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 is 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