TDSB Equity Leadership Competencies

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.

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.

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.

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.

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. What gets measured gets done, so also ensuring there are transparent mechanisms in place that will inform our next steps.

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.

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.