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| ***English*** | ***TCH*** |
| **Creating Equitable Learning Environments For All** **Developing an Integrated Equity Framework Action Plan**The TDSB has a long-standing commitment to equity and is a leader in supporting equity with innovative programs, inclusive curriculum, professional learning and strategies to close achievement, participation and opportunity gaps. We are committed to creating equitable and inclusive learning environments for all and recognize that to take our efforts to the next level, we must adopt a more focused, strategic approach. We have reflected on our past efforts, leveraged the expertise and experiences we have heard from our partners and stakeholders and have considered where we want to go and how we need to change to get there. The result is a draft of the Integrated Equity Framework Action Plan. **What are we doing?** With this plan, we are taking coordinated action to embed equity into everything we do, beginning with training to provide all staff with critical skills, knowledge and leadership capacity, to reviewing all our policies and practices to make sure they are consistent with our system equity priorities, and aligning our resources with those priorities to making sure that every school has the support it needs to create the right learning conditions for improved achievement and well-being for each and every student in our system. **Why is this important?** We are committed to making sure that equity is embedded into everything we do, every day, because we believe that ensuring equitable learning opportunities, supports and an inclusive learning culture for every student in every classroom, school is the only way to provide improved achievement and well-being for all our students. • Set a consistent policy direction • Align resources with key system priorities • Takes concrete steps to create an equitable inclusive learning culture throughout the TDSB and within each and every school and classroom. • Lead to measurable improvement in achievement and well-being for all students **How is this approach different?** It is a coordinated, strategic approach focuses the efforts of the entire system and all aspects of our work within one all-encompassing equity framework, which will lead to measurable improvement in achievement and well-being for all students, by: • Setting a consistent policy direction • Aligning resources with key system priorities • Taking concrete action to give every the school the tools, resources and support it needs to create an equitable, inclusive learning culture in every classroom. **Where are we focusing our efforts?** We are focusing our actions in seven strategic component areas: policy, budget, access and secondary program review, school improvement process, leadership capacity plan, inclusion and special education, and employment equity.**How will this action plan impact student achievement and well-being?** By putting equity at the centre of all our work, making it the essential foundation of all our policies, practices, relationships and learning environments, and ensuring that all staff in every school have the knowledge, skills, supports and resources they need to address the unique needs and circumstances of their students and communities, this approach will drive a cultural shift that impacts every student in every classroom in every school across the system. **How can our communities help?** The voices of all our diverse communities will provide important insight to guide the Integrated Equity Framework, not only in its development, but throughout all the action steps that emerge from it. This is only the beginning of the conversation. As you read the Action Plan, please consider these questions: • **What insights or reflections do you have about equity or the draft framework?** • **Did it resonate with you?** • **Is there anything missing?** • **What comments do you have?