TDSB Equity Leadership Competencies tdsb

Setting Directions

- demonstrates a clear understanding of the purpose and impact of leadership directions and its ability to influence the school and department environment
- views system and provincial direction with a critical equity lens and can therefore engage in shared thinking to merge multiple ideas together as well as transfer ideas to school or system leaders
- identifies and addresses biases and systemic barriers while recognizing and addressing their own emotional responses and guiding others to do the same
- communicates effectively and meaningfully with students' parents/guardians/ elders, and team members with an equity approach

- understands and utilizes demographic data effectively (e.g. in particular utilizes a deep understanding of demographic data and social identities to shape responses)
- utilizes culture as an asset to support engagement and success for all students
- has a deep understanding of social identities to inform and shape Collaborative Inquiries on how they unfold and the questions they seek to answer
- understands and critically analyzes equity considerations necessary to support meaningful learning and strategic action
- utilizes an Inclusive Design approach to support school improvement

- demonstrates a clear understanding of issues related to social identities and power dynamics
- demonstrates awareness of and uses culturally relevant leadership approaches to support students, staff and families
- identifies and addresses systemic barriers faced by students, families and communities
- demonstrates an ability to articulate personal privilege and how that may shape or influence decisions
- understands the importance of engaging social identities in classrooms, schools and departments
- supports the creation of school goals that identifies "who" (which students) are in the gaps

- intentionally addresses power and privilege, race and oppression, biases and systemic barriers
- aligns budget and resources with a focus on addressing marginalization and underserved students and communities
- engages families as partners in shaping/ informing priorities and instruction
- applies policies and procedures using a deep understanding of student/parent census data (including the relationship among demographic, achievement and school climate data)
- develops strategic directions aligned with the Multi-Year Strategic Plan that centers student and parent voice and agency

Building Productive Relationships & Developing People

- actively builds partnerships with stakeholders representing marginalized students
- considers culturally relevant supports for students, families and staff
- actively engages parents as partners and utilizes multiple ways to engage families (including and beyond School Advisory Council) to meet the needs of marginalized students and communities

- aware of issues connected to the various -isms/phobias (e.g. racism, classism, ableism transphobia, homophobia, antisemitism, Islamophobia etc.) and micro-aggressions that may marginalize or stigmatize students, staff, families and community members
- ensures that the diversity of students and community is reflected in the learning happening in classes, in the school environment and School Improvement Plan

- understands power and privilege connected to various social identities
- understands and unpacks the role that power and privilege can play in situations where collaborative professionalism and inquiry is required and/or engaged
- engages in targeted/precise work to build deep relationships with marginalized, underserved and/or under-represented students, staff and families

- develops an invitational culture where parents and students see themselves reflected
- arrives at solutions that are context specific and reflects the needs of the local community in order to create strong neighbourhood schools
- engages parents as partners in understanding and identifying student strengths, needs and next steps

Improving the Instructional Program

- has a strong knowledge of educational pedagogies with nuanced thinking about the educational and instructional program including but not limited to Anti-Oppressive, Anti-Racist and Decolonizing Pedagogy, Critical Consciousness and Critical Theory
- understands what Culturally Relevant and Responsive Pedagogy is in the context of curriculum

- understands and engages student identities, abilities and lived experiences, individual learning styles and modes of learning in classroom instruction
- discerns how to use social identities to create inclusive learning spaces
- leverages knowledge of social identities to shape instruction and extra-curricular programming
- Utilizes an Inclusive Design approach to create learning environment that upholds the human rights of all

- understands and supports professional learning through Inclusive Design to develop students global competencies
- addresses issues of injustice through Critical Literacy and Social Justice inquiry based learning etc
- provides opportunities for students to build positive and healthy human relationships among their fellow students, and among all members of society.

- builds staff capacity to create authentic learning tasks through inquiry, reflective of students identities
- develops knowledge and understanding of how to use data (quantitative, qualitative, perceptual etc) effectively
- identifies and purchases resources, texts that supports authentic learning opportunities reflective of students and community

Developing the Organization to Support Desired Practices

- addresses equity of access to technology and other resources
- identifies and addresses biases and systemic barriers while managing their own emotional responses and guiding others to do the same
- intentionally and explicitly addresses power, privilege, issues of racism, anti-Indigenous and anti-Black racism and all forms of oppression
- develops and establishes transparent communication plans to share work successes and next steps

- utilizes research and research designs which reflect the social identities of students and community members
- upholds a commitment to stakeholders and engages in organizational transformation necessary to uphold Human Rights of all
- intentionally considers peoples' social identities and leadership styles as an asset when distributing leadership
- creates a culture of learning and leadership where staff are able to be vulnerable and accountable

- ensures that issues of power and privilege are explicitly addressed through learning opportunities and approaches
- develops explicit plans for success of underserved students e.g Indigenous, Black, racialized, students with identified learning needs and those coming from poverty
- Models leadership that demonstrates vulnerability (e.g. Models their own learning from mistakes) as a way to become a better leader

- operationalizes board commitment to Inclusive Design by demonstrating the ability to set optimal conditions for student achievement and well-being
- identifies and able to have brave conversations about equity focused structures that support ALL students and reflect commitments outlined in the Multi-Year Strategic Plan
- staff consider students and family voice to inform and shape school and system learning opportunities

Securing Accountability

- seeks to understand, critically questions, and effectively utilizes demographic data
- uses the feedback loop to monitor, measure and connect to instructional practices in the classroom
- takes responsibility for failures and successes

