**TDSB Equity Leadership Competencies**

**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 Collaboration 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 the 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 shape instruction and extra-curricular programming
* 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 student 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 style 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
* Looks 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-Oppression 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 to 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 People as a framework for reconciliation
* Dismantles barriers that oppress and marginalize Indigenous peoples
* Works with and learns from Indigenous peoples
* 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 students 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