competencies happens everywhere in the community (not just the school).
<b>Pedagogy</b>	The required competencies to facilitate the development of global competencies have been compared to existing pedagogical approaches to pre-service and in-service teacher training.	The new requirements of instruction/assessment and the ways in which they contrast with existing approaches have been communicated in differentiated ways through a suite of products and services to specific target audiences (e.g., principals, secondary teachers, elementary teachers, students, parents, and employers).	Pedagogical training that supports global competency education is fully integrated into pre-service teacher-preparation programs and faculties of education generally. It continues to be fully endorsed by education associations (e.g., associations of teachers, superintendents), is built into supervisory methods, and is understood by parents, employers, and other stakeholders.
<b>Assessment</b>	Assessment methods and strategies for global competency development are researched, analyzed, and presented for review across stakeholder groups so that a general approach to assessment can be developed and presented conceptually to educators.	Guides and materials are created and disseminated that help educators convert global competency-assessment approaches into action.	The assessment approaches are part and parcel of the criteria-based assessment processes used by teaching staff.

## 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

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2. \_\_\_\_\_
3. \_\_\_\_\_