- look for patterns of success and/or failure based on social identities and interprets findings in a transparent manner
- actively engages partners and system supports in a transparent manner to ensure that the needs of marginalized students are met

- ensure the School Improvement Planning and the leadership learning focus on underserved students
- creates a system involving the school community to interpret information from the monitoring process

- monitors chosen practices and methodologies are being used to ensure they meet the needs of underserved students and promotes excellence for all
- actively and transparently measures results and shares learning which informs next steps

Equity & Anti-Oppressive Leadership

- demonstrates the ability to hold brave conversations about identity and marginalization while maintaining relationships
- demonstrates the ability to have brave conversations about bias, power, privilege and barriers in service to students and families
- focuses on self-learning/reflection and the work/learning of adults

- continues to probe and ask questions e.g "Who is missing from the conversation? How do we learn what we don't yet know?"
- unpacks/understands the impact of power & privilege in communities and work place environments
- able to have conversations about race as it relates to student achievement and well-being

- develops a network of critical friends/ supports to help unpack issues as they arise
- identifies and understands the cultural and academic supports necessary for families to engage with their children
- creates and supports Equity goals that focus on adult learning necessary and connect to adult and student identities

- understands the impact of micro-aggressions on the well-being of marginalized people; and work to identify strategies to support them and disrupt inequitable practices
- creates Equity goals that lead to the attainment of the achievement and well-being goals

Truth and Reconciliation

- enacts the Truth and Reconciliation Commission of Canada: Calls to Action #s 62, 63
- implements the United Nations Declaration of Indigenous Peoples as a framework for reconciliation
- dismantles barriers that oppress and marginalize Indigenous peoples
- works with and learns from Indigenous people
- practices principles and guidelines for respectful protocols
- consults and collaborates with Indigenous peoples with free, prior and informed consent

- "Nothing About Us Without Us."
- adheres to the principle of OCAP, Ownership, Control, Access, Possession (research and data)
- focuses on restorative practices
- centres Indigenous students voice
- adopts an approach to Indigenous education that puts Indigenous student well-being at the centre
- provides opportunities for Indigenous student leadership
- affirms, respects and promotes Indigenous knowledge(s)
- recognizes and affirms treaty rights, Indigenous rights and languages

- supports the development and implementation of Indigenous knowledge and innovations in education
- commits to and ensures measures to effectively deal with discrimination and racism
- creates culturally safe and trauma informed schools and work places
- provides opportunities for professional learning that include the impact of colonization historically embedded and contemporarily practiced, as well as contemporary issues, accomplishments, contributions and achievements
- recruits and hires Indigenous staff

- builds respectful relationships with Indigenous peoples rooted in reciprocity
- participates in decolonizing and Indigenizing professional development
- embeds Indigenous education in School Improvement Plans

These are the pillars of Indigenous Education in the TDSB
- Professional Learning
- Community Engagement
- Students Voice
- Partnerships: Internal, External
- Programming
- Research and Development
- Relationships and Reconciliation

TDSB Equity Leadership Competencies

1 Setting Directions

To create an equitable environment for students and staff, we need to set clear directions to guide us using an Inclusive Design approach, demographic data, and strategies that align with the Multi-Year Strategic Plan, all with the understanding of how biases and systemic barriers and privilege affect how we see the world.

2 Building Productive Relationships & Developing People

Building trust is key to developing positive relationships. We can do this by being aware of issues connected to the -isms/phobias and micro-aggressions that marginalize or stigmatize, ensuring that students' diversity is reflected in the classroom, and understanding the power and privilege connected to various social identities.

3 Improving the Instructional Program

There is a lot of work that needs to be done to improve how we support our students and work with teachers and staff. Using educational pedagogies, including Anti-Oppressive, Anti-Racist and Decolonizing Pedagogy, Critical Consciousness and Critical Theory in the context of curriculum, we can improve the instructional program for all students.

4 Developing the Organization to Support Desired Practices

From intentionally and explicitly addressing power, privilege, issues of racism, anti-Indigenous and anti-Black racism and all forms of oppression to create a culture of learning and leadership where staff are able to be vulnerable and accountable, TDSB leaders are expected to develop and support practices that will create the conditions for learning and a fair and equitable school system for all people.

5 Securing Accountability

Accountability and taking responsibility is key to developing equity within the TDSB. Leaders need to be able to look for patterns of success and/or failure based on social identities and interpret findings in a transparent manner and ensure that School Improvement Planning and leadership learning focuses on underserved students and supports excellence for all. What gets measured gets done, so also ensuring there are transparent mechanisms in place that will inform our next steps.

6 Equity & Anti-Oppressive Leadership

Leaders need to be able to have challenging and brave conversations about identity and marginalization, race, bias, power, privilege and barriers in service to students and families and how it relates to student achievement and well-being, while maintaining relationships. Learning is a life-long endeavour and to create an anti-oppressive environment, our leaders must continue to probe and find out who is not at the table who can add to this important discussion.

7 Truth and Reconciliation

At the TDSB it is a priority to centre the voices of Indigenous students and adopt an approach to Indigenous education that puts the well-being of Indigenous students at the centre. Through dismantling barriers that oppress and marginalize Indigenous peoples, recruiting and hiring Indigenous staff, TDSB leaders will work to create culturally safe and trauma informed schools and workplaces and provide opportunities for professional learning that includes the impact of colonization (historically embedded and contemporarily practiced), as well as contemporary issues, accomplishments, contributions and achievements.