

Reflective questions

What leadership strategies and facets work best for our province or territory?

Are there promising practices 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?

Stages of implementation in aspiring to change

The table below outlines specific indicators that help provinces and territories assess their progress in terms of “shaping 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 3. Implementation stages for shaping change

Components	Indicators of progression		
	Starting	Developing	Embedding
Leadership model	Active research has been conducted to understand the preferred/effective models of leadership specific to a province or territory.	Preferred leadership models selected in the starting phase are used across the system with the system’s leaders (superintendents, principals, etc.).	Leadership models shift to continuous improvement and change. An alternating dialogue between leadership at the top and bottom is observed by leadership at the top and bottom.
	Leaders at all levels are identified across and within systems.	Leaders work together with stakeholders to create a common vision/framework and a set of global competencies that are tailored to the province or territory’s social, economic, and cultural environment.	The province or territory’s global competency framework is promoted and used across the system.
Communication	A communication strategy for connecting and distributing key documents and messages is developed. Mitigating miscommunication is considered in the strategy.	Leaders across the system receive targeted and timely communications.	Common and coherent messages about the system change are relayed by leaders throughout the system.
Capacity building	Leaders at the top actively encourage leadership from all levels and across stakeholder groups. Teachers (leaders of their own classrooms) are trained in global competency integration and are encouraged to shape and adapt the competencies to the context of their schools and classrooms.	Preferred leadership models are converted into programs and resources for leadership development that are delivered in a variety of ways for all levels of leadership.	Leaders at all levels are competent in their leadership roles and continue to hone their leadership abilities.

Priority Actions

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

Areas for progress

1. _____
2. _____
3. _____