

Reflective questions

What key stakeholder groups need to be consulted?

What are the cultural, social, economic, environmental, political, geographic and demographic considerations that will impact the vision for the system transformation?

What intra/intersystem contextual issues will influence the change process?

How will the situational context of our province/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?

Stages of implementation in aspiring to change

The table below outlines specific indicators that help provinces and territories assess their progress in terms of “situating 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 2. Implementation stages for situating change

Components	Indicators of progression		
	Starting	Developing	Embedding
Understanding the context	Stakeholders that are critical to understanding the cultural, social, economic, political, geographic, environmental and demographic context are identified and invited to meaningfully contribute to the articulation of the global competencies and the vision and framework of the system’s transformation in support of global competency integration.	Defined global competencies reflect the input of stakeholders and the cultural, social, economic, political, geographic, environmental and demographic context of the community where they are developed.	Stakeholder contributions are recognized throughout the change process. Stakeholders report that they see themselves as co-creators of the system transformation.
	Inter- and intra-system contexts are considered and integrated in the overall implementation plan.	Stakeholders that represent organization sin the inter- and intra-system context are informed and invited to contribute to the implementation plan.	An implementation plan involves inter- and intra-system stakeholder input and their role in executing the plan is clearly defined.
	An asset map of the system’s strengths relative to the integration of global competencies is made.	An asset mapping guide and/or set of training courses that support districts, boards and schools to assess their strengths in relationship to the integration of global competencies is published and/or delivered and made readily available to districts and schools.	Strengths of the system are recognized by stakeholders across the system and districts and schools are using the asset mapping guide and/or training courses to develop their own strengths-based action plans for the integration of global competencies.

Priority Actions

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

Areas for progress

1. _____
2. _____
3. _____