** **Overview of the Strategic Components**Policy **Equity Goals**: Ensure that procedures are in place at all levels of the system for developing, implementing and reviewing policies that promote equity and inclusion. The effectiveness of these must be assessed and changes made where necessary. It is important to develop and implement appropriate staff training to support effective policy implementation at all levels of the organization. **Examples of Current, Ongoing and Projected Equity Commitments Include:** • Reviewing all Board policies with an equity lens Budget **Equity Goals**: To align system-level resources with our equity commitments. Schools and departments will work to build their operating budgets considering the barriers and system biases that impact student achievement and well-being, recognizing the different needs of all of our students. Success means that all schools and departments have the resources, tools and supports needed from the system to create the right learning conditions for all students. **Examples of Current, Ongoing and Projected Equity Commitments Include:** • Ensuring equitable allocation of resources to schools using the Learning Opportunities Index • Considering strategies to address achievement, opportunity and participation gaps during the annual budget process Access and Secondary Program Review **Equity Goals:** To increase equity of access and opportunities for all students, provide students and families with more choice within their home school, to expand areas of emphasis for students interested in specialized learning and to engage student participation in programming decisions. **Examples of Current, Ongoing and Projected Equity Commitments Include:** • Conducting an environmental scan of all programs offered in secondary schools • Consulting with students to inform secondary programming vision, strategy and planning School Improvement Process **Equity Goals:** To create enhanced learning cultures in which all staff have a leadership role, to build a deep understanding of equity and bias and to build knowledge of how to read, interpret and use data through a critical equity lens leading to improved outcomes for all students and enhanced engagement for students, staff, parents and communities. **Examples of Current, Ongoing and Projected Equity Commitments Include:** • Building capacity for system and school leaders so that the focus of improvement efforts remains on every classroom in every school supported by the responsiveness of the team • Provide specific training opportunities for school staff and leadership to provide effective leadership for school improvement cycle • Leverage existing examples of good practice from the field to inform system planning Leadership Capacity **Equity Goals:** To shift from leadership-of-position to leadership-of-influence inviting all staff to share their expertise and experience with their school community and create enhanced learning cultures and to confront bias, challenge barriers, acknowledge privilege and bring about change. **Examples of Current, Ongoing and Projected Equity Commitments Include:** • Building capacity for all leaders through a variety of learning opportunities • Developing standards of Service Excellence to increase responsiveness to schools, parents and communities • Supporting all staff in sharing their leadership and expertise by implementing protocols and processes that influence direction Inclusion and Special Education **Equity Goals:** To ensure all students are successfully included, supported and empowered when, for example, they experience a sense of belonging and social citizenship, an environment is designed to fit the student not the student to the environment, all cultures and identities are celebrated, when the right to participation and establishing a positive climate where engagement is promoted and prioritized and, when students are not organized by perceived