## Reflective questions

**Who has the authority to make decisions in our system?**

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**Who are the change agents in our system?**

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**Who does not endorse the vision for global competencies and how do we work with them to meet their needs?**

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**How do we ensure that stakeholders are helping to shape the changes to the system?**

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**In terms of performance measures, how do we make our system less punitive and more collaborative in approach (e.g., moving from poor performers as the focus to focusing on everyone working on some aspect of development and change)?**

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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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## Stages of implementation in aspiring to change

The table below outlines specific indicators that help provinces and territories assess their progress in terms of implementing the changes associated with "owning change." Review each of the indicators and identify your provinces and territories' current position. This will also give you a sense of where you want to be in your next steps for action.

| Table 4. Implementation stages for owning change | | | |
|---|---|---|---|
| **Components** | **Indicators of progression** | | |
| | **Starting** | **Developing** | **Embedding** |
| **Governance** | Those who have the authority to make decisions about the system change at all levels of the system have been identified. | The distribution of governance has widened from a few individuals to many stakeholders at all levels of the system. | Governance has been purposefully and meaningfully distributed. |
| **Accountability** | Those accountable for the change in public education have been identified. | Accountability no longer focuses on poor performers within the system but rather supports and legitimizes a collaborative approach to working together across all levels of the system for change. | Accountability for global competency development in students and young adults has extended to more stakeholders in and across the system (e.g., postsecondaries and employers). For example, employer groups have incorporated global competencies in performance-management systems. |
| **Engagement** | Change agents from a variety of communities and background are identified not by their position but by their capacity to influence. | Open invitations to participate in the development of the transformation are extended to all. | A diverse group of organizations and stakeholders is actively involved in the system-change development, implementation, and growth. |
| | Possible tipping points are identified to support greater engagement and collaboration (e.g., teachers are actively involved in the development of the transformation). | Those who are sitting on the fence and those who are resisting the change are invited to share their needs and ideas. | Change moves forward with a significant majority of stakeholders actively involved. |
| | Effective communication channels (e.g., Web sites, social media, e-mail, print media) for specific stakeholder targets are identified. | Communication methods reach targets and effectively communicate a coherent message. | Stakeholders say that they have been informed, and they understand and actively promote the system changes. |

## Priority Actions

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

### Areas for progress

1. _____

2. _____

3. _____