

Questions to Support Reflections on the Key Components of the Domains of Change

Aspiring to Change: Philosophy, Intention & Outcomes

- What is our vision for the change?
- What do we want to do differently?
- What outcomes do we want to see as a result of this change to our system?
- In terms of this domain, what do we see as our strengths and what are our opportunities for progress?

Situating Change: Understanding Context & Starting Points

- What key stakeholder groups need to be consulted?
- What are the cultural, social, economic, environmental, political, geographic and demographic considerations that will affect the vision for the system transformation?
- What intra/intersystem contextual issues will influence the change process?
- How will the situational context of our province or territory be embedded in our implementation plan?
- In terms of this domain, what do we see as our strengths and what are our opportunities for progress?

Shaping Change: Leadership

- What leadership model works best for our province or territory?
- Are there promising practice models that we can draw upon?
- How will we build on our strengths and encourage leaders from all stakeholder groups to take on leadership roles?
- How do we ensure that consistent and coherent communication about the changes is given and received?
- In terms of this domain, what do we see as our strengths and what are our opportunities for progress?

Owning Change: Governance, Accountability & Engagement

- Who has the authority to make decisions in our system?
- Who are the change agents in our system?
- Who do not endorse the vision for global competencies and how do we work with them to meet their needs?

- How do we ensure that stakeholders are helping to shape the changes to the system?
- 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)?
- In terms of this domain, what do we see as our strengths and what are our opportunities for progress?

Making Change: Policy, Curriculum, Instruction & Assessment

- What is the strategy for the integration of global competencies in the curricula? How will the global competencies be embedded in learning?
- What are the guiding principles for curriculum development supporting the integration of global competencies?
- Who will develop and guide professional learning in global competencies?
- What is the assessment plan for the competencies? How will assessment approaches differ?
- In terms of this domain, what do we see as our strengths and what are our opportunities for progress?
- How to build school capacity for global competency-based instruction?

Enabling Change: Capacity Building, Relationship Building, Infrastructure & Resourcing

- 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?

Continuing Change: Research, Evaluation & Improvement

- What is our plan for evaluation?
- Are outcomes linked to processes?
- How do we position evaluation as supporting learning and growth across the system? What cultural shift needs to be made?
- In terms of this domain, what do we see as our strengths and what are our opportunities for progress?