ability. **Examples of Current, Ongoing and Projected Equity Commitments Include:** • Developing plain-language resources for parents and students about special education programs, services and supports • Developing and implementing a process for parents and students to raise concerns for special education programming • Remodeling the Home School Program to ensure support is provided in the regular classroom Employment Equity **Equity Goals:** To measure how effective our employment practices are, to identify workplace factors known to have a strong impact on organizational health and the health of individual employees and to ensure that all employees have equitable opportunities for advancement and that their skills and knowledge are valued and used appropriately. **Examples of Current, Ongoing and Projected Equity Commitments Include:** • Conducting a staff survey to assess workplace culture, engagement and leadership opportunities • Reviewing practices with respect to religious accommodation to ensure alignment to the Human Rights Code • Developing and delivering in-services on inclusive workplace strategies  | **為所有人創造公平的學習環境****制定《消除歧視促進平等框架行動方案》**TDSB長期致力於促進平等，是通過創新計劃、包容性課程、專業性學習和措施以促進平等的領導者，宗旨是彌合學生在成績、參與和機會上的差距。我們致力於為所有人創造一個平等和包容的學習環境，我們也認識到要想加強這方面的努力，就需要采取更有針對性和戰略意義的措施。我們對過去所做的努力進行了回顧，借助合作伙伴和股東為我們提供的專長和經驗，思考了將來的發展方向、以及我們需要做出怎樣的改變才能達成目標。取得的成果就是這份《消除歧視促進平等框架行動方案》（Integrated Equity Framework Action Plan）的草案。**我們正在做什麼？**借助於這一方案，我們正在采取協調一致的行動，力爭在各項工作中貫徹和體現平等的原則精神：首先，進行培訓，讓所有工作人員具備重要的技能、知識和領導能力；審議我們所有的政策和實踐，確保其符合我們教育系統促進平等的工作重點，並根據推進平等的工作重點對資源進行相應的調配，以確保每所學校都有所需的支援，能夠為我們系統中的每個學生創造良好的學習條件，提高他們的成績，改善他們的身心健康。 **為什麼平等的原則很重要？**我們致力於確保公平的原則在我們每天所做的全部工作中都得到貫徹和體現，因為我們相信，保證每所學校、每間教室中的每位學生都有平等的學習機會、獲得平等的支援、以及包容的學習文化，是幫助所有學生取得更好成績和身心健康的唯一方式。•確定連貫的政策導向 •依據教育系統重要的工作優先事項對資源進行相應的調配•采取具體步驟，在TDSB範圍內和每所學校及每間教室內創造公平和包容的學習文化•力爭讓所有學生的成績和身心健康得到明顯的進步與改善 **這項措施有什麼不同？**這是一項協同配合、具有戰略意義的措施，將整個教育系統的努力和各方面的工作整合到了一個統一的促進平等框架下，進而實現所有學生的成績和身心健康都有明顯改善與進步，具體措施包括：•確定連貫的政策導向 •依據教育系統重要的工作優先事項對資源進行相應的調配•采取具體行動，為每所學校提供所需的途徑、資源和支援，在每間教室創造平等包容的學習文化**將工作重點放在什麼地方？**我們將行動集中在七個關鍵的領域：政策、預算、教學資源獲取與中學課程審議、學校改進程序、領導能力培養方案、包容和特殊教育以及就業平等。**這項行動方案將怎樣影響學生的成績和身心健康？**通過將公平作為各項工作的中心，使其成為所有政策、實踐、關系和學習環境的重要基礎，確保每所學校的所有員工都擁有應對學生和社區獨特需求與環境所需的知識、技能、支援和資源，這項方案將會帶動文化理念的轉變，對整個教育系統中每所學校，每間教室裡的每位學生產生影響。**我們的社區應怎樣提供幫助？**多元社區的聲音不僅能夠指導這一框架行動方案的制定，還可以為之後的每一步行動提供重要的意見參考。這只是溝通過程的開始，在您閱讀這一行動方案的同時，請思考這些問題：* **您對於平等議題或這份草案有什麼見解和思考？**
* **草案和您的想法契合嗎？**
* **我們是否了遺漏了任何內容？**
* **您有任何評論嗎？**

**戰略要素概覽**政策**平等目標：**確保教育系統各層級中議事程序的到位，以便對促進平等和包容的政策進行制定、實施和審議。對各項政策的有效性必須進行評估，並在必要時進行改動。很重要的一點是制定和實施適當的員工培訓，以確保組織內部各級別中政策都能得到有效的實施。**現有和規劃中推進平等承諾的事例包括：****•**從推進平等的角度審視教育局的各項政策預算**平等目標：**根據推進平等的承諾對教育系統資源進行調配。學校和各部門在了解所有學生不同需求的前提下，還將考慮影響學生成績和身心健康的障礙和教育系統內存在的偏見，進行運營預算的規劃。成功則意味著所有的學校和部門都有教育系統所需的資源、途徑和支援，以便為所有學生創造適合的學習條件。**現有和規劃中推進平等承諾的事例包括：****•**使用學習機會指數（Learning Opportunities Index），確保各學校的資源得到了公平的配置• 在年度預算過程中，研擬相應策略以解決學生在成績、機會和參與上的差距教學資源獲取與中學課程審議**平等目標：**在所有學生獲取教育資源和機會的過程中推進公平，為學生和家庭在他們的家庭學校內提供更多選擇，為那些對專科學習感興趣的學生拓展研修領域的範圍，加強學生對於計劃決策的參與。**現有和規劃中推進平等承諾的事例包括：**•對於中學提供的所有課程進行環境審查•與學生展開諮詢討論，介紹中學課程設置的願景、措施和規劃。學校改進程序**平等目標：**創造改進的學習文化，使所有員工都能發揮領導角色，增進對平等和偏見的深入了解，學習如何透過重要的平等的角度來閱讀、解讀和使用數據，進而幫助所有學生提升成績，增進學生、員工、家長和社區的參與。**現有和規劃中推進平等承諾的事例包括：**•加強教育系統和學校領導的能力，從而使改進努力的重點放在每所學校的每間教室上，可以借助於團隊的響應能力提供支持•為學校職員和領導層提供具體的培訓機會，為學校工作的改進提供有效的領導•利用良好實踐中現有的例子來宣傳系統規劃領導能力培養方案**平等目標：**從職位領導力向影響領導力轉變，邀請所有職員與學校社區分享他們的專長和經驗，創造改善的學習文化，直面偏見，挑戰障礙，承認特權，帶來改變。**現有和規劃中推進平等承諾的事例包括：****•**通過多種學習機會，培養所有領導的領導能力•制定優秀服務標准，更好地應對學校、家長和社區的要求•通過實施該方案，支持所有員工分享他們的領導力和專長，著力引導領導力的發展方向包容和特殊教育**平等目標：**確保所有學生都能成功地融入集體、獲得支援和力量，例如讓他們感受到歸屬感和社會公民感，讓環境適應學生，而不是讓學生適應環境，欣賞所有文化背景和身份個性，讓每個人都有權參與其中，創建積極的氛圍，鼓勵並重視學生的參與，不依照表面體現出的能力來劃分學生。**現有和規劃中推進平等承諾的事例包括：**•為學生和家長開發有關特殊教育項目、服務和支援的通俗語言資源•為家長和學生制定和實施計劃，以提升對於特殊教育課程規劃的關注度•對家庭學校計劃（Home School Program）進行重新規劃，以確保對常規教室提供支援就業平等**平等目標：**目標是衡量我們雇佣措施的有效性，鑒別對於組織健康和個人雇員健康有強烈影響的工作場所因素，確保所有雇員都有提升的平等機會，他們的技能和知識都能得到重視和恰當的運用。**現有和規劃中推進平等承諾的事例包括：**•進行員工調查，評估工作場所文化、參與度和領導機會•審議宗教權益的保障情況，確保遵守人權法案•制定和提供有關工作場所包容性措施的在職培訓 |